



State of New Jersey
2015-2016

Grade Span 01-05

25-3030-070
MONMOUTH
MARLBORO TWP
Asher Holmes Elementary School
48 MENZEL LANE
MORGANVILLE, NJ 07751-1298

2015-2016 School Performance Reports

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

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

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

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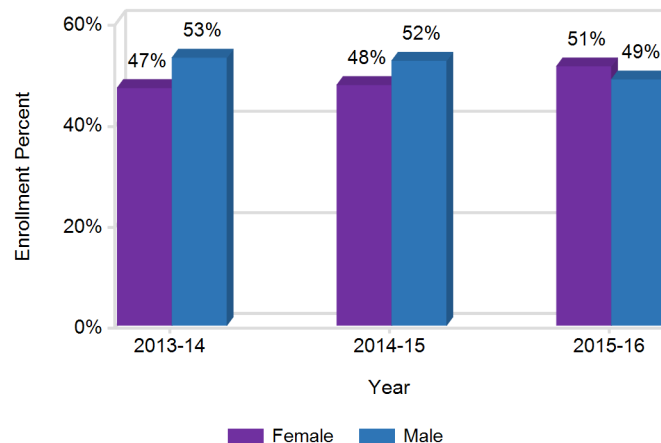
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	118	100	97
Grade 02	123	127	103
Grade 03	109	126	134
Grade 04	146	115	135
Grade 05	129	147	118
UG	0	0	0
Total	625	615	587

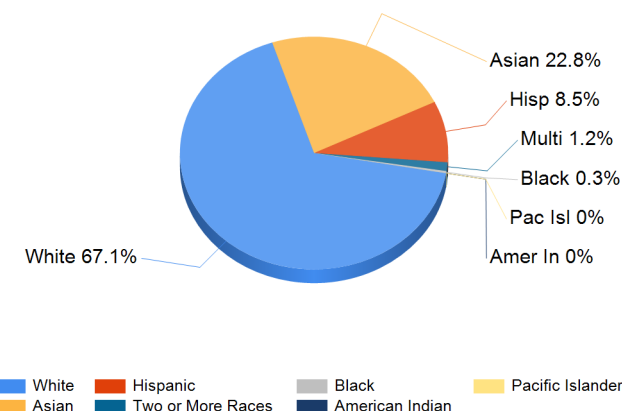
Enrollment by Gender

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



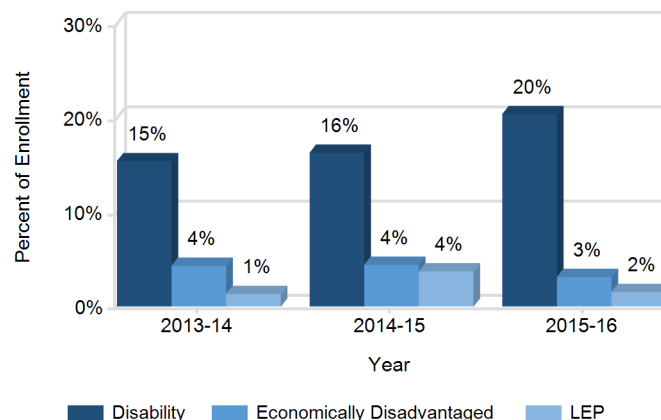
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	95.4%
Chinese	0.7%
Polish	0.7%
Spanish	0.7%
Telugu	0.5%
Other	2.1%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	14	75
Mathematics Met or Exceeded Expectations	69%	43	86

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	310	68%	75	83%	X	312	69%	86	84%	X
White	198	64%	56	77%	X	200	65%	72	78%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	79	85%	63	99%	✓	79	86%	68	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	69	38%	85	90%	X	69	36%	85	90%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	767	768	746	4%	10%	20%	50%	16%	67%	48%
White	75	762	763	756	5%	13%	23%	44%	15%	59%	58%
African American	S	S	762	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	38	780	783	772	N	3%	11%	66%	21%	87%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	24	740	739	718	17%	25%	21%	29%	8%	38%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	123	774	776	749	1%	2%	13%	52%	32%	84%	52%
White	75	768	771	757	1%	3%	16%	59%	21%	80%	63%
African American	S	S	773	730	S	S	S	S	S	S	31%
Hispanic	S	S	762	736	S	S	S	S	S	S	35%
Asian	38	788	791	777	N	N	5%	37%	58%	95%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	24	751	755	727	4%	13%	29%	46%	8%	54%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	753	732	S	S	S	S	S	S	32%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	762	769	750	2%	4%	24%	56%	15%	71%	54%
White	66	761	764	759	3%	2%	26%	61%	9%	70%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	23	774	783	773	N	N	17%	48%	35%	83%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	777	756	S	S	S	S	S	S	62%
Students with Disability	20	743	746	723	10%	20%	25%	40%	5%	45%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	737	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	103	760	761	745	1%	9%	22%	59%	9%	68%	47%
White	67	757	755	752	2%	8%	28%	60%	3%	63%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	23	777	781	771	N	N	13%	57%	30%	87%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	761	750	S	S	S	S	S	S	54%
Students with Disability	20	737	744	724	5%	30%	40%	25%	N	25%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	730	730	S	S	S	S	S	S	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	756	765	751	N	16%	15%	63%	5%	68%	53%
White	62	754	762	758	N	18%	18%	61%	3%	65%	64%
African American	S	S	758	733	S	S	S	S	S	S	32%
Hispanic	S	S	762	738	S	S	S	S	S	S	37%
Asian	23	767	774	773	N	4%	9%	74%	13%	87%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	23	742	742	723	N	39%	26%	30%	4%	35%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	99	755	763	747	N	17%	26%	46%	11%	57%	47%
White	63	749	758	753	N	19%	29%	49%	3%	52%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	S	735	S	S	S	S	S	S	31%
Asian	23	776	781	774	N	9%	13%	44%	35%	78%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	23	744	743	725	N	35%	35%	22%	9%	30%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	28%

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



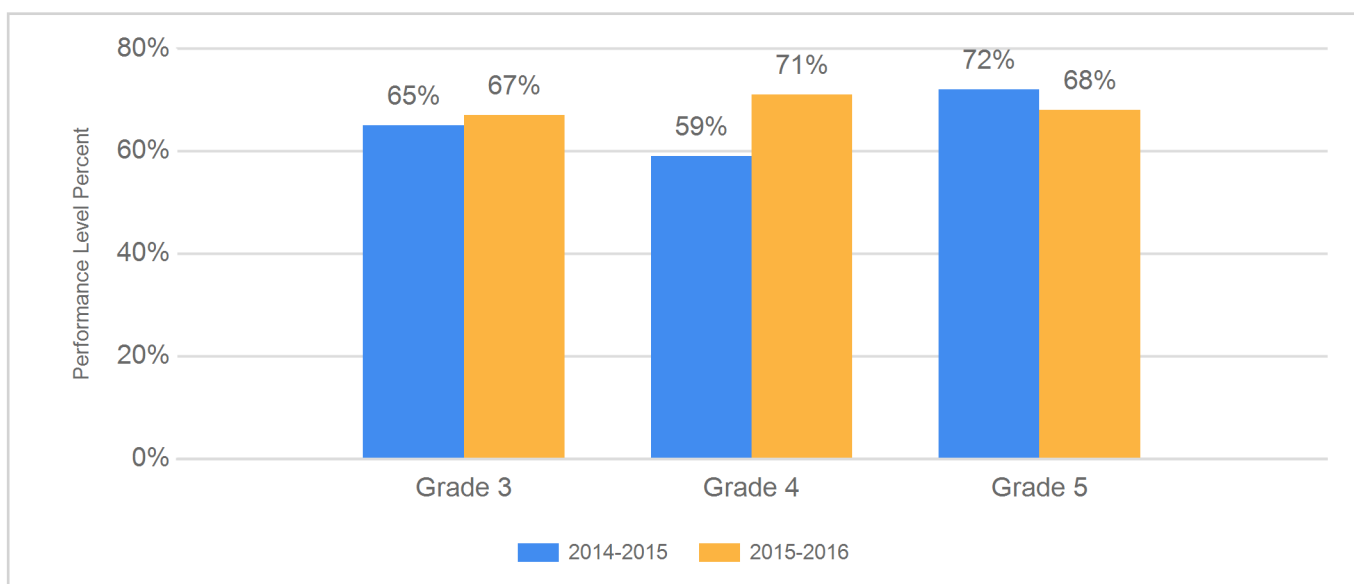
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PARCC ELA Performance Trends

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





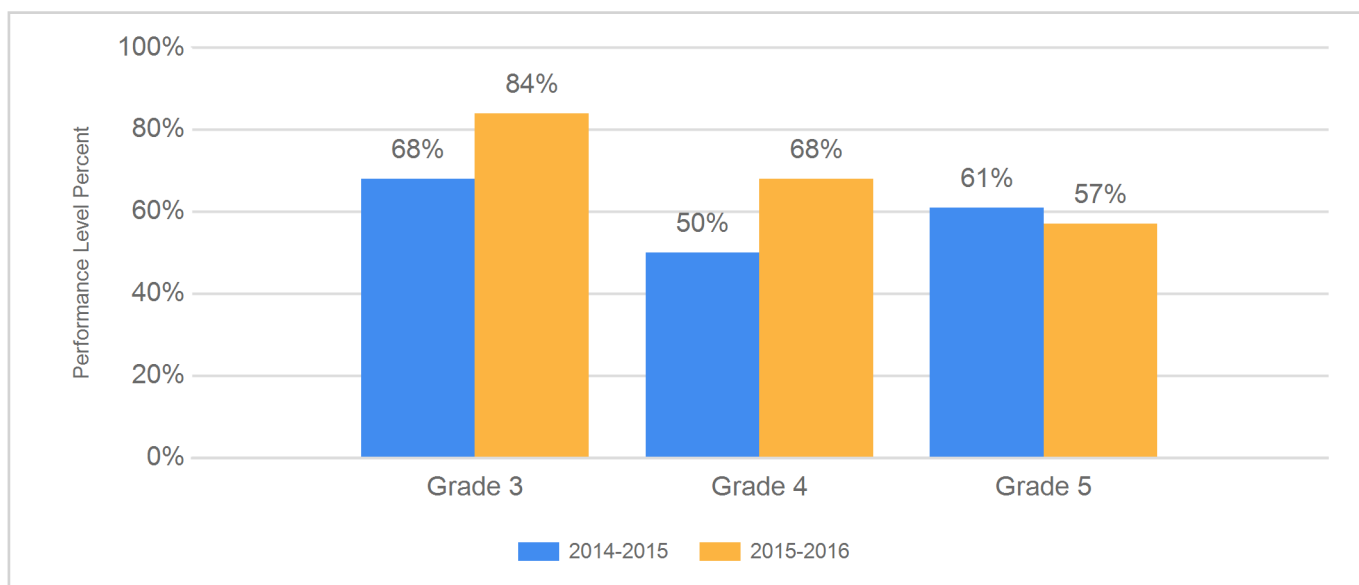
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PARCC Math Performance Trends

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





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

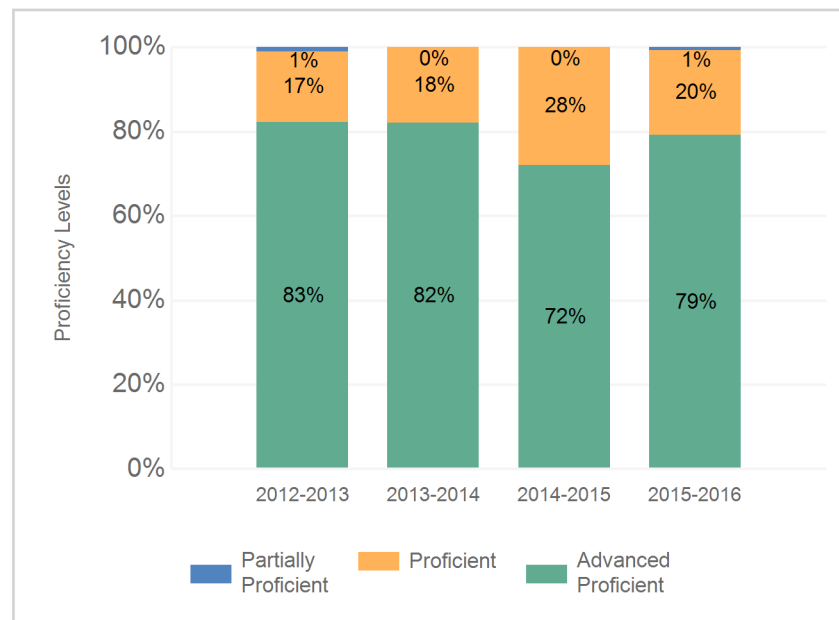
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	79%	20%	1%
White	80%	19%	1%
African American	N	N	N
Hispanic	63%	38%	N
American Indian	N	N	N
Asian	88%	13%	N
Two or More Races	S	S	S
Students with Disability	56%	40%	4%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	49	50
Student Growth on Math	45	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	2%	4%	4%
Approached (L3)	10%	8%	9%
Met (L4)	19%	20%	12%
Exceeded (L5)	6%	3%	2%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	4%	4%
Approached (L3)	7%	10%	9%
Met (L4)	19%	19%	10%
Exceeded (L5)	6%	3%	3%



