

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.

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NJDOE welcomes feedback on the school performance reports: Survey If you have any questions regarding Performance Reports, please contact <u>njsmart@pcgus.com</u> 2015-16

133

128

7

268

Demographic

Enrollment by Grade

This table presents the enrollment count of students by grade

2014-15

128

129

9

266

for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in

Overview

ungraded classrooms.

Grade 05

Grade 06

UG

Total

2013-14

130

123

8

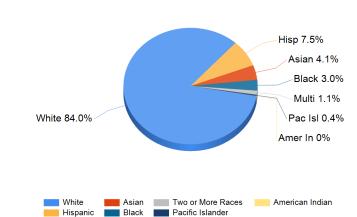
261

Academic Achievement

Enrollment by Gender

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

Language Learners) for the past three school years.



30% Percent of Enrollment 20% 20% 19% 17% 17% 20% 13% 10% 2% 2% 1% 0% 2013-14 2014-15 2015-16 Year

Economically Disadvantaged LEP Disability

Language Diversity

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

2015-2016	Percent
English	98.1%
Spanish	0.7%
Chinese	0.4%
Urdu	0.4%
Vietnamese	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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25-2105-060 MONMOUTH HAZLET TWP

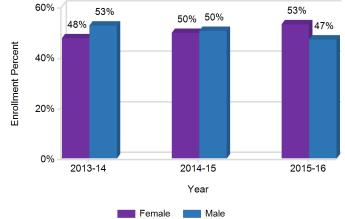
Beers Street School

610 BEERS STREET

HAZLET, NJ 07730-1405

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

Student Growth



Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
NJ S ERFORM Report			State of New Jersey 2015-2016 Grade Span 05-06		25-2105 MONMO HAZLET Beers Street Sc 610 BEERS STR HAZLET, NJ 07730-	OUTH TWP shool REET

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	69%	100	75
Mathematics Met or Exceeded Expectations	52%	33	54

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. $\sqrt{*}$ = Met participation rate(participation averaging applied)

		English L	anguage Arts	s/Literacy			l	Mathematics		
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	256	69%	75	99%	\checkmark	256	52%	54	99%	\checkmark
White	215	70%	68	98%	\checkmark	215	53%	44	98%	\checkmark
African American	s	S	S	S		S	S	S	S	
Hispanic	s	S	S	S		S	S	S	S	
American Indian	N	Ν	Ν	N		N	Ν	Ν	N	
Asian	s	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	53	26%	48	96%	\checkmark	53	19%	39	96%	\checkmark
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	49	55%	87	100%	\checkmark	49	45%	79	100%	\checkmark



State of New Jersey 2015-2016 25-2105-060 MONMOUTH HAZLET TWP Beers Street School 610 BEERS STREET HAZLET, NJ 07730-1405

Grade Span 05-06

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.

Score Mea S 759 760 S S S N S S N S	District Mean Scale Score 760 760 737 748 782 N 782 N 749	State Mean Scale Score 751 758 733 738 773 750 759	<mark>% Level_1</mark> 4% 3% S S S S N	<mark>% Level_2</mark> 14% 13% S S S	<mark>% Level_3</mark> 9% 11% S S S	% Level_4 66% 65% S S	% Level_5 7% 8% S	% Met/Exceed ed Expectation 73% 73% S	53% 64%
760 S S S N S S	760 737 748 782 N 749	758 733 738 773 750	3% S S S	13% S S	11% S S	65% S	8% S	73%	64%
S S S N S	737 748 782 N 749	733 738 773 750	S S S	S S	S S	S	S		
S S N S S	748 782 N 749	738 773 750	S S	S	S			S	
S N S S	782 N 749	773 750	S	-	-	S		Ű	32%
N S	N 749	750	-	S	<u> </u>		S	S	37%
S	749		N		5	S	S	S	80%
-	-	750		Ν	Ν	N	N	Ν	53%
720		159	S	S	S	S	S	S	63%
· =•	726	723	20%	52%	8%	20%	N	20%	20%
S	S	711	S	S	S	S	S	S	10%
749	752	735	12%	24%	4%	56%	4%	60%	33%
		PARCC N	IATH						
751	752	747	2%	12%	34%	50%	3%	53%	47%
751	753	753	N	12%	34%	51%	3%	54%	57%
S	728	728	S	S	S	S	S	S	24%
S	743	735	S	S	S	S	S	S	31%
S	S	774	S	S	S	S	S	S	80%
Ν	Ν	747	N	Ν	Ν	N	N	Ν	49%
S	750	754	S	S	S	S	S	S	56%
729	735	725	8%	35%	46%	8%	4%	12%	19%
	S	721	S	S	S	S	S	S	16%
S	744	732	8%	16%	36%	36%	4%	40%	28%
	729	729 735 S S 741 744	729 735 725 S S 721 741 744 732	729 735 725 8% S S 721 S 741 744 732 8%	729 735 725 8% 35% S S 721 S S 741 744 732 8% 16%	729 735 725 8% 35% 46% S S 721 S S S 741 744 732 8% 16% 36%	729 735 725 8% 35% 46% 8% S S 721 S S S S S 741 744 732 8% 16% 36% 36%	729 735 725 8% 35% 46% 8% 4% S S 721 S	729 735 725 8% 35% 46% 8% 4% 12% S S 721 S



State of New Jersey 2015-2016

25-2105-060 MONMOUTH HAZLET TWP Beers Street School 610 BEERS STREET HAZLET, NJ 07730-1405

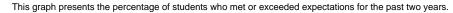
Grade Span 05-06

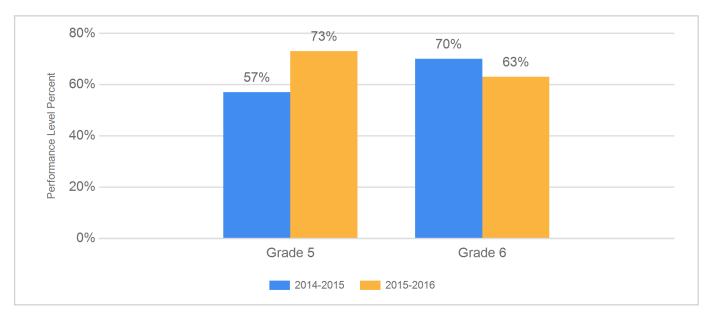
PARCC Performance Distribution - Grade 06

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.