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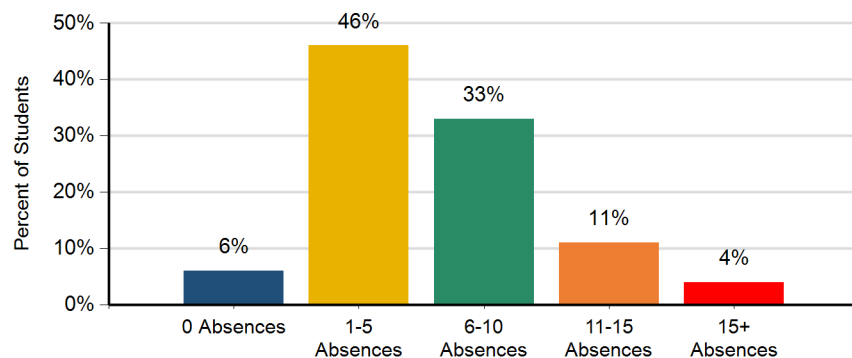
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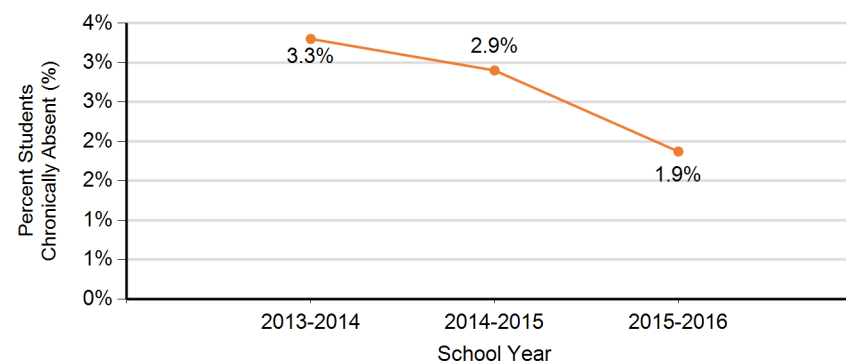
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	12:1
Administrator	294:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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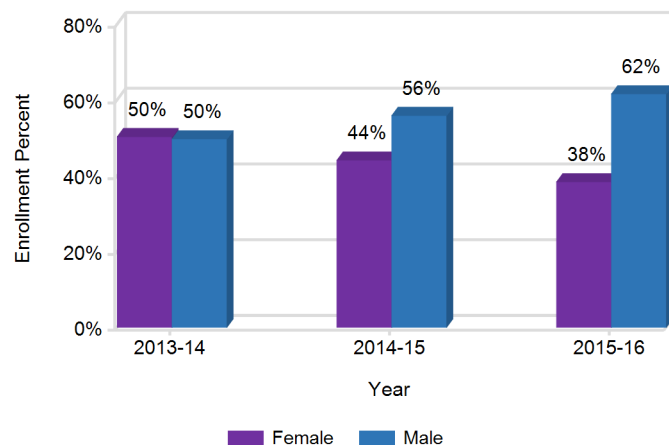
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	9	0	0
Grade KG	266	249	262
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	65	71	92
Total	340	320	354

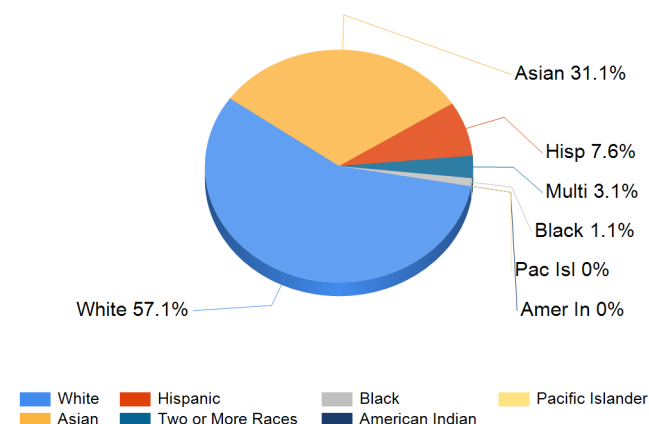
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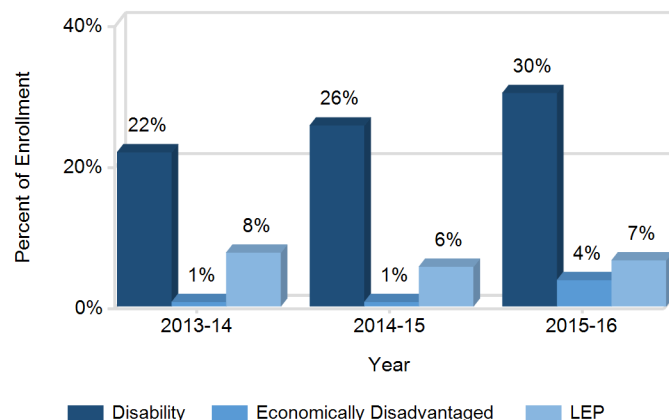
Enrollment by Ethnic/ Racial Subgroup

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Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	87.9%
Spanish	2.3%
Hindi	1.7%
Russian	1.7%
Tamil	1.1%
Other	5.5%

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



State of New Jersey
2015-2016

25-3030-043

MONMOUTH

MARLBORO TWP

David C Abbott Early Learning Center

171 TENNENT ROAD

MORGANVILLE, NJ 07751

Length of School Day

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

	School
2015-16	2 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	2 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	354:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 01-05

25-3030-030
MONMOUTH
MARLBORO TWP
Frank Defino Central Elementary School
175 Route 79 North
MARLBORO, NJ 07746-1056

2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

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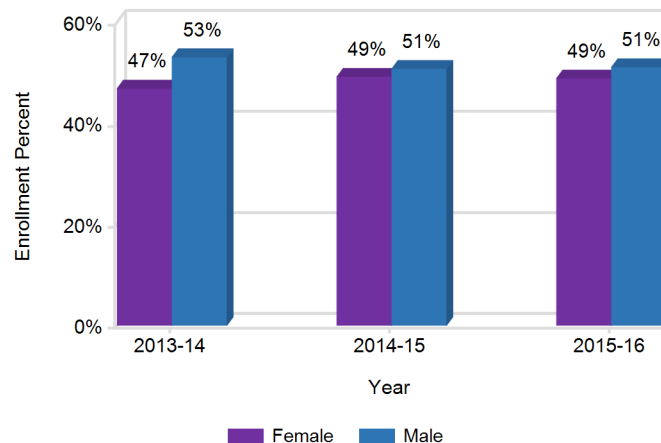
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	77	76	66
Grade 02	99	84	89
Grade 03	118	106	92
Grade 04	120	125	112
Grade 05	121	121	127
UG	30	29	21
Total	565	541	507

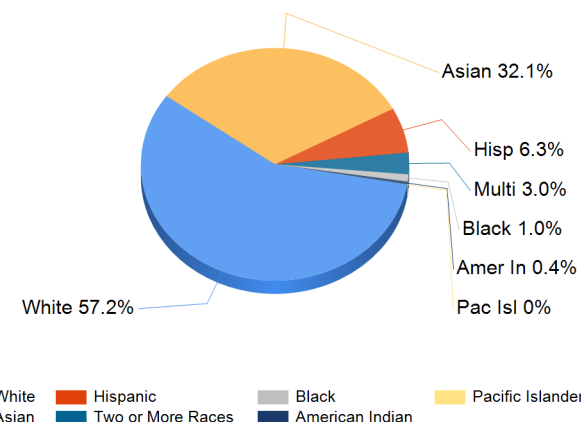
Enrollment by Gender

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



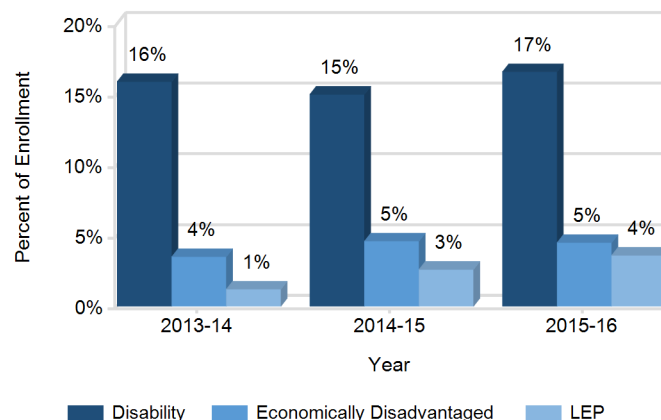
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	93.5%
Spanish	1.4%
Chinese	1.0%
Tamil	0.8%
Telugu	0.4%
Other	3.0%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	77%	71	89
Mathematics Met or Exceeded Expectations	82%	100	97

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	280	77%	89	90%	✓	283	82%	97	90%	✓
White	152	72%	73	82%	✗	155	76%	87	84%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	99	92%	73	100%	✓	99	98%	78	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	38	53%	94	82%	✗	38	63%	98	82%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	762	768	746	1%	11%	23%	56%	9%	65%	48%
White	42	759	763	756	N	14%	31%	48%	7%	55%	58%
African American	S	S	762	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	28	778	783	772	N	N	7%	79%	14%	93%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	13	751	739	718	N	15%	39%	39%	8%	46%	22%
English Language Learners	S	S	751	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	83	780	776	749	1%	2%	10%	49%	37%	87%	52%
White	43	775	771	757	2%	N	14%	54%	30%	84%	63%
African American	S	S	773	730	S	S	S	S	S	S	31%
Hispanic	S	S	762	736	S	S	S	S	S	S	35%
Asian	28	795	791	777	N	N	N	39%	61%	100%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	13	770	755	727	N	8%	15%	54%	23%	77%	28%
English Language Learners	S	S	752	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	753	732	S	S	S	S	S	S	32%

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



State of New Jersey
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Grade Span 01-05

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MONMOUTH

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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	99	777	769	750	N	3%	17%	44%	35%	80%	54%
White	54	774	764	759	N	2%	19%	48%	32%	80%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	38	787	783	773	N	N	13%	42%	45%	87%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	777	756	S	S	S	S	S	S	62%
Students with Disability	16	756	746	723	N	13%	38%	31%	19%	50%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	737	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	100	771	761	745	N	2%	21%	57%	20%	77%	47%
White	55	761	755	752	N	2%	27%	66%	6%	71%	57%
African American	S	S	730	727	S	S	S	S	S	S	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	38	789	781	771	N	N	8%	47%	45%	92%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	761	750	S	S	S	S	S	S	54%
Students with Disability	16	757	744	724	N	6%	38%	50%	6%	56%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	730	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	772	765	751	1%	5%	11%	64%	19%	83%	53%
White	61	766	762	758	2%	8%	13%	62%	15%	77%	64%
African American	S	S	758	733	S	S	S	S	S	S	32%
Hispanic	S	S	762	738	S	S	S	S	S	S	37%
Asian	43	783	774	773	N	N	5%	65%	30%	95%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	S	S	742	723	S	S	S	S	S	S	20%
English Language Learners	S	S	699	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	119	776	763	747	1%	5%	13%	51%	30%	82%	47%
White	62	768	758	753	N	5%	19%	58%	18%	76%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	747	735	S	S	S	S	S	S	31%
Asian	44	794	781	774	N	2%	N	43%	55%	98%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	769	754	S	S	S	S	S	S	56%
Students with Disability	11	749	743	725	N	27%	18%	36%	18%	55%	19%
English Language Learners	S	S	716	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	S	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 01-05

25-3030-030

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MARLBORO TWP

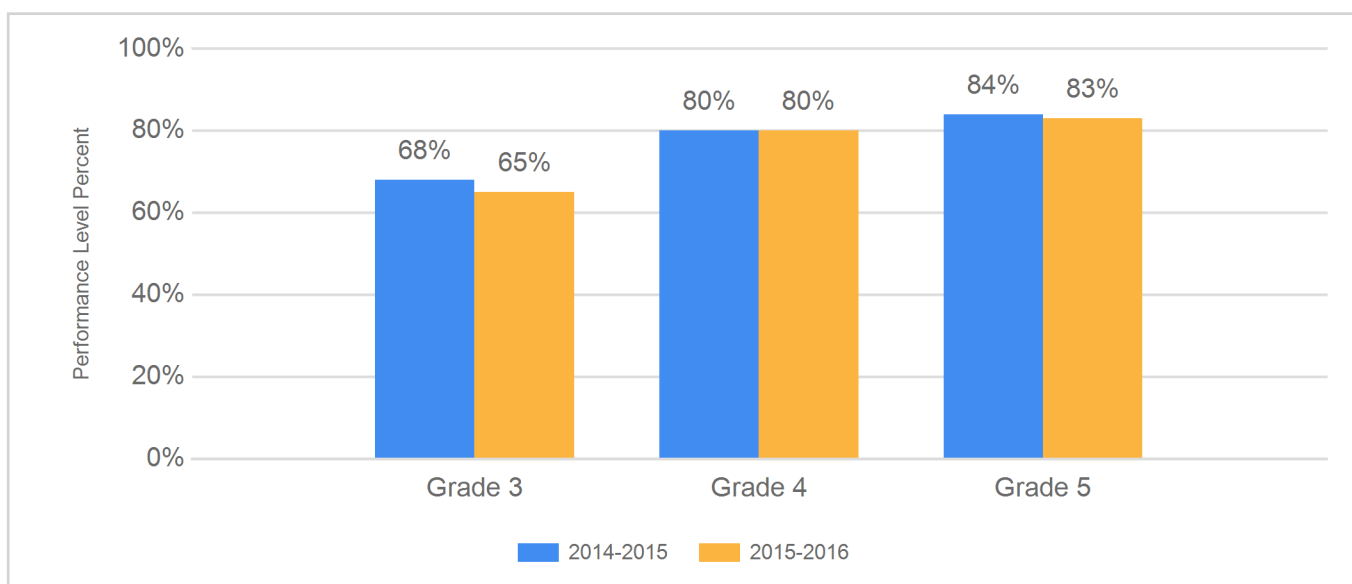
Frank Defino Central Elementary School

175 Route 79 North

MARLBORO, NJ 07746-1056

PARCC ELA Performance Trends

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





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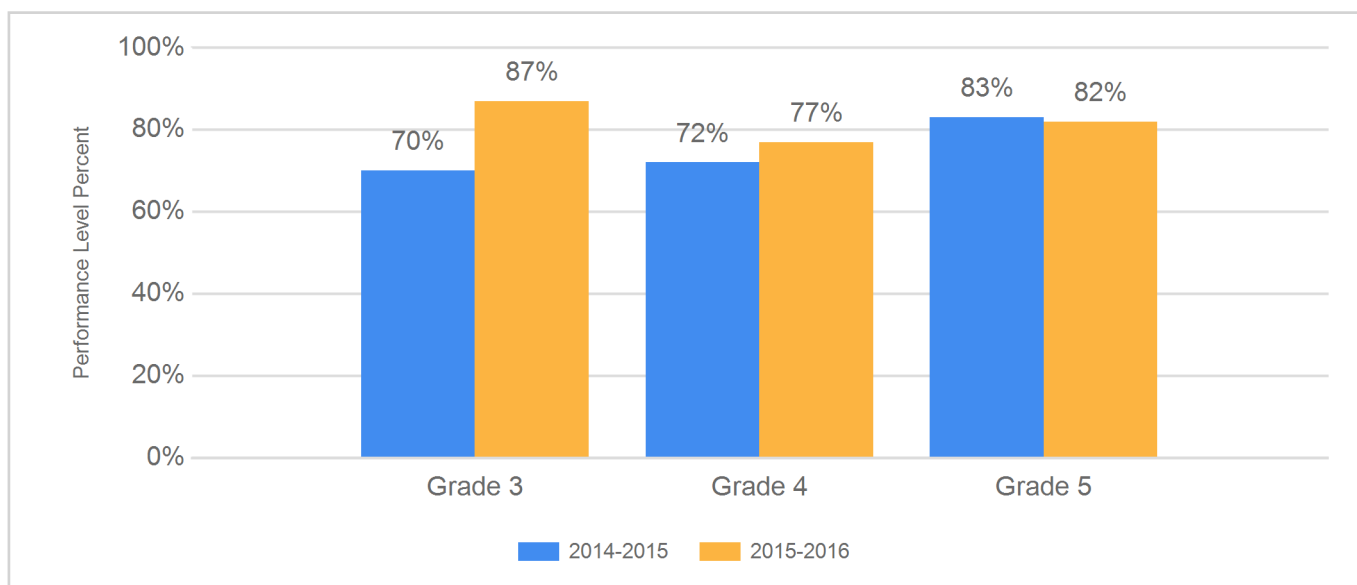
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PARCC Math Performance Trends