Mean Scale Score 756 758 S S S S S N N N 726	District Mean Scale Score 753 755 736 737 765 N N	State Mean Scale Score 750 756 732 738 772 750	<mark>% Level_1</mark> 2% 1% S S S	<mark>% Level_2</mark> 9% 8% S S S	<mark>% Level_3</mark> 26% 26% S S	% Level_4 52% 53% S	% Level_5 11% 13% S	% Met/Exceed ed Expectation 63% 66%	State % Met/Exceed ed Expectation 52% 61%
758 S S S N N N 726	755 736 737 765 N	756 732 738 772	1% S S	8% S S	26% S	53% S	13%	66%	
S S S N N 726	736 737 765 N	732 738 772	S S	S S	S	S			61%
S S N N 726	737 765 N	738 772	S	S		-	S	<u> </u>	
S N N 726	765 N	772	-	-	S			S	31%
N N 726	N		S	c		S	S	S	37%
N 726		750		3	S	S	S	S	79%
726	N	100	N	N	N	N	Ν	Ν	58%
-		755	N	Ν	Ν	Ν	Ν	Ν	60%
	724	719	14%	32%	41%	9%	5%	14%	15%
N	N	709	N	N	N	Ν	N	Ν	10%
747	744	735	4%	16%	28%	48%	4%	52%	33%
		PARCC N	IATH						
746	745	743	5%	13%	35%	42%	6%	48%	43%
747	746	750	4%	13%	34%	45%	5%	50%	53%
S	735	724	S	S	S	S	S	S	20%
S	731	730	S	S	S	S	S	S	26%
S	756	768	S	S	S	S	S	S	76%
N	N	745	N	N	Ν	N	Ν	Ν	50%
N	N	748	N	N	Ν	N	Ν	Ν	49%
720	720	717	17%	48%	22%	13%	Ν	13%	13%
N	N	713	N	N	Ν	N	Ν	Ν	12%
742	736	728	8%	16%	32%	40%	4%	44%	23%
	S S N N 720 N 742	S 731 S 756 N N N N 720 720 N N 742 736	S 731 730 S 756 768 N N 745 N N 748 720 720 717 N N 713 742 736 728	S 731 730 S S 756 768 S N N 745 N N N 748 N 720 720 717 17% N N 713 N 742 736 728 8%	S 731 730 S S S 756 768 S S N N 745 N N N N 748 N N 720 720 717 17% 48% N N 713 N N 742 736 728 8% 16%	S 731 730 S S S S 756 768 S S S N N 745 N N N N N 748 N N N 720 720 717 17% 48% 22% N N 713 N N N 742 736 728 8% 16% 32%	S 731 730 S S S S S 756 768 S S S S N N 745 N N N N N N 748 N N N N 720 720 717 17% 48% 22% 13% N N 713 N N N N 742 736 728 8% 16% 32% 40%	S 731 730 S S S S S S S 756 768 S S S S S S S N N 745 N N N N N N N 748 N N N N N 720 720 717 17% 48% 22% 13% N N N 713 N N N N N 742 736 728 8% 16% 32% 40% 4%	S 731 730 S

PARCC ELA Performance Trends





School Climate

25-2105-060 MONMOUTH

HAZLET TWP

Beers Street School 610 BEERS STREET

HAZLET, NJ 07730-1405

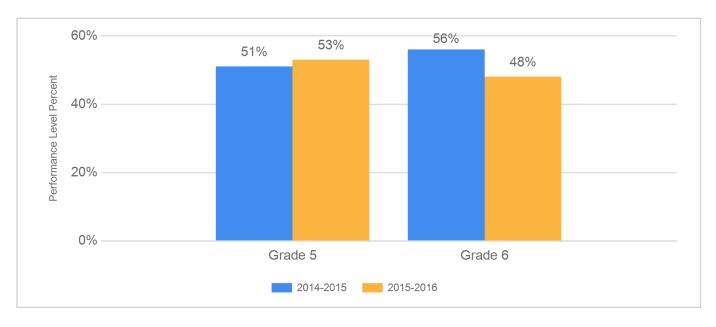


State of New Jersey 2015-2016

Grade Span 05-06

PARCC Math Performance Trends

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



25-2105-060 MONMOUTH HAZLET TWP

Beers Street School

610 BEERS STREET

HAZLET, NJ 07730-1405



State of New Jersey 2015-2016

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	<u>h</u>
Reading Grade 8	<u>h</u>
Math Grade 4	h
Math Grade 8	h
Science Grade 4	ht
Science Grade 8	ht

http://www.nj.gov/education/pr/1415/naep/naep4read.html http://www.nj.gov/education/pr/1415/naep/naep8read.html http://www.nj.gov/education/pr/1415/naep/naep4math.html http://www.nj.gov/education/pr/1415/naep/naep8math.html http://www.nj.gov/education/pr/1415/naep/naep4science.html http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

				Proficiency Percentages				
Subject	Grade	State Nation	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		

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

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
1						25-2105 MONMO	UTH
	NJ S	CHOOL		State of New Jersey		HAZLET	
	ERFORM			2015-2016		Beers Street Scl	
	Report					610 BEERS STR	
	Giore			Grade Span 05-06		HAZLET, NJ 07730-1	1405

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	61	48	50
Student Growth on Math	43	40	50

Student Growth ELA

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

	Growth					
(Expectations)	Low	Typical	High			
Did Not Yet Meet (L1)	3%	0%	1%			
Partially Met (L2)	2%	3%	6%			
Approached (L3)	7%	11%	12%			
Met (L4)	16%	14%	20%			
Exceeded (L5)	1%	2%	3%			

Student Growth Math

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

	Growth					
(Expectations)	Low	Typical	High			
Did Not Yet Meet (L1)	1%	1%	1%			
Partially Met (L2)	3%	4%	1%			
Approached (L3)	14%	10%	14%			
Met (L4)	19%	17%	12%			
Exceeded (L5)	2%	2%	0%			

25-2105-060 MONMOUTH

HAZLET TWP

Beers Street School 610 BEERS STREET

HAZLET, NJ 07730-1405



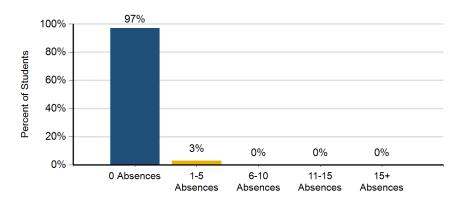
State of New Jersey 2015-2016

Grade Span 05-06

Chronic Absenteeism Trend

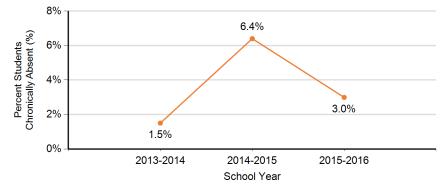
Absenteeism

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.



This graph presents the percentage of the enrolled students who were chronically absent for the

past three years at the school.



25-2105-060 MONMOUTH HAZLET TWP

Beers Street School

610 BEERS STREET

HAZLET, NJ 07730-1405



Length of School Day

Demographic

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

State of New Jersey 2015-2016

Grade Span 05-06

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	268:1

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

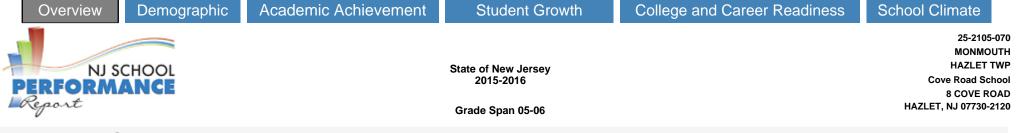
This table presents the number of students who were expelled from the school during the school year.

Faculty Attendance

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

	School
2015-16	0

	School
2015-16	98%



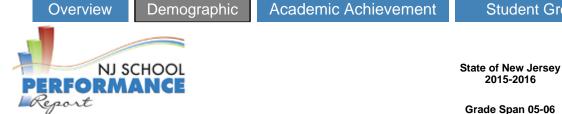
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- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

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school years.

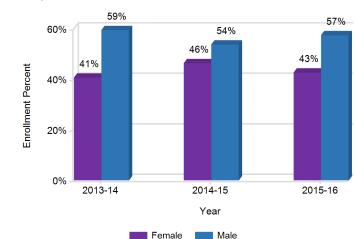
Enrollment by Gender

Enrollment by Ethnic/ Racial Subgroup

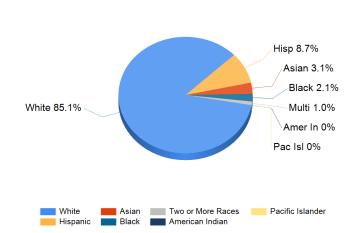
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

Enrollment by Grade

	2013-14	2014-15	2015-16
Grade 05	102	94	100
Grade 06	108	96	95
UG	9	0	0
Total	219	190	195



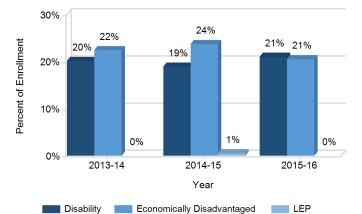
This graph displays the percentage of students by gender for the past three This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

Language Diversity

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.



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

2015-	2015-2016 Percent		
English		99.0%	
Spanish		1.0%	

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

25-2105-070 MONMOUTH HAZLET TWP

Cove Road School

HAZLET, NJ 07730-2120

8 COVE ROAD

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
	ERFORM			State of New Jersey 2015-2016		25-2105 MONMO HAZLET Cove Road Sc 8 COVE Re	UTH TWP shool
10	Report			Grade Span 05-06		HAZLET, NJ 07730-2	2120

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	50	57
Mathematics Met or Exceeded Expectations	54%	50	56

Mathematics and English Language Arts/ Literacy

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

		English L	s/Literacy		Mathematics					
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	185	60%	57	99%	\checkmark	185	54%	56	99%	\checkmark
White	158	61%	46	99%	\checkmark	158	55%	47	99%	\checkmark
African American	s	S	S	S		S	S	S	S	
Hispanic	s	S	S	S		S	S	S	S	
American Indian	N	Ν	Ν	N		N	Ν	Ν	N	
Asian	s	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	37	16%	51	98%	\checkmark	37	30%	69	98%	\checkmark
English Learner Students	N	Ν	Ν	N		N	Ν	Ν	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey 2015-2016 25-2105-070 MONMOUTH HAZLET TWP Cove Road School 8 COVE ROAD HAZLET, NJ 07730-2120

Grade Span 05-06

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.

Valid										
Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectatio
100	760	760	751	1%	7%	28%	57%	7%	64%	53%
88	761	760	758	Ν	7%	26%	59%	8%	67%	64%
S	S	737	733	S	S	S	S	S	S	32%
S	S	748	738	S	S	S	S	S	S	37%
S	S	782	773	S	S	S	S	S	S	80%
Ν	N	N	750	N	N	N	N	N	N	53%
S	S	749	759	S	S	S	S	S	S	63%
17	736	726	723	6%	35%	29%	29%	N	29%	20%
Ν	N	N	711	N	N	N	N	N	Ν	10%
17	756	752	735	N	6%	35%	59%	N	59%	33%
			PARCC N	IATH						
100	753	752	747	N	8%	33%	57%	2%	59%	47%
88	754	753	753	N	7%	33%	58%	2%	60%	57%
S	S	728	728	S	S	S	S	S	S	24%
S	S	S	735	S	S	S	S	S	S	31%
S	S	769	774	S	S	S	S	S	S	80%
Ν	N	N	747	N	N	N	N	N	N	49%
S	S	750	754	S	S	S	S	S	S	56%
17	743	735	725	N	24%	35%	41%	Ν	41%	19%
Ν	N	N	721	N	N	N	N	N	N	16%
17	747	744	732	N	12%	35%	53%	N	53%	28%
	88 S S N S S 17 N 17 N 100 88 S S S S S N S S 17 N S 17 N 17	88 761 S S S S S S N N S S 17 736 N N 17 736 N N 17 756 100 753 88 754 S S S S S S N N S S N N S S N N	88 761 760 S S 737 S S 748 S S 748 S S 748 S S 742 N N N S S 749 17 736 726 N N N 17 756 752 00 753 752 88 754 753 S S S S S 769 N N N S S 750 17 743 735 N N N S S 750 17 743 735 N N N 17 747 744	88 761 760 758 S S S 737 733 S S S 748 738 N N N 750 S S S 749 759 17 736 726 723 N N N 711 17 756 752 735 PARCC N 100 753 752 747 88 754 753 753 S S S 728 S S 769 774 N N N 747 S S 750 754 17 743 735 725 N N N 721	88 761 760 758 N S S S 737 733 S S S S 748 738 S S S S 748 738 S S S S 748 738 S N N N 773 S N N N N 759 S 17 736 726 723 6% N N N 711 N 17 756 752 735 N PARCC MATH 100 753 752 747 N 88 754 753 753 N S S S 735 S S S 769 774 S N N N 747 N S S 750 754 S <	88 761 760 758 N 7% S S S 737 733 S S S S S 748 738 S S S S S 748 738 S S S S S 782 773 S S N N N 750 N N S S 749 759 S S 17 736 726 723 6% 35% N N N 711 N N 17 756 752 735 N 6% PARCC MATH 100 753 752 747 N 8% 88 754 753 753 N 7% S S 769 774 S S S S 750 754 S	88 761 760 758 N 7% 26% S S S 737 733 S S S S S S 748 738 S S S S S S 748 738 S S S S S 782 773 S S S S N N N 750 N N N S S 749 759 S S S 17 736 726 723 6% 35% 29% N N N 711 N N N 17 756 752 735 N 6% 35% UO 753 752 747 N 8% 33% S S 728 728 S S S S S 769	88 761 760 758 N 7% 26% 59% S S S 737 733 S S S S S S S 748 738 S S S S S S T48 738 S S S S S S T61 T60 N N N S S S T82 T73 S S S S N N N T50 N N N N S S 749 759 S S S S 17 736 726 723 6% 35% 29% 29% N N N T11 N N N N 17 756 752 735 N 6% 33% 57% 88 754 <	88 761 760 758 N 7% 26% 59% 8% S S 737 733 S	1007607607511%7%28%57%7%64%88761760758N7%26%59%8%67%SSS737733SSSSSSSSS748738SSSSSSSSS748738SSSSSSSSS782773SSSSSSSNNN750NNNNNNNSS749759SSSSSS177367267236%35%29%29%N29%NNN711NNNNNN17756752735N6%35%59%N59%PARCC MATH100753752747N8%33%57%2%60%SS728728SSSSSSSSSSSSSSSSSSSS769774SSSSSSSSS750754SSSSSSSSS750 <td< td=""></td<>



Demographic

State of New Jersey 2015-2016

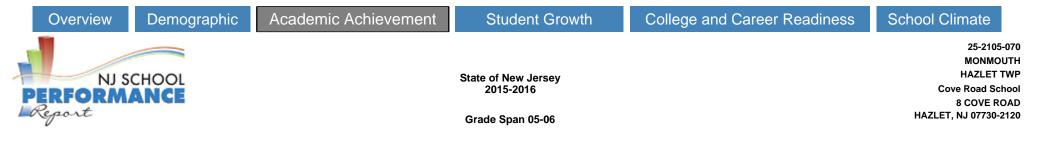
25-2105-070 MONMOUTH HAZLET TWP Cove Road School 8 COVE ROAD HAZLET, NJ 07730-2120

Grade Span 05-06

PARCC Performance Distribution - Grade 06

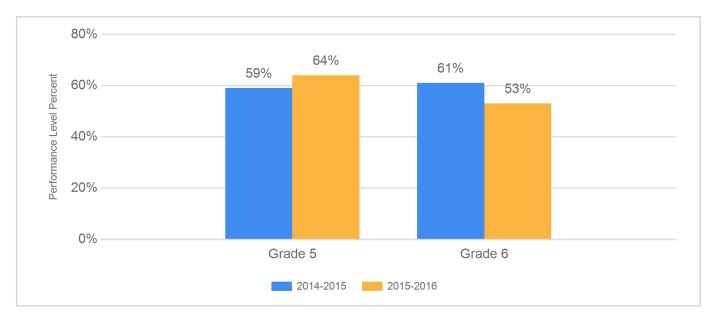
This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