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





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

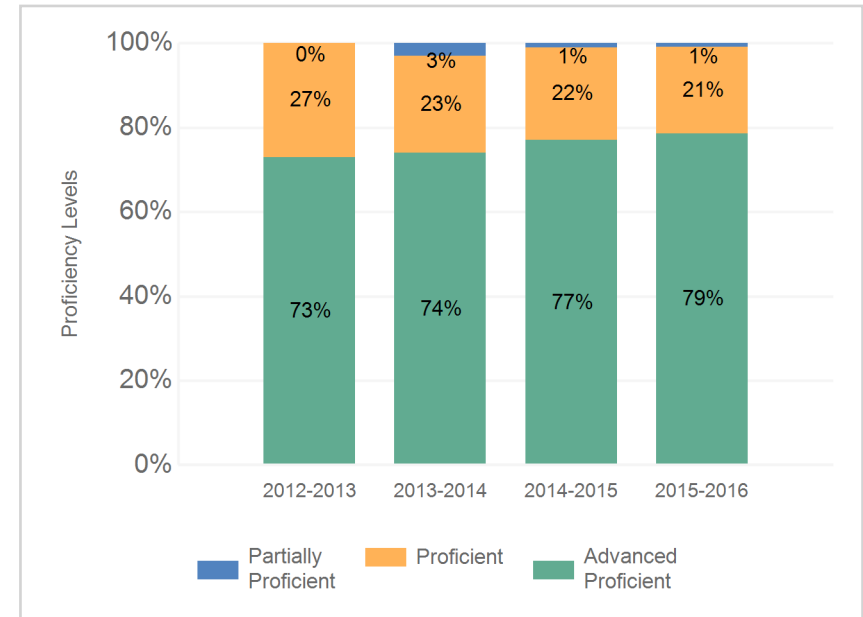
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	79%	21%	1%
White	72%	27%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	92%	8%	N
Two or More Races	S	S	S
Students with Disability	61%	33%	6%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	52	49	50
Student Growth on Math	56	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	1%	2%	1%
Approached (L3)	5%	7%	6%
Met (L4)	17%	14%	22%
Exceeded (L5)	6%	10%	9%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	1%	2%
Approached (L3)	6%	8%	7%
Met (L4)	14%	16%	17%
Exceeded (L5)	10%	7%	12%



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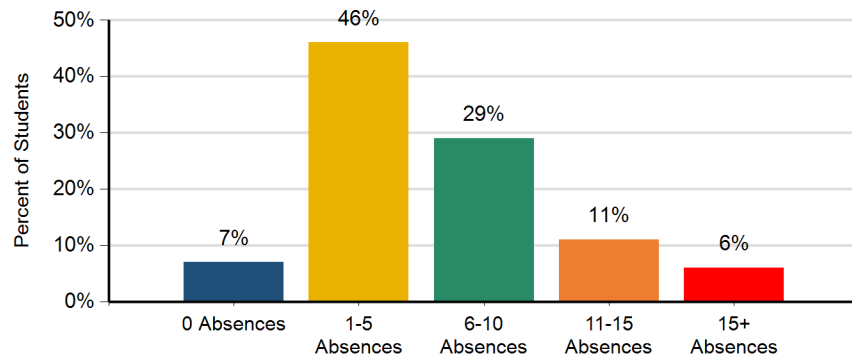
Frank Defino Central Elementary School

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MARLBORO, NJ 07746-1056

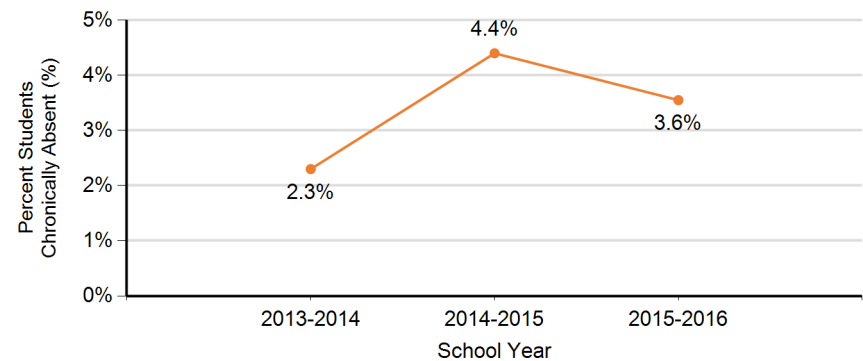
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	254:1

Student Suspension Rate

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

	School
2015-16	0.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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2015-2016 School Performance Reports

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

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



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2015-2016

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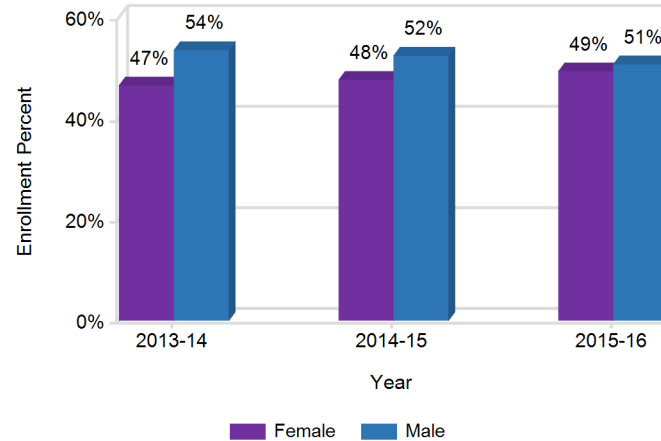
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	96	94	89
Grade 02	121	101	100
Grade 03	126	125	105
Grade 04	140	130	131
Grade 05	144	139	138
UG	10	16	9
Total	637	605	572

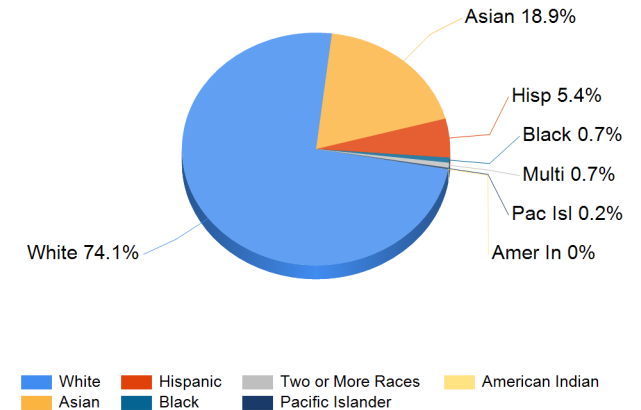
Enrollment by Gender

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



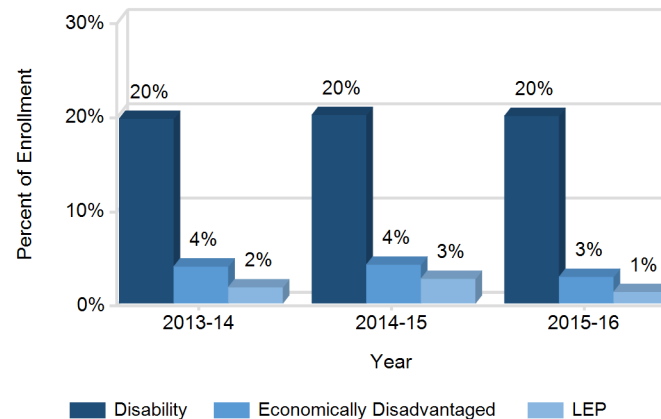
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	98.1%
Russian	0.7%
Gujarati	0.3%
Hindi	0.3%
Spanish	0.3%
Other	0.2%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	78%	86	89
Mathematics Met or Exceeded Expectations	73%	71	89

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	307	78%	89	85%	X	306	73%	89	85%	X
White	225	75%	78	82%	X	224	69%	79	81%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	65	89%	65	97%	✓	65	91%	69	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	56	43%	85	70%	X	56	54%	93	70%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	770	768	746	7%	5%	17%	53%	18%	71%	48%
White	67	767	763	756	8%	6%	19%	51%	16%	67%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	25	784	783	772	N	4%	12%	60%	24%	84%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	18	726	739	718	39%	17%	17%	22%	6%	28%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	95	778	776	749	1%	6%	13%	43%	37%	80%	52%
White	66	772	771	757	2%	5%	17%	50%	27%	77%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	762	736	S	S	S	S	S	S	35%
Asian	25	795	791	777	N	8%	N	32%	60%	92%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	17	745	755	727	6%	29%	18%	35%	12%	47%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	753	732	S	S	S	S	S	S	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	774	769	750	2%	4%	10%	57%	27%	84%	54%
White	73	768	764	759	3%	4%	12%	59%	22%	81%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	26	789	783	773	N	N	4%	54%	42%	96%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	777	756	S	S	S	S	S	S	62%
Students with Disability	16	751	746	723	13%	13%	13%	50%	13%	63%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	106	761	761	745	3%	6%	17%	64%	10%	75%	47%
White	73	756	755	752	4%	8%	19%	66%	3%	69%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	26	778	781	771	N	N	12%	58%	31%	89%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	761	750	S	S	S	S	S	S	54%
Students with Disability	16	744	744	724	13%	13%	25%	38%	13%	50%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	765	765	751	1%	7%	16%	72%	5%	77%	53%
White	89	765	762	758	1%	6%	18%	70%	6%	75%	64%
African American	S	S	758	733	S	S	S	S	S	S	32%
Hispanic	S	S	762	738	S	S	S	S	S	S	37%
Asian	20	765	774	773	N	15%	5%	75%	5%	80%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	20	739	742	723	N	30%	40%	30%	N	30%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	115	758	763	747	1%	7%	26%	57%	9%	66%	47%
White	88	757	758	753	N	8%	28%	57%	7%	64%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	747	735	S	S	S	S	S	S	31%
Asian	20	771	781	774	5%	N	10%	65%	20%	85%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	20	740	743	725	5%	20%	25%	50%	N	50%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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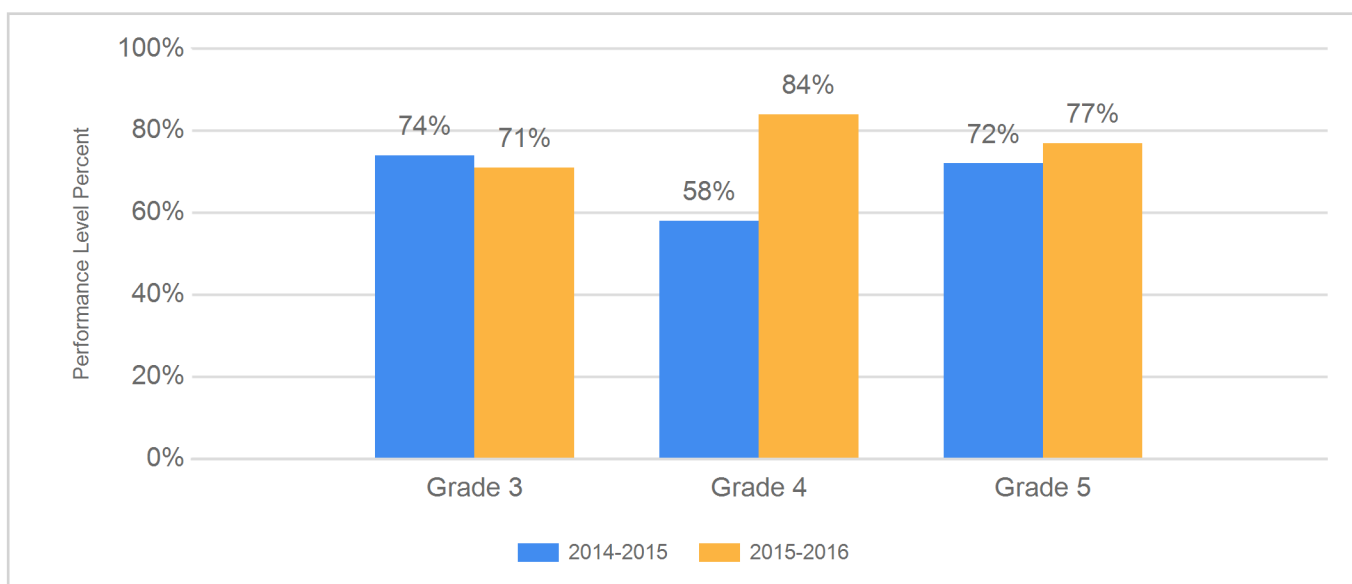
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PARCC ELA Performance Trends

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





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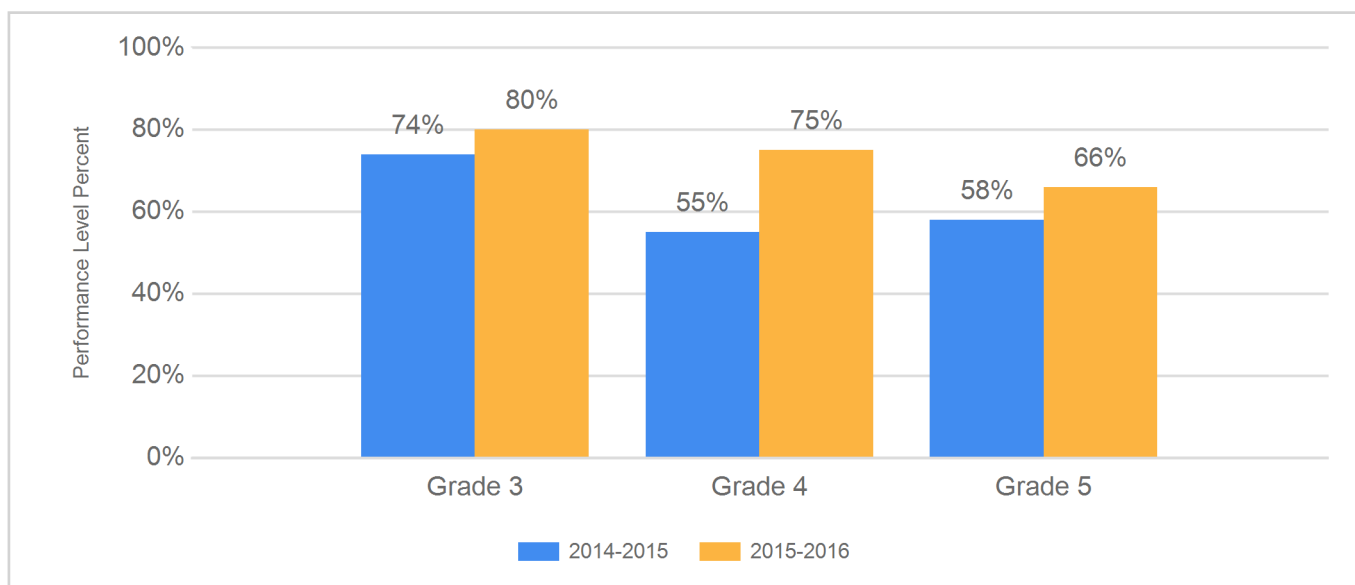
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PARCC Math Performance Trends

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





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

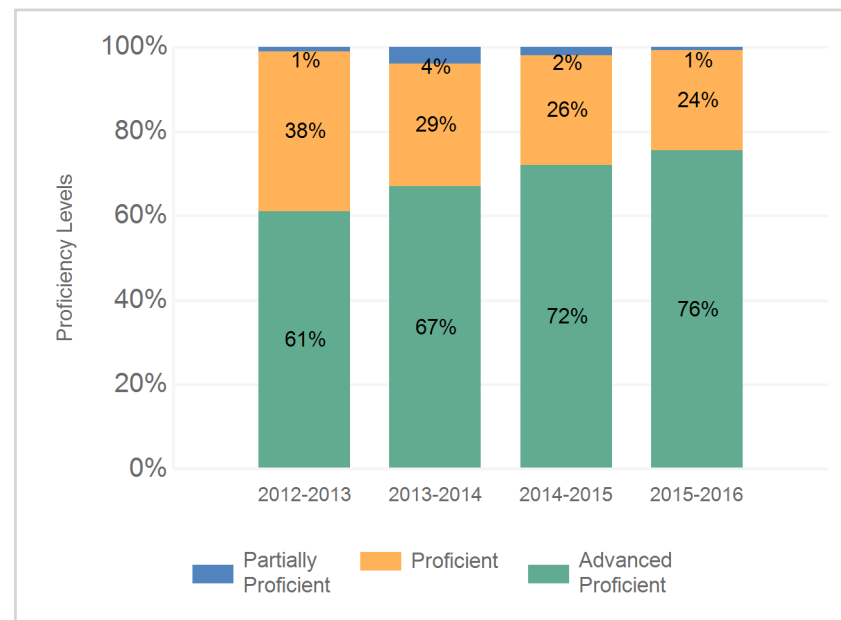
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	76%	24%	1%
White	70%	29%	1%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	89%	12%	N
Two or More Races	S	S	S
Students with Disability	56%	44%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	49	50
Student Growth on Math	45	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	2%	3%	3%
Approached (L3)	5%	4%	16%
Met (L4)	14%	13%	26%
Exceeded (L5)	4%	6%	3%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	2%	1%	5%
Approached (L3)	6%	7%	12%
Met (L4)	24%	11%	15%
Exceeded (L5)	9%	4%	3%



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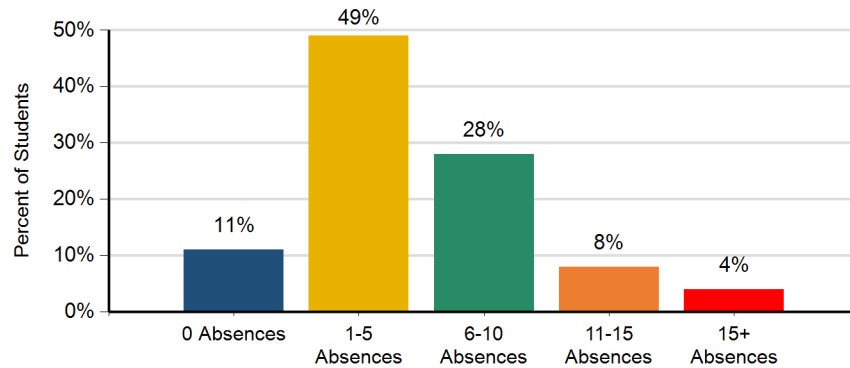
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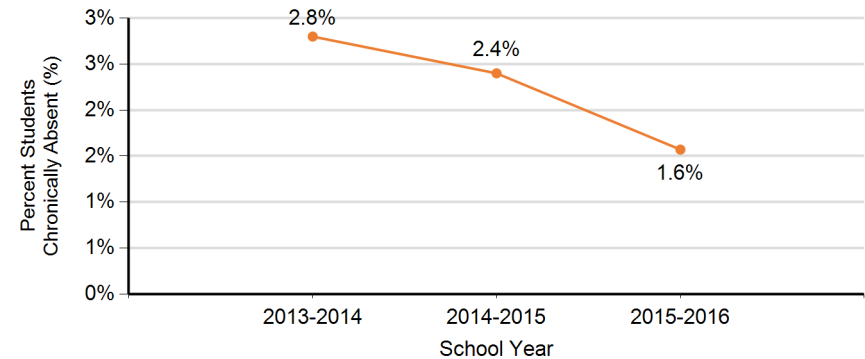
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	286:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

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

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

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

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



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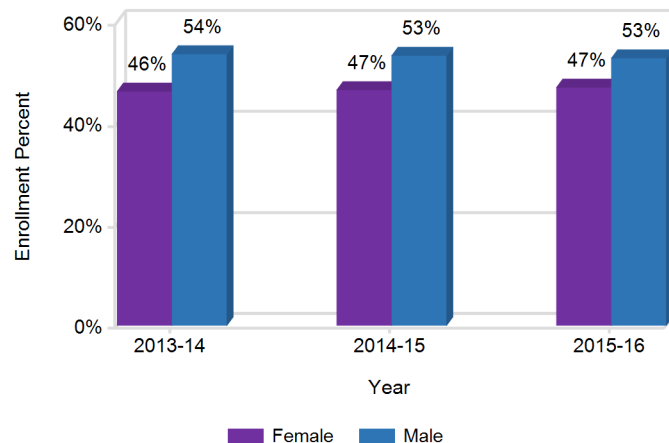
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	80	91	72
Grade 02	113	85	95
Grade 03	98	118	84
Grade 04	106	105	120
Grade 05	119	109	102
UG	0	1	0
Total	516	509	473

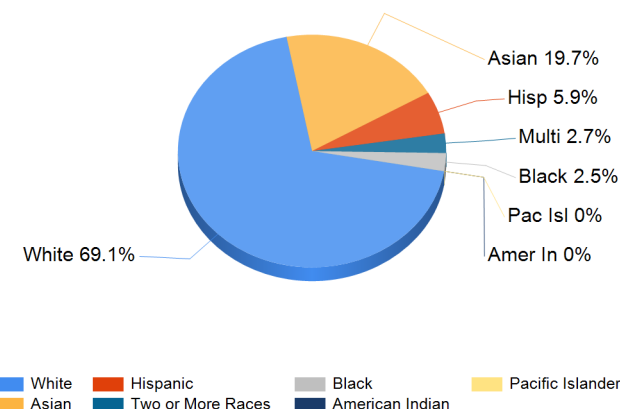
Enrollment by Gender

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



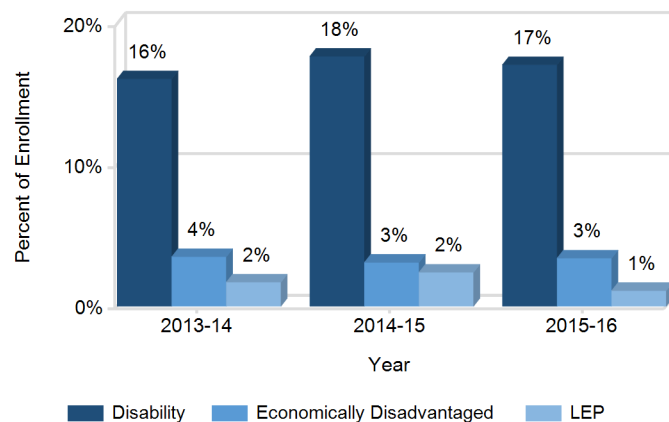
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	97.5%
Chinese	1.1%
Hindi	0.4%
Russian	0.4%
Mandar	0.2%
Other	0.4%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	57	82
Mathematics Met or Exceeded Expectations	73%	86	89

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	248	73%	82	84%	X	251	73%	89	85%	X
White	161	71%	72	79%	X	164	72%	82	81%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	61	84%	56	97%	✓	61	87%	66	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	46	46%	91	75%	X	46	57%	97	75%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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100 SCHOOL ROAD WEST

MARLBORO, NJ 07746-1596

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	772	768	746	3%	5%	23%	56%	13%	69%	48%
White	50	771	763	756	N	8%	20%	62%	10%	72%	58%
African American	S	S	762	727	S	S	S	S	S	S	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	13	794	783	772	N	N	23%	39%	39%	77%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	756	753	S	S	S	S	S	S	55%
Students with Disability	17	749	739	718	12%	12%	24%	53%	N	53%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	76	779	776	749	1%	1%	8%	51%	38%	90%	52%
White	51	777	771	757	N	2%	8%	57%	33%	90%	63%
African American	S	S	773	730	S	S	S	S	S	S	31%
Hispanic	S	S	762	736	S	S	S	S	S	S	35%
Asian	13	797	791	777	N	N	N	31%	69%	100%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	17	763	755	727	6%	6%	18%	41%	29%	71%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	753	732	S	S	S	S	S	S	32%

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



State of New Jersey
2015-2016

Grade Span 01-05

25-3030-045

MONMOUTH

MARLBORO TWP

Marlboro Elementary School

100 SCHOOL ROAD WEST

MARLBORO, NJ 07746-1596

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	101	769	769	750	N	5%	20%	53%	23%	75%	54%
White	66	765	764	759	N	5%	23%	55%	18%	73%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	29	779	783	773	N	3%	14%	48%	35%	83%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	777	756	S	S	S	S	S	S	62%
Students with Disability	14	750	746	723	N	21%	29%	36%	14%	50%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	737	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	102	762	761	745	2%	8%	24%	51%	16%	67%	47%
White	67	757	755	752	3%	9%	21%	61%	6%	67%	57%
African American	S	S	730	727	S	S	S	S	S	S	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	29	782	781	771	N	N	21%	38%	41%	79%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	761	750	S	S	S	S	S	S	54%
Students with Disability	14	750	744	724	7%	21%	14%	36%	21%	57%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	730	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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MONMOUTH

MARLBORO TWP

Marlboro Elementary School

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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	766	765	751	N	5%	21%	65%	9%	74%	53%
White	51	762	762	758	N	6%	26%	63%	6%	69%	64%
African American	S	S	758	733	S	S	S	S	S	S	32%
Hispanic	S	S	762	738	S	S	S	S	S	S	37%
Asian	21	773	774	773	N	5%	10%	71%	14%	86%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	16	746	742	723	N	13%	56%	31%	N	31%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	81	765	763	747	N	5%	27%	47%	21%	68%	47%
White	52	760	758	753	N	8%	31%	48%	14%	62%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	747	735	S	S	S	S	S	S	31%
Asian	21	777	781	774	N	N	10%	52%	38%	91%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	769	754	S	S	S	S	S	S	56%
Students with Disability	16	747	743	725	N	19%	38%	31%	13%	44%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



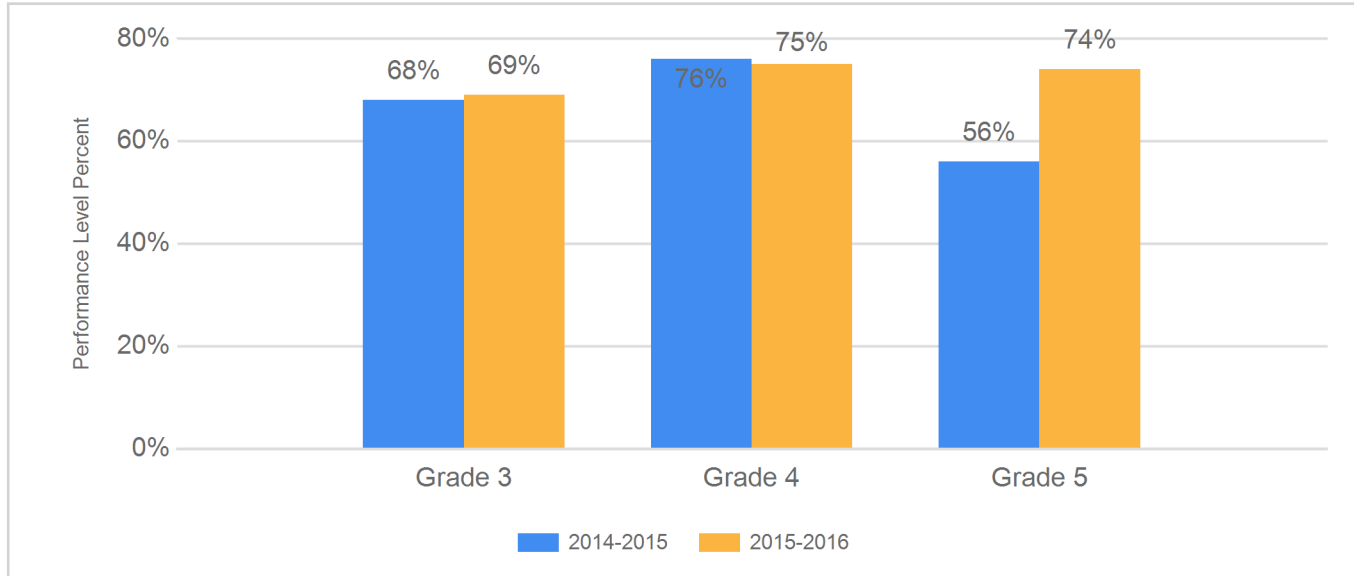
State of New Jersey
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MARLBORO, NJ 07746-1596