				PARCCI	ELA						
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectatio
Schoolwide	93	750	753	750	3%	14%	30%	48%	4%	53%	52%
White	77	751	755	756	1%	13%	35%	47%	4%	51%	61%
African American	S	S	736	732	S	S	S	S	S	S	31%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	S	S	765	772	S	S	S	S	S	S	79%
American Indian	Ν	N	N	750	N	N	N	Ν	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	724	719	S	S	S	S	S	S	15%
English Language Learners	Ν	N	N	709	N	N	N	Ν	N	N	10%
Economically Disadvantaged Students	18	741	744	735	11%	17%	39%	33%	Ν	33%	33%
				PARCC N	IATH						
Schoolwide	92	743	745	743	5%	16%	34%	41%	3%	45%	43%
White	77	744	746	750	5%	16%	34%	43%	3%	46%	53%
African American	S	S	735	724	S	S	S	S	S	S	20%
Hispanic	S	S	731	730	S	S	S	S	S	S	26%
Asian	S	S	756	768	S	S	S	S	S	S	76%
American Indian	Ν	N	N	745	Ν	Ν	Ν	N	Ν	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	21	719	720	717	19%	43%	24%	14%	N	14%	13%
English Language Learners	Ν	N	N	713	N	Ν	Ν	N	Ν	Ν	12%
Economically Disadvantaged Students	18	727	736	728	11%	28%	50%	11%	N	11%	23%



PARCC ELA Performance Trends

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



School Climate

25-2105-070 MONMOUTH

HAZLET TWP

Cove Road School 8 COVE ROAD

HAZLET, NJ 07730-2120

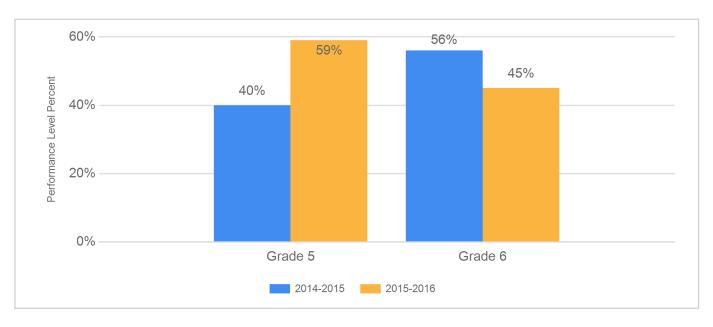


State of New Jersey 2015-2016

Grade Span 05-06

PARCC Math Performance Trends

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



25-2105-070 MONMOUTH HAZLET TWP

Cove Road School

HAZLET, NJ 07730-2120

8 COVE ROAD



State of New Jersey 2015-2016

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	<u>k</u>
Reading Grade 8	Ł
Math Grade 4	h
Math Grade 8	h
Science Grade 4	h
Science Grade 8	h

http://www.nj.gov/education/pr/1415/naep/naep4read.html http://www.nj.gov/education/pr/1415/naep/naep8read.html http://www.nj.gov/education/pr/1415/naep/naep4math.html http://www.nj.gov/education/pr/1415/naep/naep4science.html http://www.nj.gov/education/pr/1415/naep/naep4science.html

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

			Proficiency Percentages					
Subject	Grade	State Nation	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	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		

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
						25-2105- MONMO	
1	NLS	CHOOL		State of New Jersey		HAZLET 1	TWP
	ERFORM			2015-2016		Cove Road Sch	
	Report					8 COVE RC	
	guile			Grade Span 05-06		HAZLET, NJ 07730-2	2120

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	50	48	50
Student Growth on Math	59	40	50

Student Growth ELA

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

		Growth	
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	2%
Partially Met (L2)	4%	5%	2%
Approached (L3)	9%	9%	7%
Met (L4)	18%	21%	15%
Exceeded (L5)	2%	1%	1%

Student Growth Math

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

		Growth	
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	2%
Partially Met (L2)	6%	4%	6%
Approached (L3)	14%	10%	18%
Met (L4)	7%	14%	13%
Exceeded (L5)	1%	4%	0%



State of New Jersey 2015-2016

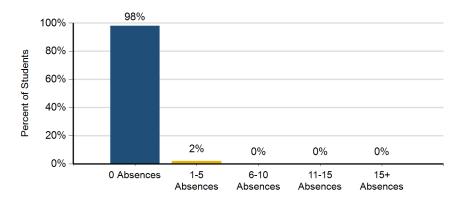
Grade Span 05-06

MONMOUTH HAZLET TWP Cove Road School 8 COVE ROAD HAZLET, NJ 07730-2120

25-2105-070

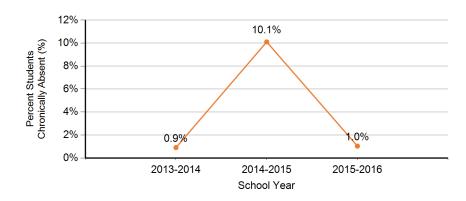
Absenteeism

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.



25-2105-070 MONMOUTH HAZLET TWP

Cove Road School

HAZLET, NJ 07730-2120

8 COVE ROAD



Length of School Day

Demographic

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

State of New Jersey 2015-2016

Grade Span 05-06

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

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

Student to Staff Ratio

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

	2015-16	School
F	aculty	10:1
А	dministrator	195:1

Student Suspension Rate

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

<u> </u>			
Stud	ont	LVDU	leinne
- $ -$			Isions

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

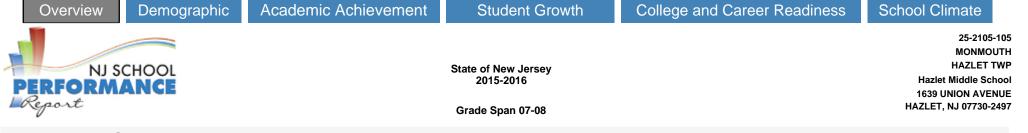
Faculty Attendance

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

	School
2015-16	0.0%

	School
2015-16	0

	School
2015-16	97%



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 <u>njsmart@pcgus.com</u>

Overview

ungraded classrooms.

Academic Achievement

60%

Enrollment by Gender

State of New Jersey 2015-2016

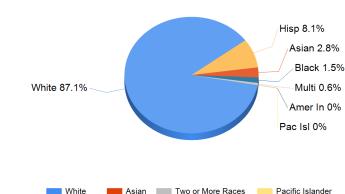
Grade Span 07-08

Student Growth

54%

Enrollment by Ethnic/ Racial Subgroup

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





their home.

Black

2015-2016	Percent				
English	97.0%				
Spanish	2.5%				
Chinese	0.2%				
Vietnamese	0.2%				

American Indian

Language Diversity

This table presents the main languages primarily spoken by students in

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

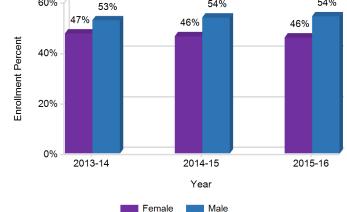


Enrollment by Grade

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



Enrollment Trends by Special Population

Language Learners) for the past three school years.

* 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.

30% 22% Percent of Enrollment 21% 20% 18% 17% 20% 15% 10% 2% 1% 1% 0% 2013-14 2014-15 2015-16 Year Economically Disadvantaged LEP Disability

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

2

Hispanic

54%

School Climate

25-2105-105 MONMOUTH HAZLET TWP Hazlet Middle School **1639 UNION AVENUE** HAZLET, NJ 07730-2497

Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
NJ S ERFORM Report			State of New Jersey 2015-2016 Grade Span 07-08		25-2105 MONMO HAZLET Hazlet Middle Sc 1639 UNION AVE HAZLET, NJ 07730-2	DUTH TWP chool NUE

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	52%	17	44
Mathematics Met or Exceeded Expectations	31%	17	21

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. $\sqrt{*}$ = Met participation rate(participation averaging applied)

		English L	anguage Arts	s/Literacy			l	Mathematics		
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	447	52%	44	98%	\checkmark	446	31%	21	98%	\checkmark
White	388	52%	33	98%	\checkmark	387	31%	12	98%	\checkmark
African American	s	S	S	S		S	S	S	S	
Hispanic	s	S	S	S		S	S	S	S	
American Indian	N	Ν	Ν	N		N	Ν	Ν	N	
Asian	s	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	81	16%	38	99%	\checkmark	81	10%	23	99%	\checkmark
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	72	38%	53	99%	\checkmark	72	26%	36	99%	\checkmark