PARCC ELA Performance Trends

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





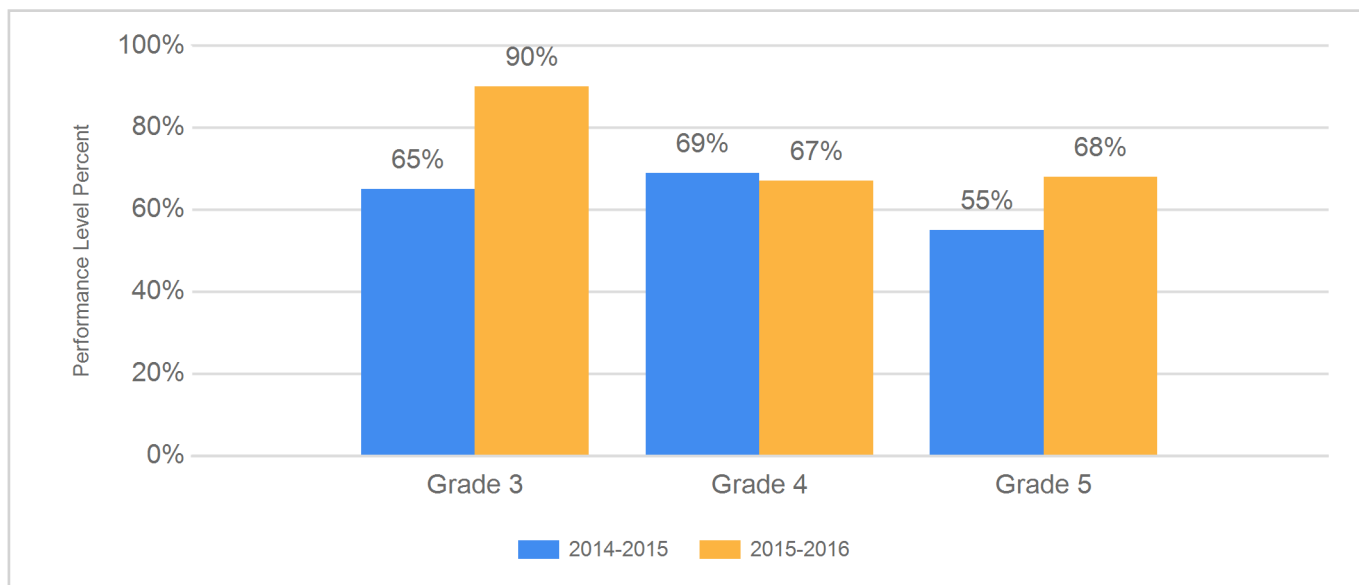
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PARCC Math Performance Trends

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





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

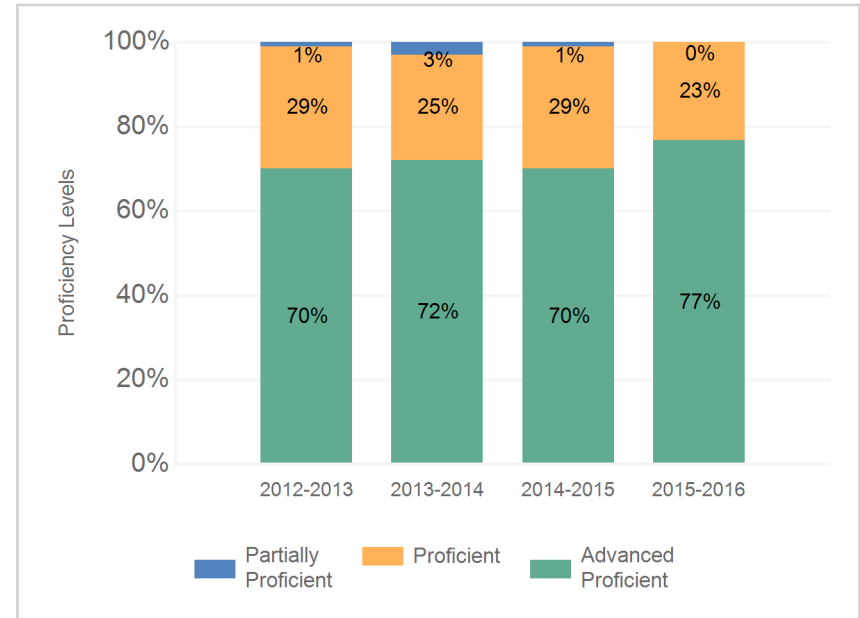
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	77%	23%	N
White	72%	28%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	93%	7%	N
Two or More Races	S	S	S
Students with Disability	67%	33%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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Marlboro Elementary School

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	49	50
Student Growth on Math	48	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	2%	2%	3%
Approached (L3)	7%	5%	6%
Met (L4)	23%	17%	19%
Exceeded (L5)	10%	3%	2%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	3%	3%	2%
Approached (L3)	5%	9%	5%
Met (L4)	19%	19%	17%
Exceeded (L5)	9%	2%	6%



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MARLBORO TWP

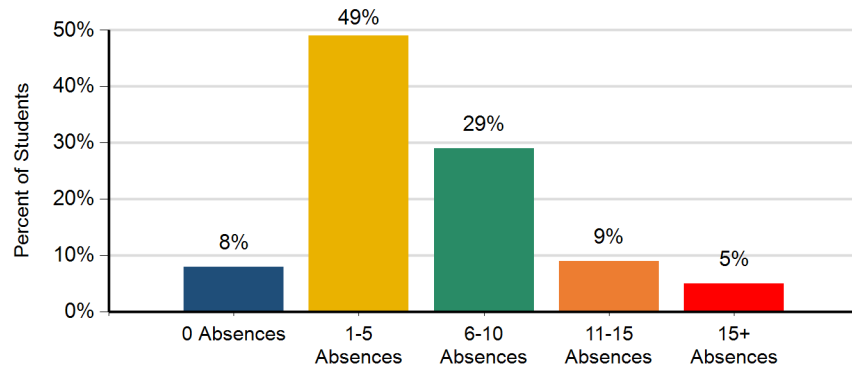
Marlboro Elementary School

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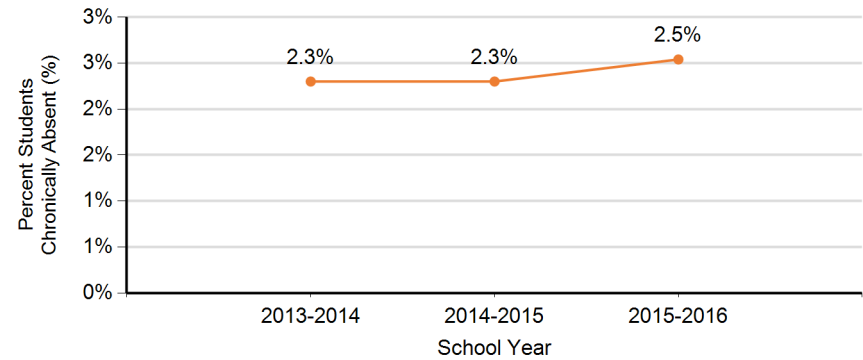
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	158:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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Marlboro Memorial Middle School
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MORGANVILLE, NJ 07751

2015-2016 School Performance Reports

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

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

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

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



State of New Jersey 2015-2016

Grade Span 06-08

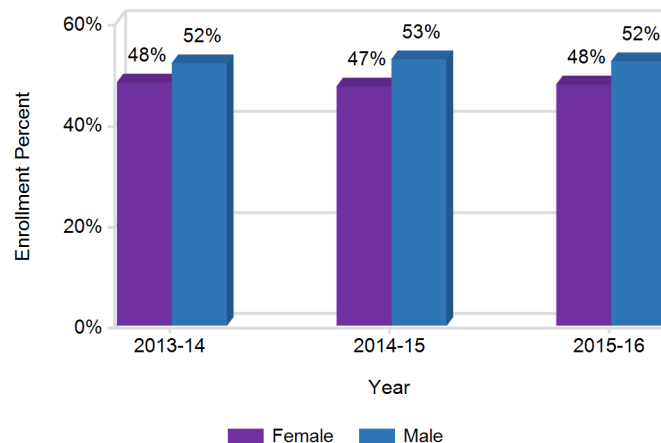
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	317	282	315
Grade 07	324	322	297
Grade 08	328	325	327
UG	0	1	0
Total	969	930	939

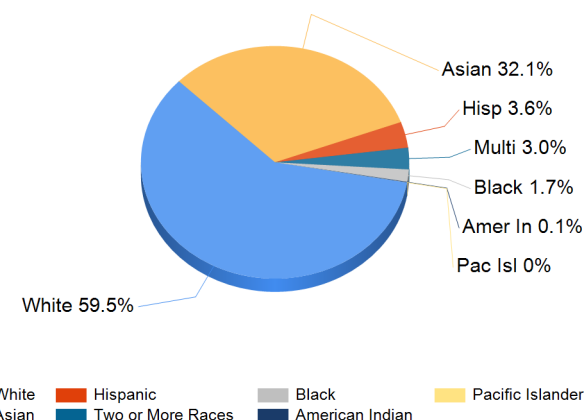
Enrollment by Gender

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



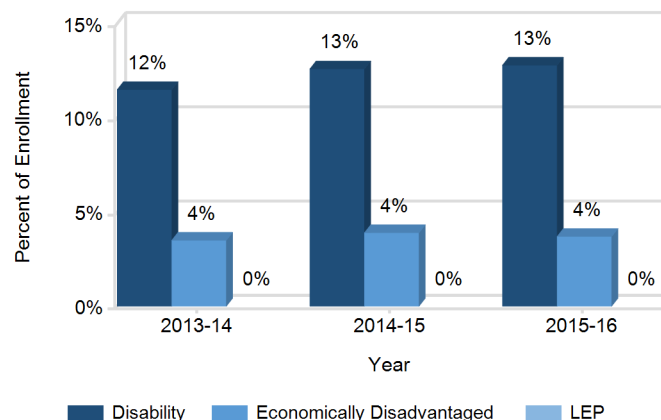
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	97.8%
Russian	0.5%
Telugu	0.4%
Hindi	0.3%
Malayalam	0.3%
Other	0.6%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	79%	100	92
Mathematics Met or Exceeded Expectations	72%	57	88

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	801	79%	92	90%	X	786	72%	88	88%	X
White	461	74%	78	85%	X	446	64%	68	82%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	275	91%	72	98%	✓	275	90%	70	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	99	40%	86	80%	X	98	33%	77	79%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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MARLBORO TWP

Marlboro Memorial Middle School

71 NOLAN ROAD

MORGANVILLE, NJ 07751

PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	284	774	770	750	1%	4%	18%	45%	32%	78%	52%
White	154	766	764	756	1%	4%	21%	54%	20%	74%	61%
African American	S	S	760	732	S	S	S	S	S	S	31%
Hispanic	14	755	749	738	N	7%	43%	36%	14%	50%	37%
Asian	99	790	785	772	N	3%	9%	33%	55%	88%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	12	768	771	755	N	N	33%	42%	25%	67%	60%
Students with Disability	23	734	732	719	9%	22%	39%	30%	N	30%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	281	766	763	743	1%	6%	22%	47%	24%	71%	43%
White	151	757	756	750	1%	7%	29%	51%	12%	63%	53%
African American	S	S	750	724	S	S	S	S	S	S	20%
Hispanic	14	743	743	730	N	21%	43%	36%	N	36%	26%
Asian	99	785	782	768	N	2%	8%	41%	49%	90%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	12	756	758	748	8%	N	25%	58%	8%	67%	49%
Students with Disability	22	736	733	717	9%	18%	50%	18%	5%	23%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	744	728	S	S	S	S	S	S	23%

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

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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	779	773	753	3%	3%	10%	42%	43%	85%	56%
White	147	769	766	760	3%	5%	14%	48%	30%	78%	65%
African American	S	S	787	733	S	S	S	S	S	S	35%
Hispanic	S	S	748	739	S	S	S	S	S	S	41%
Asian	107	797	793	781	N	N	4%	32%	65%	96%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	754	759	S	S	S	S	S	S	63%
Students with Disability	44	741	739	716	11%	14%	36%	32%	7%	39%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	244	762	757	740	0%	8%	21%	54%	17%	71%	39%
White	139	755	752	747	1%	11%	27%	55%	7%	62%	47%
African American	S	S	763	724	S	S	S	S	S	S	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	89	776	773	763	N	N	12%	53%	35%	88%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	753	744	S	S	S	S	S	S	44%
Students with Disability	44	738	733	713	2%	32%	36%	27%	2%	30%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	736	727	S	S	S	S	S	S	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	290	773	768	753	6%	3%	15%	46%	31%	77%	55%
White	175	766	762	759	7%	5%	17%	49%	23%	71%	63%
African American	S	S	752	732	S	S	S	S	S	S	34%
Hispanic	S	S	758	740	S	S	S	S	S	S	43%
Asian	91	789	785	780	1%	N	11%	39%	50%	88%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	762	756	S	S	S	S	S	S	59%
Students with Disability	31	743	743	715	19%	7%	26%	42%	7%	48%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	150	747	743	726	6%	15%	25%	53%	1%	53%	26%
White	109	746	742	732	6%	17%	28%	49%	1%	50%	32%
African American	S	S	725	712	S	S	S	S	S	S	14%
Hispanic	S	S	740	721	S	S	S	S	S	S	20%
Asian	25	761	757	745	N	8%	24%	68%	N	68%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	25	731	732	704	12%	32%	28%	28%	N	28%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	736	718	S	S	S	S	S	S	18%

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

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

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



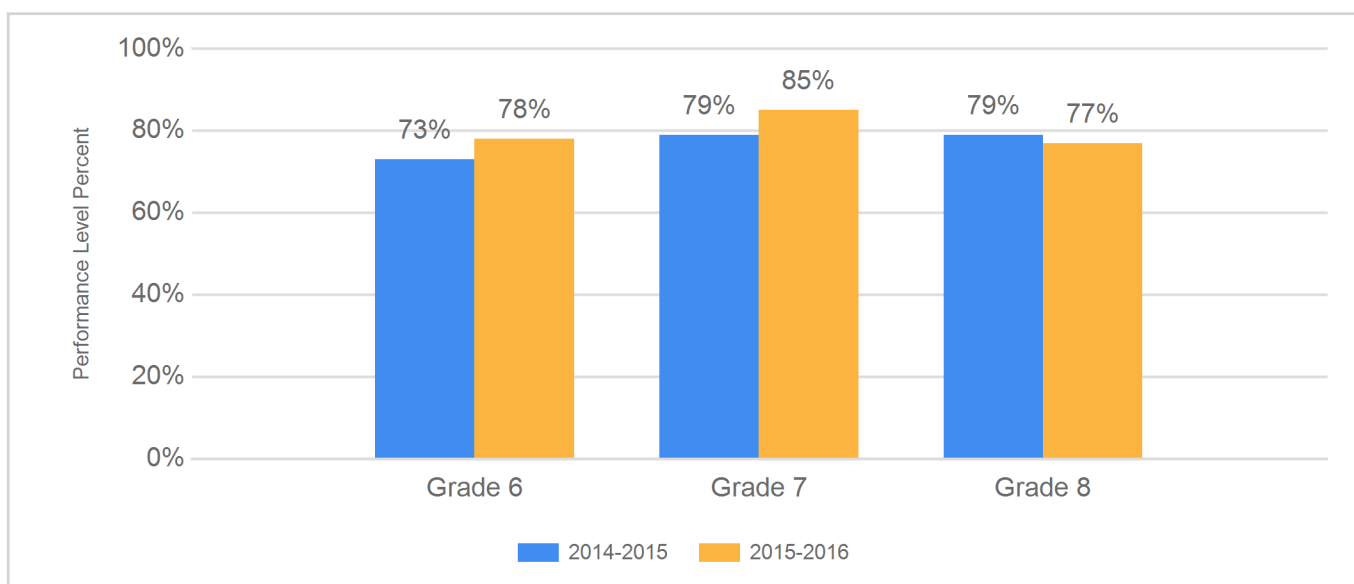
State of New Jersey
2015-2016

Grade Span 06-08

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MONMOUTH
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PARCC ELA Performance Trends

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





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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	795	787	769	1%	N	5%	57%	38%	94%	41%
White	56	786	780	772	N	N	5%	75%	20%	95%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	772	746	S	S	S	S	S	S	25%
Asian	59	805	797	789	2%	N	3%	39%	56%	95%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	775	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	796	795	776	N	N	N	23%	77%	100%	27%
White	S	S	792	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	25	798	796	785	N	N	N	20%	80%	100%	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	S	778	S	S	S	S	S	S	29%
Students with Disability	S	S	804	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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



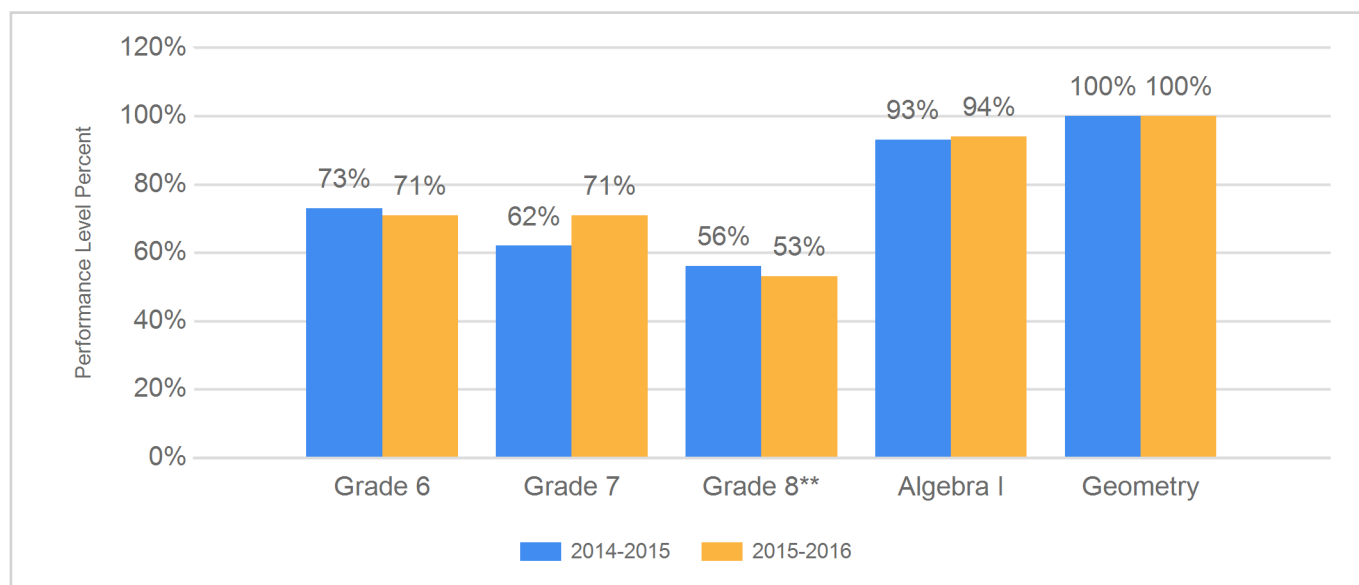
State of New Jersey
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PARCC Math Performance Trends

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



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



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

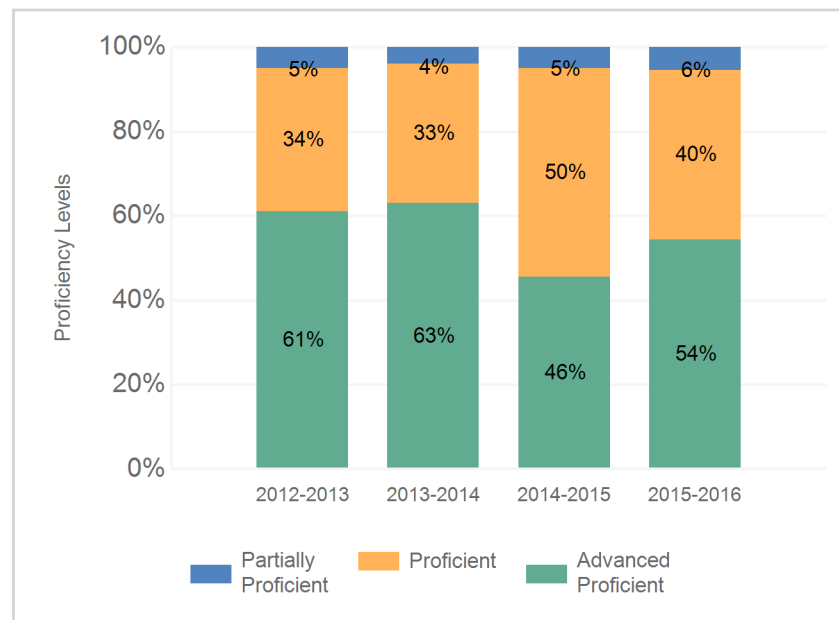
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	54%	40%	6%
White	49%	44%	7%
African American	S	S	S
Hispanic	33%	58%	8%
American Indian	N	N	N
Asian	75%	25%	N
Two or More Races	S	S	S
Students with Disability	24%	50%	26%
English Language Learners	N	N	N
Economically Disadvantaged Students	27%	60%	13%

NJASK Proficiency Trends Science - Grade Level 08

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	49	50
Student Growth on Math	49	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	1%	1%
Approached (L3)	4%	5%	8%
Met (L4)	12%	15%	21%
Exceeded (L5)	9%	10%	10%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	0%	1%
Approached (L3)	8%	10%	7%
Met (L4)	18%	18%	18%
Exceeded (L5)	6%	3%	8%



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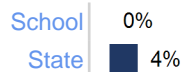
Visual and Performing Arts

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

MUSIC



DRAMA



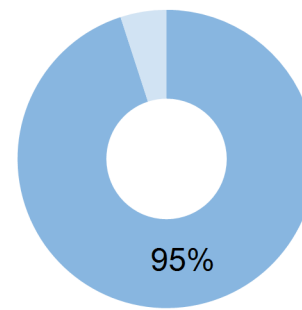
DANCE



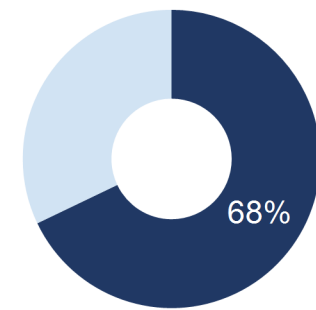
VISUAL ARTS



Any Visual and Performing Arts



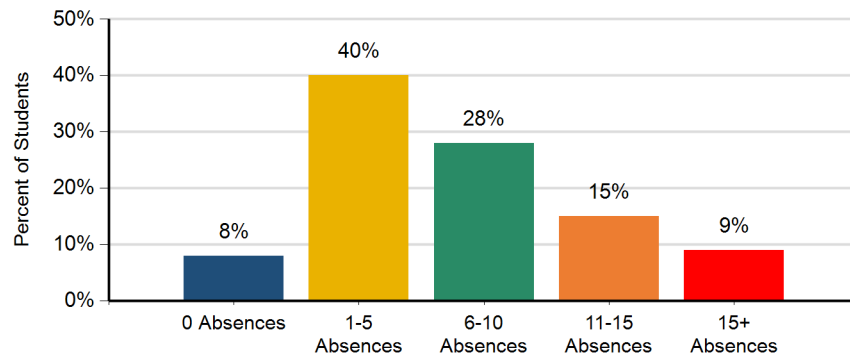
School



State

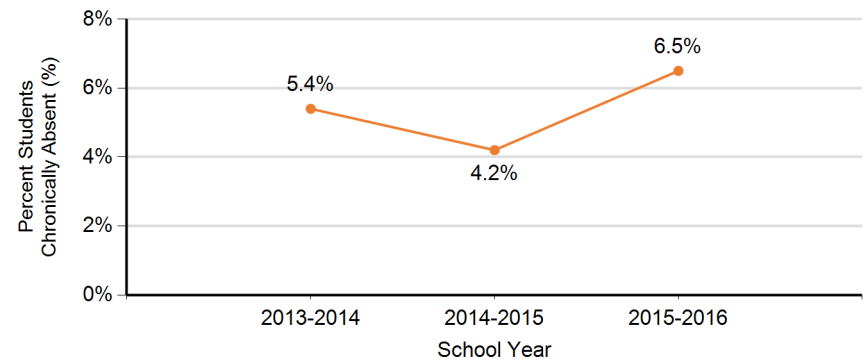
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 37 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	313:1

Student Suspension Rate

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

	School
2015-16	0.4%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

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

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

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

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



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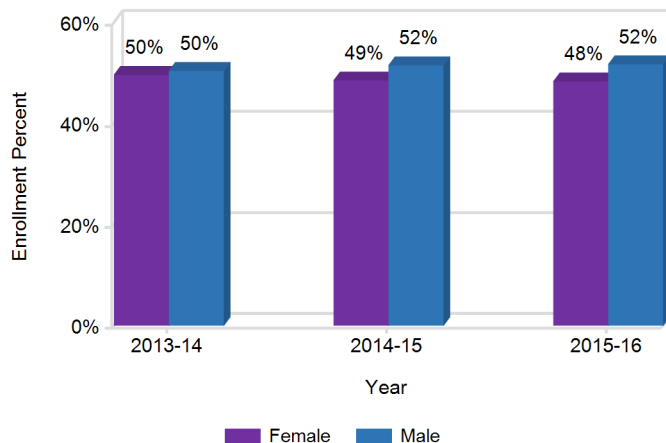
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	352	340	348
Grade 07	347	358	347
Grade 08	387	357	367
UG	21	10	5
Total	1107	1065	1067

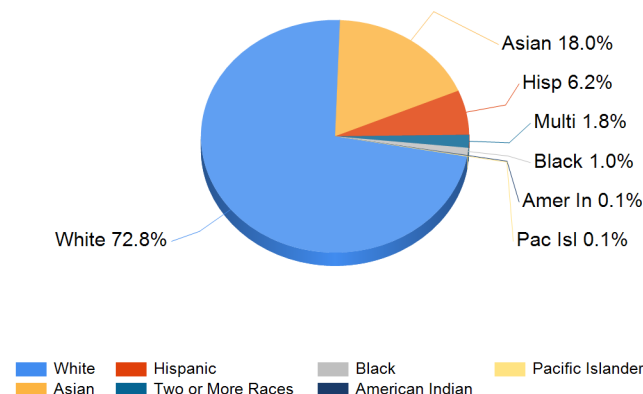
Enrollment by Gender

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



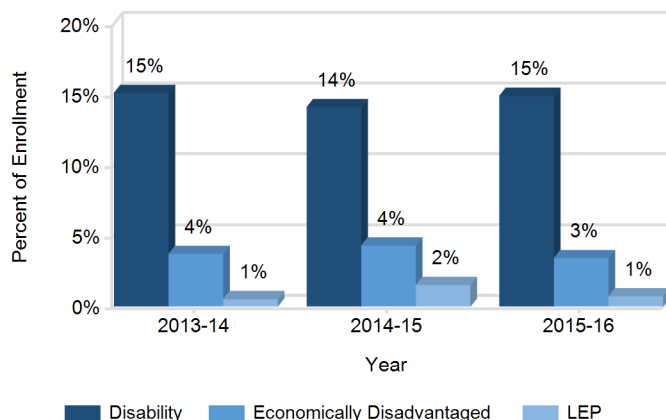
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	98.8%
Russian	0.4%
Arabic	0.2%
Chinese	0.1%
Tamil	0.1%
Other	0.5%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	72%	29	81
Mathematics Met or Exceeded Expectations	64%	14	76

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	848	72%	81	82%	X	835	64%	76	80%	X
White	602	69%	68	78%	X	590	59%	60	77%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	40	58%	77	72%	X	39	39%	63	70%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	177	84%	60	97%	✓	177	84%	61	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	127	41%	80	80%	X	124	31%	65	78%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	266	765	770	750	3%	6%	17%	58%	17%	75%	52%
White	178	762	764	756	5%	4%	20%	58%	14%	72%	61%
African American	S	S	760	732	S	S	S	S	S	S	31%
Hispanic	21	744	749	738	N	29%	19%	48%	5%	52%	37%
Asian	60	778	785	772	N	3%	7%	60%	30%	90%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	771	755	S	S	S	S	S	S	60%
Students with Disability	35	730	732	719	17%	26%	26%	31%	N	31%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	270	760	763	743	1%	11%	19%	53%	16%	69%	43%
White	181	756	756	750	1%	13%	20%	53%	13%	66%	53%
African American	S	S	750	724	S	S	S	S	S	S	20%
Hispanic	21	742	743	730	5%	19%	38%	33%	5%	38%	26%
Asian	61	779	782	768	N	3%	8%	57%	31%	89%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	758	748	S	S	S	S	S	S	49%
Students with Disability	35	730	733	717	6%	43%	26%	23%	3%	26%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	744	728	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	296	768	773	753	2%	6%	15%	47%	29%	77%	56%
White	211	764	766	760	3%	7%	15%	52%	23%	75%	65%
African American	S	S	787	733	S	S	S	S	S	S	35%
Hispanic	11	751	748	739	N	N	55%	36%	9%	46%	41%
Asian	62	786	793	781	N	5%	8%	31%	57%	87%	84%
American Indian	S	S	S	748	S	S	S	S	S	S	54%
Two or More Races	S	S	754	759	S	S	S	S	S	S	63%
Students with Disability	34	736	739	716	15%	21%	32%	27%	6%	32%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	266	753	757	740	2%	11%	31%	50%	7%	58%	39%
White	196	750	752	747	2%	12%	31%	52%	4%	56%	47%
African American	S	S	763	724	S	S	S	S	S	S	19%
Hispanic	11	740	739	729	N	27%	36%	36%	N	36%	23%
Asian	47	768	773	763	N	2%	28%	49%	21%	70%	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	753	744	S	S	S	S	S	S	44%
Students with Disability	34	726	733	713	9%	38%	32%	21%	N	21%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	736	727	S	S	S	S	S	S	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
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Grade Span 06-08