State of New Jersey 2015-2016

25-2105-105 MONMOUTH HAZLET TWP Hazlet Middle School 1639 UNION AVENUE HAZLET, NJ 07730-2497

Grade Span 07-08

PARCC Performance Distribution - Grade 07

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

Valid Scores 226 194 S 16 11 N S	Mean Scale Score 756 756 756 756 754 763 N	District Mean Scale Score 756 756 S 754 763	State Mean Scale Score 753 760 733 739	<mark>% Level_1</mark> 2% 2% S	% Level_2 10% 5	% Level_3 24% 24%	% Level_4 50% 51%	% Level_5	% Met/Exceed ed Expectation 64%	State % Met/Exceed ed Expectation 56%
194 S 16 11 N	756 S 754 763	756 S 754	760 733	2% S	10%	24%	51%			
S 16 11 N	S 754 763	S 754	733	S				13%	64%	65%
16 11 N	754 763	754		-	S	-				
11 N	763	-	739			S	S	S	S	35%
Ν		763		6%	6%	25%	44%	19%	63%	41%
	N		781	N	Ν	36%	46%	18%	64%	84%
S		N	748	Ν	Ν	Ν	Ν	Ν	Ν	54%
	S	S	759	S	S	S	S	S	S	63%
25	728	728	716	8%	48%	28%	12%	4%	16%	16%
S	S	S	703	S	S	S	S	S	S	10%
34	750	750	735	3%	18%	29%	44%	6%	50%	37%
			PARCC N	IATH						
224	741	741	740	6%	13%	47%	31%	3%	34%	39%
192	741	741	747	6%	13%	49%	30%	3%	33%	47%
S	S	S	724	S	S	S	S	S	S	19%
16	733	733	729	6%	25%	44%	25%	N	25%	23%
11	758	758	763	N	9%	18%	64%	9%	73%	72%
Ν	N	N	736	N	Ν	Ν	Ν	Ν	Ν	30%
S	S	S	744	S	S	S	S	S	S	44%
S	S	S	713	S	S	S	S	S	S	9%
S	S	S	711	S	S	S	S	S	S	10%
34	733	733	727	12%	15%	47%	24%	3%	27%	21%
F	S 34 224 192 S 16 11 N S S S S S 34	S S 34 750 224 741 192 741 S S 16 733 11 758 N N S S S S S S S S S S S S S S S S S S	S S S 34 750 750 224 741 741 192 741 741 192 741 741 S S S 16 733 733 11 758 758 N N N S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S S <td>S S S 703 34 750 750 735 PARCC N 224 741 741 740 192 741 741 747 S S S 724 16 733 733 729 11 758 758 763 N N N 736 S S S 711 34 733 733 729</td> <td>S S S S 703 S 34 750 750 735 3% PARCC MATH 224 741 741 740 6% 192 741 741 747 6% S S S 724 S 16 733 733 729 6% 11 758 758 763 N N N N 736 N S S S 711 S S S S 713 S S S S 711 S 34 733 733 727 12%</td> <td>S S S S 703 S S 34 750 750 735 3% 18% PARCC MATH 224 741 741 740 6% 13% 192 741 741 747 6% 13% S S S 724 S S 16 733 733 729 6% 25% 11 758 758 763 N 9% N N N 736 N N S S S 713 S S S S S 711 S S S S S 711 S S 34 733 733 727 12% 15%</td> <td>S S S S 703 S S S 34 750 750 735 3% 18% 29% PARCC MATH 224 741 741 740 6% 13% 47% 192 741 741 747 6% 13% 49% S S S S S S S 16 733 733 729 6% 25% 44% 11 758 758 763 N 9% 18% N N N 736 N N N S S S 711 S S S S S S 713 S S S 34 733 733 727 12% 15% 47%</td> <td>S S S S 703 S S S S 34 750 750 735 3% 18% 29% 44% PARCC MATH 224 741 741 740 6% 13% 47% 31% 192 741 741 747 6% 13% 49% 30% S S S 724 S S S S 16 733 733 729 6% 25% 44% 25% 11 758 758 763 N 9% 18% 64% N N N 736 N N N N S S S 713 S S S S S S S S 713 S S S S S S S S 711 S S S</td> <td>S S S 703 S</td> <td>S S S 703 S</td>	S S S 703 34 750 750 735 PARCC N 224 741 741 740 192 741 741 747 S S S 724 16 733 733 729 11 758 758 763 N N N 736 S S S 711 34 733 733 729	S S S S 703 S 34 750 750 735 3% PARCC MATH 224 741 741 740 6% 192 741 741 747 6% S S S 724 S 16 733 733 729 6% 11 758 758 763 N N N N 736 N S S S 711 S S S S 713 S S S S 711 S 34 733 733 727 12%	S S S S 703 S S 34 750 750 735 3% 18% PARCC MATH 224 741 741 740 6% 13% 192 741 741 747 6% 13% S S S 724 S S 16 733 733 729 6% 25% 11 758 758 763 N 9% N N N 736 N N S S S 713 S S S S S 711 S S S S S 711 S S 34 733 733 727 12% 15%	S S S S 703 S S S 34 750 750 735 3% 18% 29% PARCC MATH 224 741 741 740 6% 13% 47% 192 741 741 747 6% 13% 49% S S S S S S S 16 733 733 729 6% 25% 44% 11 758 758 763 N 9% 18% N N N 736 N N N S S S 711 S S S S S S 713 S S S 34 733 733 727 12% 15% 47%	S S S S 703 S S S S 34 750 750 735 3% 18% 29% 44% PARCC MATH 224 741 741 740 6% 13% 47% 31% 192 741 741 747 6% 13% 49% 30% S S S 724 S S S S 16 733 733 729 6% 25% 44% 25% 11 758 758 763 N 9% 18% 64% N N N 736 N N N N S S S 713 S S S S S S S S 713 S S S S S S S S 711 S S S	S S S 703 S	S S S 703 S



State of New Jersey 2015-2016

25-2105-105 MONMOUTH HAZLET TWP Hazlet Middle School 1639 UNION AVENUE HAZLET, NJ 07730-2497

Grade Span 07-08

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.

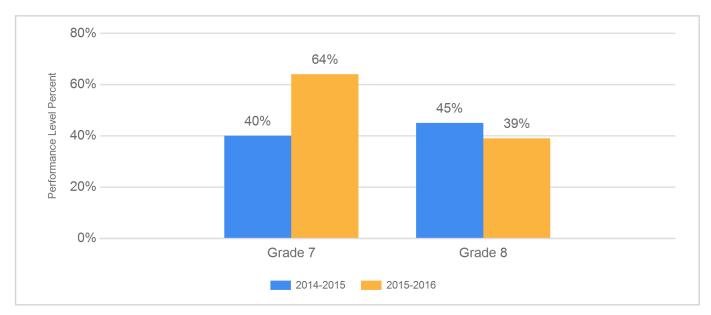
				PARCCI	ELA						
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Excee ed Expectatio
Schoolwide	230	742	742	753	9%	18%	34%	34%	6%	39%	55%
White	204	742	742	759	9%	18%	33%	34%	6%	40%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	22	738	738	740	14%	18%	36%	27%	5%	32%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	53	722	722	715	19%	28%	42%	11%	N	11%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	39	731	731	736	15%	21%	39%	21%	5%	26%	38%
				**PARCC I	MATH						
Schoolwide	S	S	S	726	S	S	S	S	S	S	26%
White	130	715	715	732	28%	36%	25%	11%	N	11%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	Ν	25%
Two or More Races	N	N	N	726	N	N	N	N	N	Ν	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	32	715	715	718	13%	56%	19%	13%	N	13%	18%