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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	280	763	768	753	3%	11%	22%	48%	17%	65%	55%
White	198	758	762	759	4%	13%	23%	49%	12%	61%	63%
African American	S	S	752	732	S	S	S	S	S	S	34%
Hispanic	13	759	758	740	N	8%	15%	69%	8%	77%	43%
Asian	62	779	785	780	N	7%	18%	40%	36%	76%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	762	756	S	S	S	S	S	S	59%
Students with Disability	28	743	743	715	N	32%	29%	36%	4%	39%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	742	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	157	739	743	726	8%	22%	28%	41%	N	41%	26%
White	126	738	742	732	9%	22%	30%	39%	N	39%	32%
African American	S	S	725	712	S	S	S	S	S	S	14%
Hispanic	S	S	740	721	S	S	S	S	S	S	20%
Asian	17	751	757	745	6%	18%	6%	71%	N	71%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	743	726	S	S	S	S	S	S	26%
Students with Disability	23	734	732	704	9%	30%	39%	22%	N	22%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	736	718	S	S	S	S	S	S	18%

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

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

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



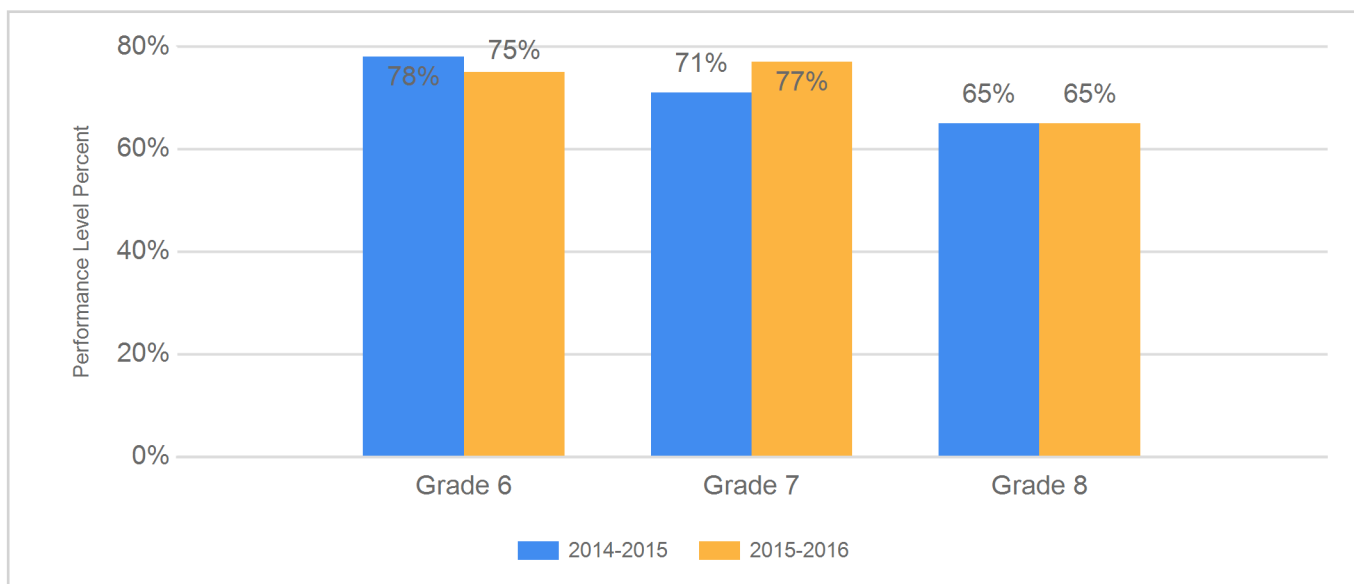
State of New Jersey
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PARCC ELA Performance Trends

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





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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	779	787	769	N	2%	6%	74%	18%	92%	41%
White	69	776	780	772	N	3%	6%	80%	12%	91%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	772	746	S	S	S	S	S	S	25%
Asian	43	786	797	789	N	N	5%	67%	28%	95%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	775	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	21	793	795	776	N	N	N	24%	76%	100%	27%
White	S	S	792	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	796	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	S	S	804	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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



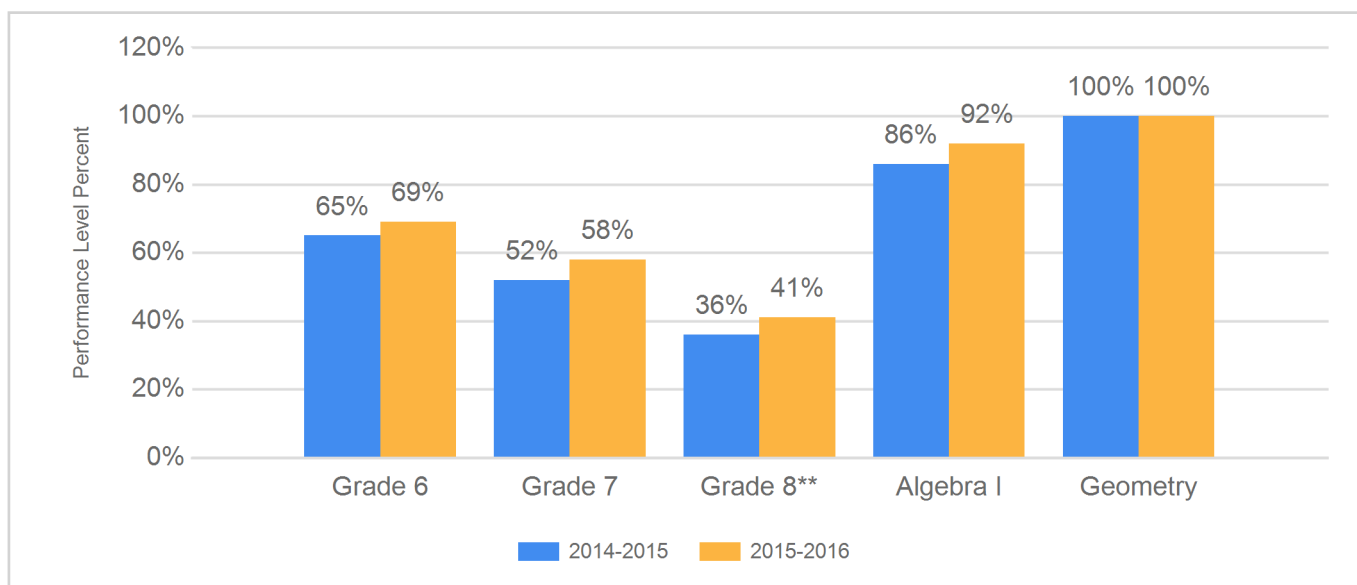
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PARCC Math Performance Trends

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



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



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

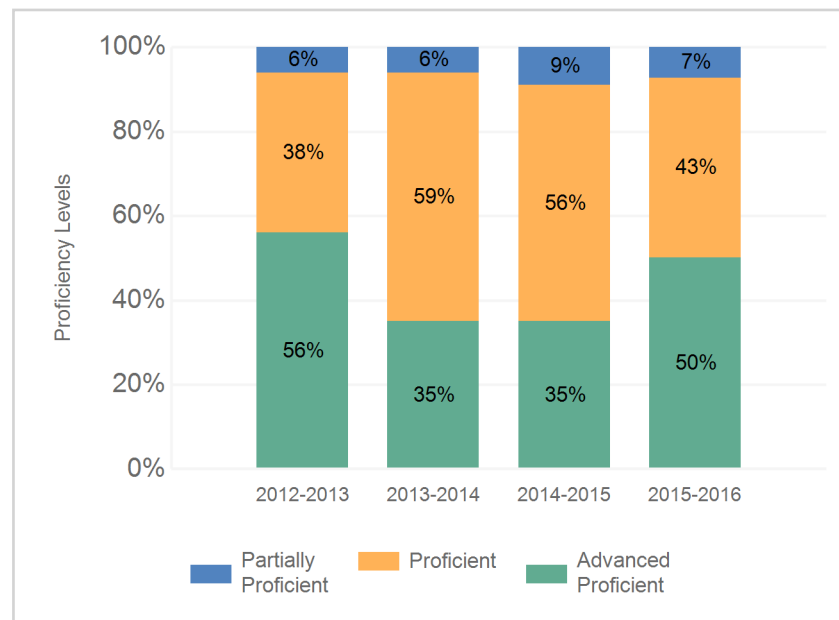
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	50%	43%	7%
White	46%	45%	9%
African American	S	S	S
Hispanic	36%	55%	9%
American Indian	N	N	N
Asian	71%	27%	2%
Two or More Races	S	S	S
Students with Disability	24%	49%	27%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	38	49	50
Student Growth on Math	45	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	3%	1%	2%
Approached (L3)	9%	4%	5%
Met (L4)	25%	13%	10%
Exceeded (L5)	17%	6%	4%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	4%	2%
Approached (L3)	12%	8%	10%
Met (L4)	28%	13%	8%
Exceeded (L5)	9%	2%	3%



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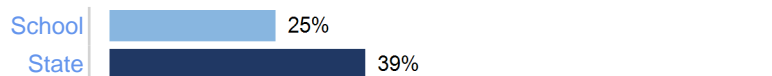
355 COUNTY ROAD 520

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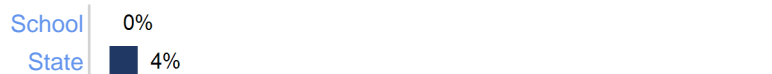
Visual and Performing Arts

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

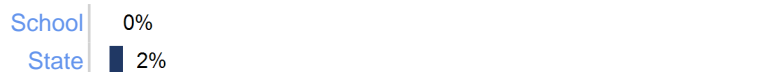
MUSIC



DRAMA



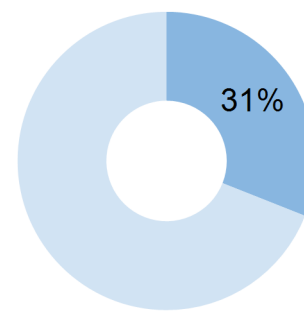
DANCE



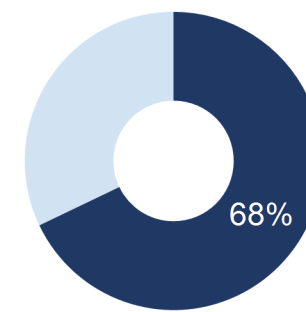
VISUAL ARTS



Any Visual and Performing Arts



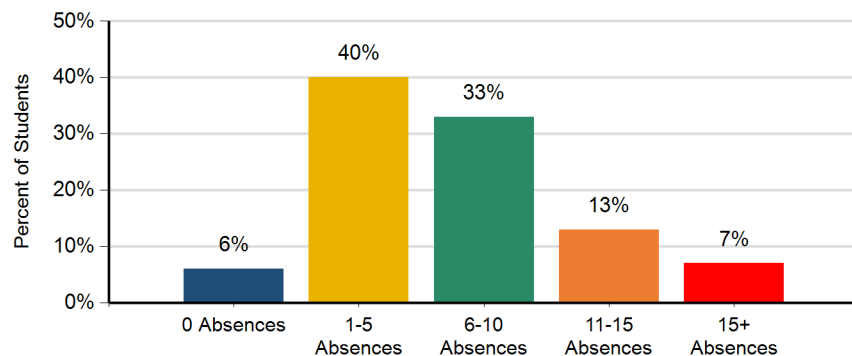
School



State

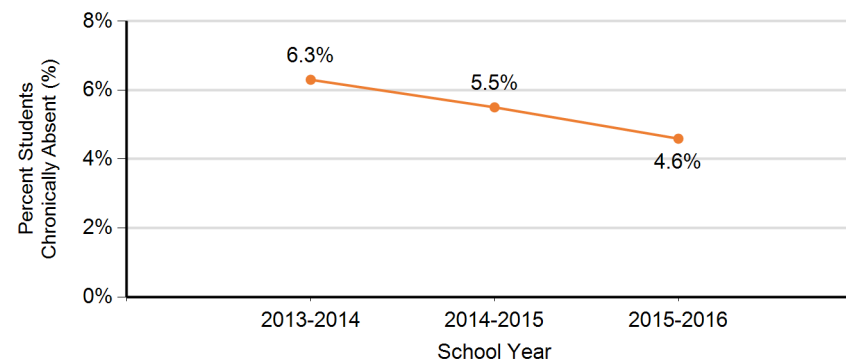
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 37 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	356:1

Student Suspension Rate

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

	School
2015-16	1.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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2015-2016 School Performance Reports

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

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

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

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



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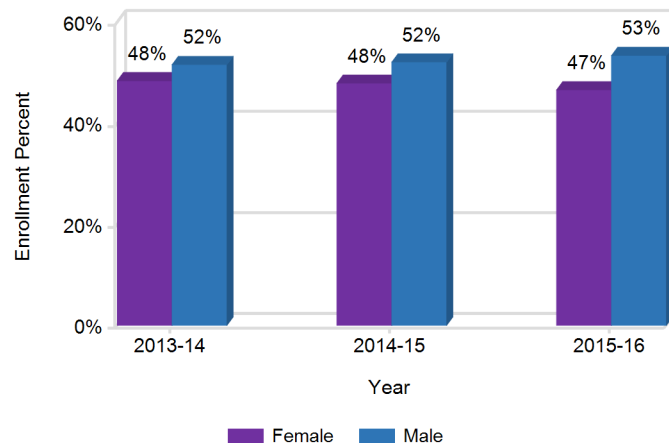
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 01	101	79	95
Grade 02	80	113	89
Grade 03	97	86	132
Grade 04	94	101	100
Grade 05	94	100	108
UG	20	28	32
Total	486	507	556