**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.

PARCC ELA Performance Trends

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





Demographic

State of New Jersey 2015-2016

25-2105-105 MONMOUTH HAZLET TWP Hazlet Middle School 1639 UNION AVENUE HAZLET, NJ 07730-2497

Grade Span 07-08

table presents the End-Of-Course performance,	as measured b							· ·			
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score		% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	ed
Schoolwide	81	752	752	769	3%	5%	35%	57%	1%	58%	41%
White	73	751	751	772	3%	6%	37%	53%	1%	55%	51%
African American	N	N	N	748	Ν	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	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



Demographic

State of New Jersey 2015-2016

25-2105-105 MONMOUTH HAZLET TWP Hazlet Middle School 1639 UNION AVENUE HAZLET, NJ 07730-2497

Grade Span 07-08

PARCC Performance Distribution - Algebra II This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations. Valid Mean Scale District State Mean % Level_1 % Level_2 % Level_3 % Level_4 % Level_5 Туре % State % Scores Score **Mean Scale** Scale Score Met/Exceed Met/Exceed Score ed ed Expectation Expectation S S s 789 S S s S S S 27% Schoolwide White S S S S S S S S S 31% 776 African American Ν Ν Ν 746 Ν Ν Ν Ν Ν Ν 8% Ν Ν Ν 782 Ν Ν Ν Ν Ν Ν 12% Hispanic Asian Ν Ν Ν 802 Ν Ν Ν Ν Ν Ν 60% Ν Ν Ν Ν Ν Ν Ν American Indian Ν Ν Ν Ν Ν Two or More Races Ν Ν 776 Ν Ν Ν Ν Ν Ν 34% Students with Disability Ν Ν 791 Ν Ν 5% Ν Ν Ν Ν Ν Ν Ν Ν Ν Ν Ν Ν Ν 7% English Language Learners 790 Ν Economically Disadvantaged Students Ν Ν Ν 759 Ν Ν Ν Ν Ν Ν 11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations

School Climate

25-2105-105 MONMOUTH

HAZLET TWP

Hazlet Middle School 1639 UNION AVENUE

HAZLET, NJ 07730-2497

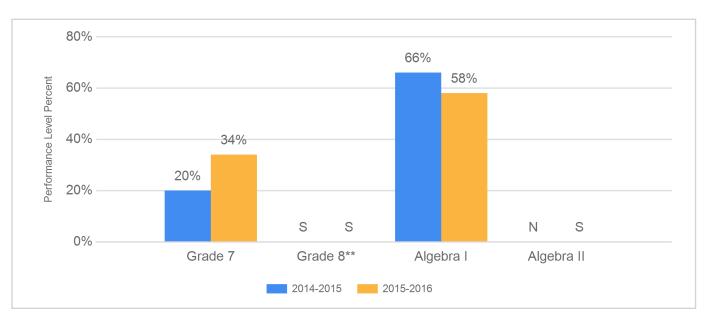


State of New Jersey 2015-2016

Grade Span 07-08

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.

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

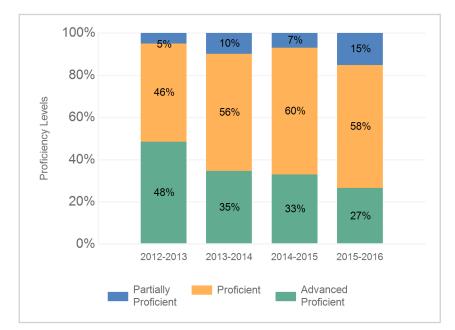
NJASK Results Science - Grade Level 08

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	27%	58%	15%
White	28%	59%	13%
African American	S	S	S
Hispanic	14%	59%	27%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	8%	46%	46%
English Language Learners	S	S	S
Economically Disadvantaged Students	22%	54%	24%

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.



25-2105-105 MONMOUTH HAZLET TWP

Hazlet Middle School

1639 UNION AVENUE

HAZLET, NJ 07730-2497



Demographic

State of New Jersey 2015-2016

Grade Span 07-08

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:	
Reading Grade 4	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 <<u>http://nces.ed.gov/nationsreportcard/</u>>

				Proficienc	Proficiency Percentages							
Subject	Grade	State Nation	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						

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
						25-2105 MONMO	
1	NLS	CHOOL		State of New Jersey		HAZLET	-
D	ERFORM			2015-2016		Hazlet Middle Sc	
	Report					1639 UNION AVE HAZLET, NJ 07730-2	-
	9			Grade Span 07-08		TALLET, NO 07730-2	2431

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	33	48	50
Student Growth on Math	26	40	50

Student Growth ELA

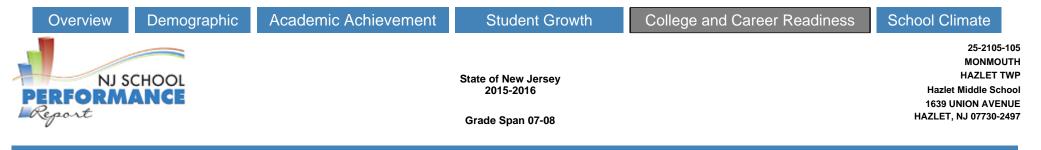
This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

		Growth	
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	2%
Partially Met (L2)	10%	5%	5%
Approached (L3)	19%	10%	4%
Met (L4)	17%	10%	3%
Exceeded (L5)	2%	5%	2%

Student Growth Math

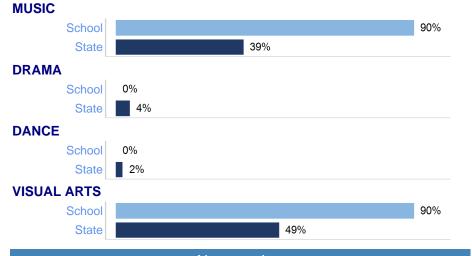
This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

		Growth	
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	0%	0%
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%



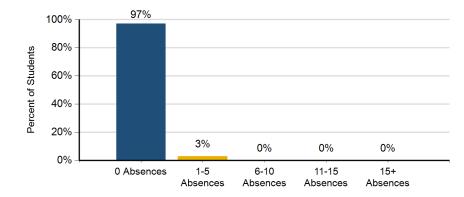
Visual and Performing Arts

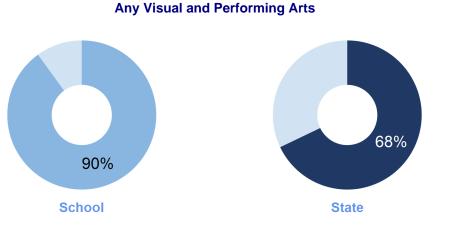
This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and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



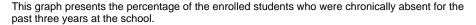
Absenteeism

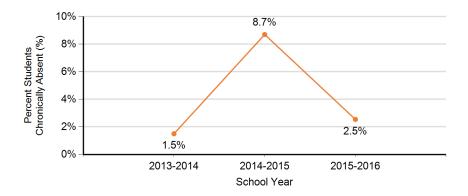
The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Chronic Absenteeism Trend





25-2105-105 MONMOUTH HAZLET TWP

Hazlet Middle School

1639 UNION AVENUE

HAZLET, NJ 07730-2497



Length of School Day

Demographic

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

State of New Jersey 2015-2016

Grade Span 07-08

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. 57 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		236:1

Student Suspension Rate

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

	School
2015-16	3.2%

Student Expulsions

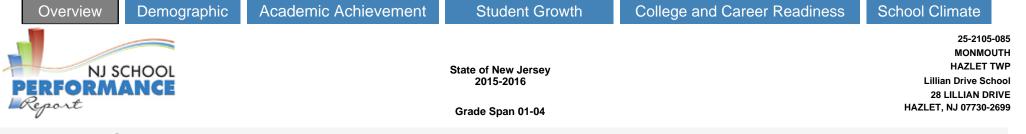
This table presents the number of students who were expelled from the school during the school year.

Faculty Attendance

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

	School
2015-16	0

	School
2015-16	97%



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 <u>njsmart@pcgus.com</u>



school years.

Enrollment by Gender

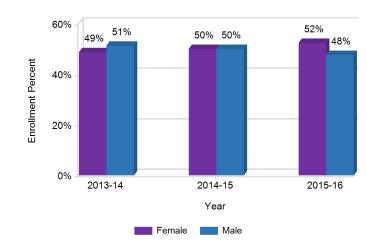
This graph displays the percentage of students by gender for the past three

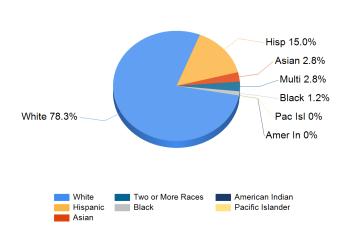
Enrollment by Ethnic/ Racial Subgroup This graph displays the percentages of students by ethnic/racial subgroup

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.

Enrollment by Grade

	2013-14	2014-15	2015-16
Grade 01	63	72	55
Grade 02	78	65	68
Grade 03	63	72	56
Grade 04	59	68	75
UG	0	1	0
Total	263	278	254

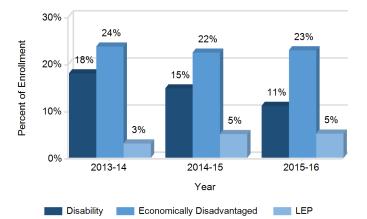




Enrollment Trends by Special Population

Language Diversity

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.



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

2015-2016	Percent
English	94.5%
Spanish	3.9%
Chinese	0.8%
Moldovan	0.4%
Ukrainian	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.

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

defined by the ESEA Waiver.

25-2105-085 MONMOUTH HAZLET TWP Lillian Drive School 28 LILLIAN DRIVE HAZLET, NJ 07730-2699

Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate
NJ S ERFORM Report			State of New Jersey 2015-2016 Grade Span 01-04		25-2105-085 MONMOUTH HAZLET TWP Lillian Drive School 28 LILLIAN DRIVE HAZLET, NJ 07730-2699

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.

	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	83	64
Mathematics Met or Exceeded Expectations	58%	100	67

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. $\sqrt{*}$ = Met participation rate(participation averaging applied)

	English Language Arts/Literacy					Mathematics				
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	130	62%	64	100%	\checkmark	130	58%	67	100%	\checkmark
White	97	69%	68	100%	\checkmark	97	58%	55	100%	\checkmark
African American	s	S	S	S		S	S	S	S	
Hispanic	s	S	S	S		S	S	S	S	
American Indian	N	Ν	Ν	N		N	Ν	Ν	N	
Asian	s	S	S	S		S	S	S	S	
Two or More Races	s	S	S	S		S	S	S	S	
Students with Disability	s	S	S	S		S	S	S	S	
English Learner Students	s	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey 2015-2016

25-2105-085 MONMOUTH HAZLET TWP Lillian Drive School 28 LILLIAN DRIVE HAZLET, NJ 07730-2699

Grade Span 01-04

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						
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectatio
Schoolwide	56	753	747	746	4%	14%	29%	46%	7%	54%	48%
White	41	757	747	756	2%	12%	27%	51%	7%	59%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	12	742	745	730	8%	17%	42%	25%	8%	33%	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	770	753	S	S	S	S	S	S	55%
Students with Disability	S	S	724	718	S	S	S	S	S	S	22%
English Language Learners	S	S	715	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	14	733	728	727	14%	36%	14%	29%	7%	36%	28%
	-			PARCC N	IATH						
Schoolwide	56	751	750	749	7%	9%	30%	46%	7%	54%	52%
White	41	753	749	757	5%	12%	32%	42%	10%	51%	63%
African American	N	N	N	730	N	Ν	Ν	N	N	Ν	31%
Hispanic	12	742	747	736	17%	N	33%	50%	N	50%	35%
Asian	S	S	758	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	724	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	14	728	726	732	29%	14%	29%	29%	N	29%	32%
Did Not Yet Meet Expectations	Partially M	et Expectations		Approached Expe	ectations	Me	t Expectations		Exce	eded Expectatio	าร

* 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

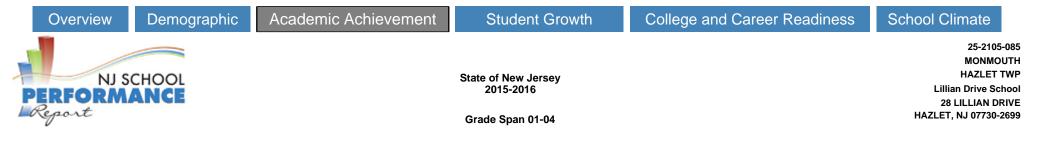
25-2105-085 MONMOUTH HAZLET TWP Lillian Drive School 28 LILLIAN DRIVE HAZLET, NJ 07730-2699

Grade Span 01-04

PARCC Performance Distribution - Grade 04

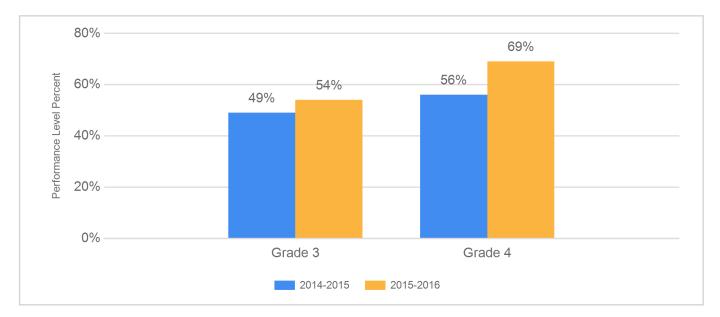
This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Valid Scores	Mean Scale	District								
	Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectatio
75	767	763	750	1%	7%	23%	43%	27%	69%	54%
57	771	765	759	Ν	5%	18%	47%	30%	77%	64%
S	S	771	733	S	S	S	S	S	S	33%
S	S	753	737	S	S	S	S	S	S	37%
S	S	763	773	S	S	S	S	S	S	79%
Ν	N	Ν	748	N	Ν	Ν	Ν	Ν	Ν	55%
S	S	754	756	S	S	S	S	S	S	62%
13	743	740	723	N	23%	46%	23%	8%	31%	22%
S	S	S	712	S	S	S	S	S	S	12%
20	752	755	734	Ν	15%	30%	45%	10%	55%	33%
			PARCC M	IATH						
75	757	753	745	1%	7%	31%	51%	11%	61%	47%
57	760	754	752	2%	5%	32%	47%	14%	61%	57%
S	S	753	727	S	S	S	S	S	S	24%
S	S	743	733	S	S	S	S	S	S	30%
S	S	752	771	S	S	S	S	S	S	78%
Ν	N	Ν	742	N	Ν	N	N	Ν	N	44%
S	S	750	750	S	S	S	S	S	S	54%
13	752	740	724	N	N	31%	69%	N	69%	22%
S	S	S	720	S	S	S	S	S	S	16%
20	743	744	730	5%	10%	45%	40%	N	40%	27%
	57 S S N S 13 S 20 75 57 S S S S S S N S S 13 S 20	57 771 S S S S S S N N S S 13 743 S S 13 743 S S 20 752 75 757 57 760 S S S S S S N N S S 13 752 S S 13 752	57 771 765 S S 771 S S 753 S S 763 N N N S S 763 N N N S S 754 13 743 740 S S S 20 752 755 75 757 753 57 760 754 S S 743 S S 743 S S 752 N N N S S 752 N N N S S 750 13 752 740 S S S 20 743 744	57 771 765 759 S S 771 733 S S 753 737 S S 763 773 S S 763 773 N N N 748 S S 754 756 13 743 740 723 S S S 712 20 752 755 734 PARCC N 75 757 753 745 57 760 754 752 S S 753 745 57 760 754 752 S S 753 745 57 760 754 752 S S 752 771 N N N 742 S S 750 750 13 752 740 724 S S S 720 20 743 744	57 771 765 759 N S S S 771 733 S S S S 753 737 S S S S 763 773 S S S S 763 773 S N N N 748 N S S 754 756 S 13 743 740 723 N S S S 712 S 20 752 755 734 N PARCC MATH 75 757 753 745 1% 57 760 754 752 2% S S 753 727 S S S 752 771 S S S 752 771 S S S 750 750 S	57 771 765 759 N 5% S S 771 733 S S S S 753 737 S S S S 763 773 S S S S 763 773 S S N N N 748 N N S S 754 756 S S 13 743 740 723 N 23% S S S 712 S S 20 752 755 734 N 15% PARCC MATH 75 757 753 745 1% 7% 57 760 754 752 2% 5% S S 753 727 S S S S 752 771 S S S S	57 771 765 759 N 5% 18% S S 771 733 S S S S S S 753 737 S S S S S S 763 773 S S S S N N N 748 N N N S S 754 756 S S S 13 743 740 723 N 23% 46% S S S 712 S S S 20 752 755 734 N 15% 30% PARCC MATH 75 757 753 745 1% 7% 31% 57 760 754 752 2% 5% 32% S S 752 771 S S S S <td>57 771 765 759 N $5%$ $18%$ $47%$ S S S 771 733 S S S S S S S 753 737 S S S S S S T 737 S S S S S S 763 773 S S S S N N N A A N N N S S 754 756 S S S S 13 743 740 723 N $23%$ $46%$ $23%$ S S S T 755 734 N $15%$ $30%$ $45%$ 20 757 753 745 $1%$ $7%$ $31%$ $51%$ 57 760 754 752 $2%$</td> <td>57 771 765 759 N 5% 18% 47% 30% S S S 771 733 S</td> <td>57 771 765 759 N 5% 18% 47% 30% 77% S S S 771 733 S</td>	57 771 765 759 N $5%$ $18%$ $47%$ S S S 771 733 S S S S S S S 753 737 S S S S S S T 737 S S S S S S 763 773 S S S S N N N A A N N N S S 754 756 S S S S 13 743 740 723 N $23%$ $46%$ $23%$ S S S T 755 734 N $15%$ $30%$ $45%$ 20 757 753 745 $1%$ $7%$ $31%$ $51%$ 57 760 754 752 $2%$	57 771 765 759 N 5% 18% 47% 30% S S S 771 733 S	57 771 765 759 N 5% 18% 47% 30% 77% S S S 771 733 S