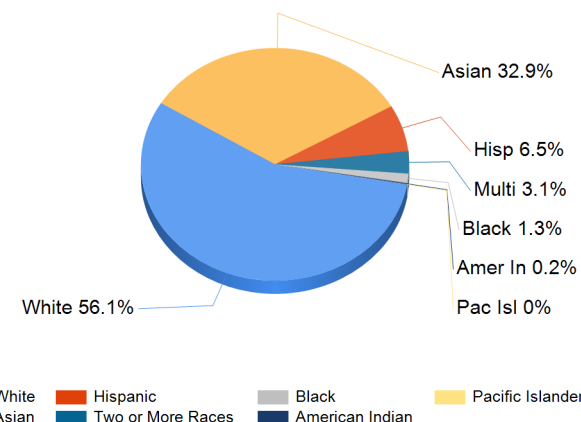
Enrollment by Gender

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



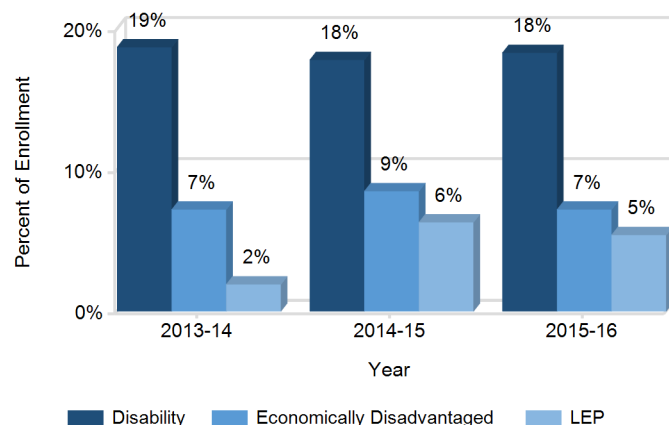
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	90.1%
Russian	2.2%
Chinese	1.3%
Telugu	0.9%
Hindi	0.7%
Other	5.0%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	72%	43	82
Mathematics Met or Exceeded Expectations	66%	29	81

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	314	72%	82	93%	✓	317	66%	81	94%	✓
White	184	65%	54	90%	✗	187	56%	54	92%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	93	87%	68	98%	✓	93	91%	72	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	74	42%	74	92%	✗	75	40%	85	93%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	126	768	768	746	3%	6%	16%	66%	10%	75%	48%
White	67	757	763	756	6%	5%	24%	60%	6%	66%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	746	730	S	S	S	S	S	S	31%
Asian	44	785	783	772	N	5%	5%	75%	16%	91%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	18	732	739	718	17%	11%	33%	39%	N	39%	22%
English Language Learners	S	S	751	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	128	773	776	749	1%	5%	13%	51%	31%	81%	52%
White	69	764	771	757	1%	7%	16%	57%	19%	75%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	762	736	S	S	S	S	S	S	35%
Asian	44	788	791	777	N	2%	2%	46%	50%	96%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	19	753	755	727	5%	16%	16%	58%	5%	63%	28%
English Language Learners	S	S	752	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	753	732	S	S	S	S	S	S	32%

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



State of New Jersey
2015-2016

Grade Span 01-05

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MONMOUTH

MARLBORO TWP

Robertsville Elementary School

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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	761	769	750	2%	10%	25%	39%	24%	63%	54%
White	57	753	764	759	4%	12%	30%	39%	16%	54%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	25	780	783	773	N	N	16%	44%	40%	84%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	777	756	S	S	S	S	S	S	62%
Students with Disability	21	734	746	723	10%	19%	52%	10%	10%	19%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	737	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	95	751	761	745	3%	20%	28%	42%	6%	48%	47%
White	59	742	755	752	2%	27%	36%	31%	5%	36%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	26	777	781	771	N	N	19%	69%	12%	81%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	761	750	S	S	S	S	S	S	54%
Students with Disability	21	735	744	724	10%	19%	48%	24%	N	24%	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	730	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	765	765	751	2%	5%	16%	70%	8%	78%	53%
White	56	759	762	758	4%	7%	20%	63%	7%	70%	64%
African American	S	S	758	733	S	S	S	S	S	S	32%
Hispanic	S	S	762	738	S	S	S	S	S	S	37%
Asian	36	772	774	773	N	3%	8%	81%	8%	89%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	757	759	S	S	S	S	S	S	63%
Students with Disability	13	730	742	723	15%	31%	15%	39%	N	39%	20%
English Language Learners	S	S	699	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	103	761	763	747	2%	4%	28%	49%	18%	66%	47%
White	56	754	758	753	4%	5%	36%	43%	13%	55%	57%
African American	S	S	734	728	S	S	S	S	S	S	24%
Hispanic	S	S	747	735	S	S	S	S	S	S	31%
Asian	36	777	781	774	N	3%	6%	61%	31%	92%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	769	754	S	S	S	S	S	S	56%
Students with Disability	13	734	743	725	15%	15%	46%	23%	N	23%	19%
English Language Learners	S	S	716	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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MARLBORO TWP

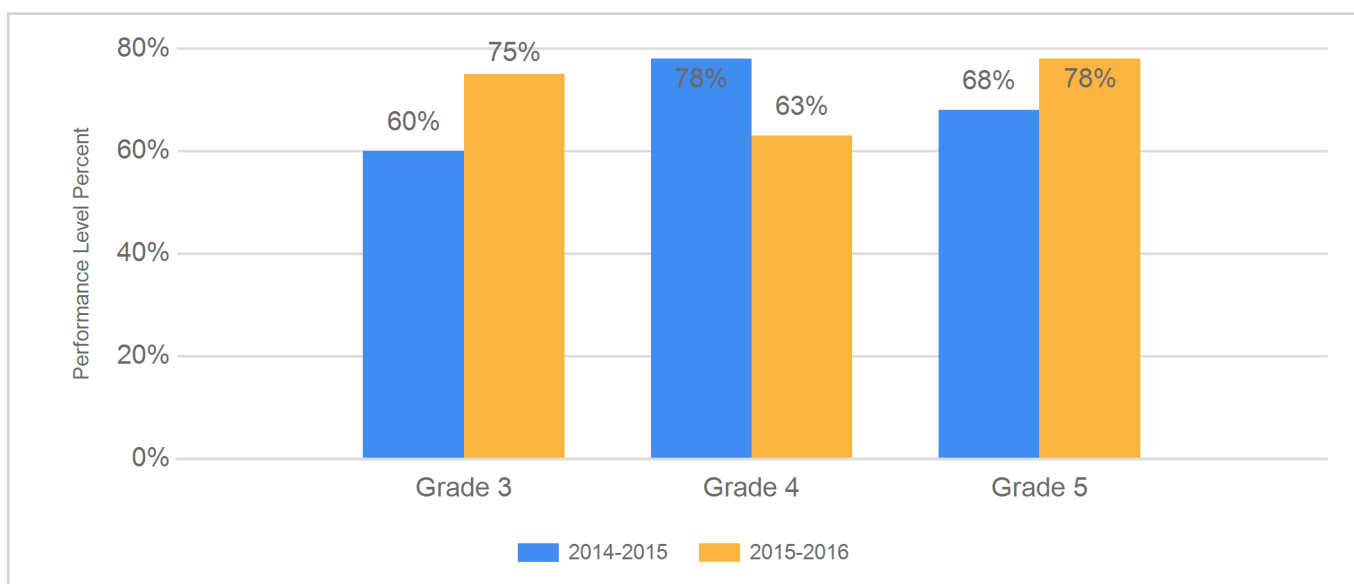
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PARCC ELA Performance Trends

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





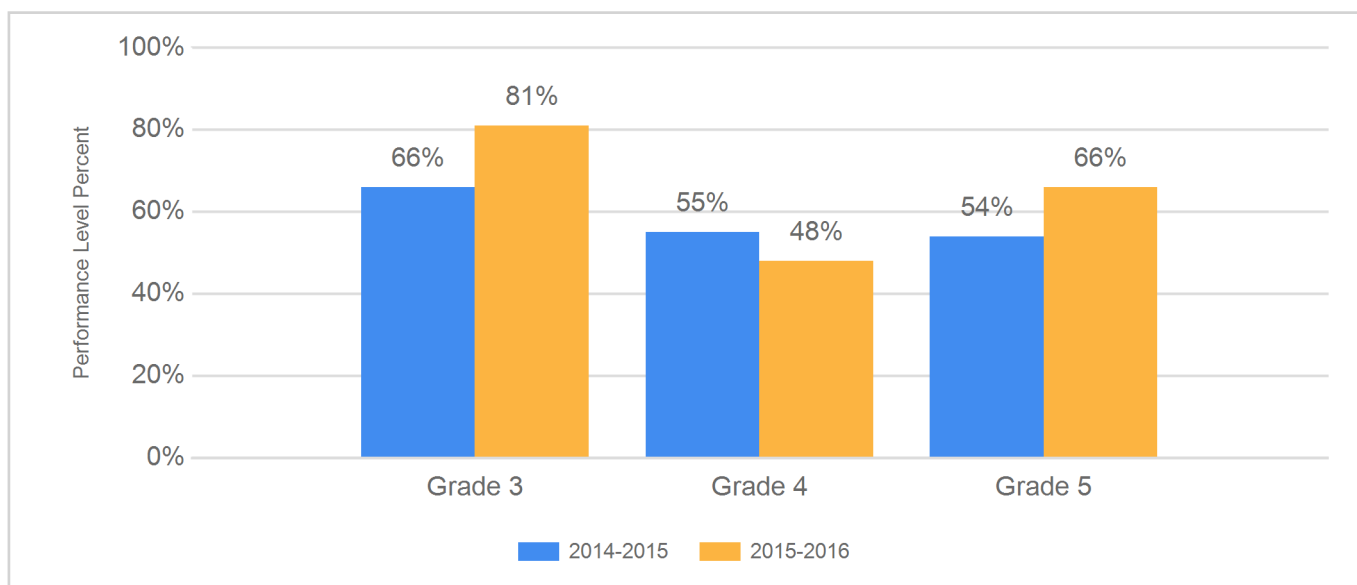
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PARCC Math Performance Trends

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





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

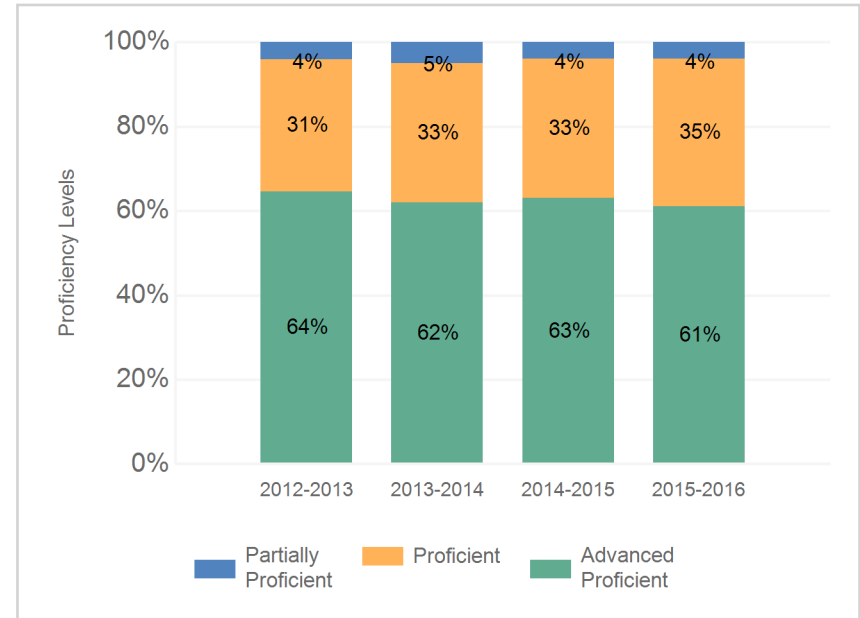
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	61%	35%	4%
White	48%	48%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	93%	7%	N
Two or More Races	S	S	S
Students with Disability	46%	46%	8%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	42	49	50
Student Growth on Math	42	47	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	0%
Partially Met (L2)	2%	2%	2%
Approached (L3)	10%	4%	7%
Met (L4)	24%	18%	12%
Exceeded (L5)	4%	8%	5%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	2%	1%	3%
Approached (L3)	13%	10%	7%
Met (L4)	22%	15%	14%
Exceeded (L5)	5%	4%	2%



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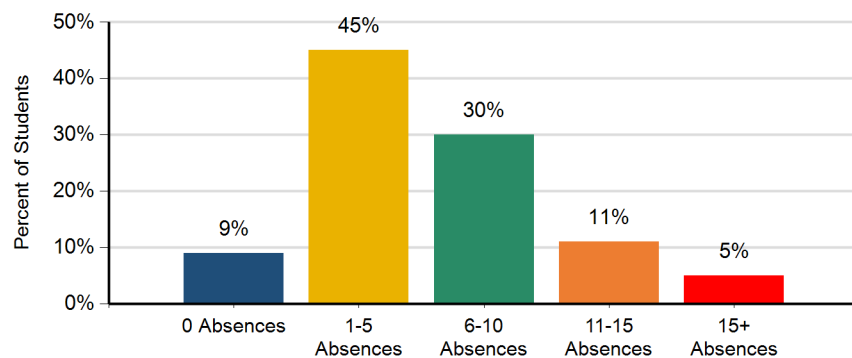
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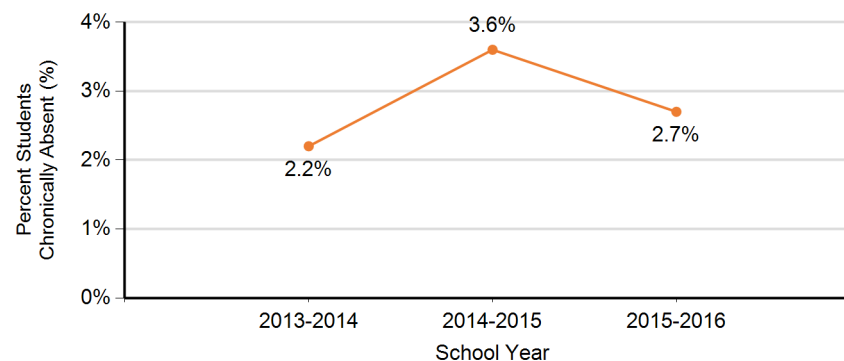
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	556:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%