PARCC ELA Performance Trends

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



Student Growth

School Climate

25-2105-085 MONMOUTH

HAZLET TWP

Lillian Drive School 28 LILLIAN DRIVE

HAZLET, NJ 07730-2699

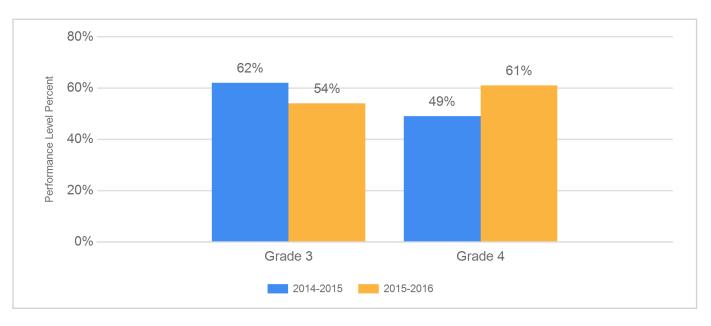


State of New Jersey 2015-2016

Grade Span 01-04

PARCC Math Performance Trends

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



Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
NJ S ERFORM Report			State of New Jersey 2015-2016 Grade Span 01-04		25-2105-0 MONMOU HAZLET T Lillian Drive Sch 28 LILLIAN DRI HAZLET, NJ 07730-20	JTH WP nool

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

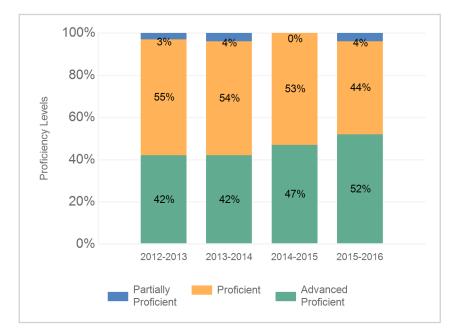
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	52%	44%	4%
White	49%	49%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	62%	39%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	47%	53%	N

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.





State of New Jersey 2015-2016

Grade Span 01-04

25-2105-085 MONMOUTH HAZLET TWP Lillian Drive School 28 LILLIAN DRIVE HAZLET, NJ 07730-2699

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

				Proficiency Percentages						
Subject	Grade	State Nation	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				

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
1						25-2105- MONMO	
1	NJ S	CHOOL		State of New Jersey	HAZLE		
	ERFORM			2015-2016		Lillian Drive Sch	
	Report					28 LILLIAN DR	
	giore			Grade Span 01-04		HAZLET, NJ 07730-2	2699

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	67	48	50
Student Growth on Math	55	40	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	4%
Partially Met (L2)	1%	3%	7%
Approached (L3)	6%	6%	19%
Met (L4)	9%	16%	19%
Exceeded (L5)	4%	1%	1%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	1%	1%	10%
Approached (L3)	7%	7%	9%
Met (L4)	22%	16%	13%
Exceeded (L5)	6%	3%	3%



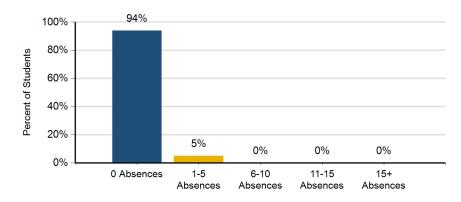
College and Career Readiness

School Climate

25-2105-085 MONMOUTH HAZLET TWP Lillian Drive School 28 LILLIAN DRIVE HAZLET, NJ 07730-2699

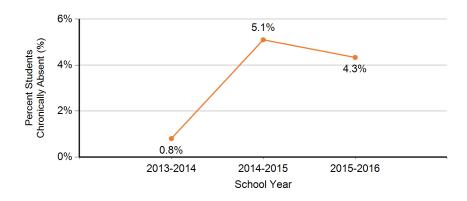
Absenteeism

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.



Student Growth

25-2105-085 MONMOUTH HAZLET TWP

Lillian Drive School

HAZLET, NJ 07730-2699

28 LILLIAN DRIVE



Length of School Day

Demographic

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

	School	
2015-16	6 Hrs. 40 Mins.	

Instructional Time

State of New Jersey 2015-2016

Grade Span 01-04

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

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

Student to Staff Ratio

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

2015-16	School	
Faculty	10:1	
Administrator	254:1	

Student Suspension Rate

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

<u> </u>			
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- $ -$			Isions

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

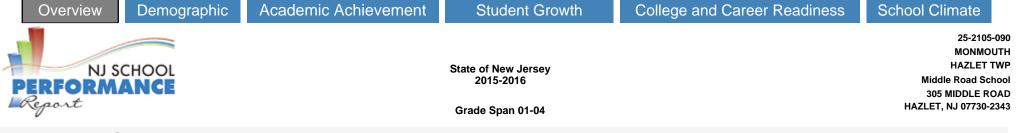
Faculty Attendance

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

	School
2015-16	0.8%

	School
2015-16	0

	School
2015-16	95%



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 <u>njsmart@pcgus.com</u>



school years.

Enrollment by Gender

College and Career Readiness

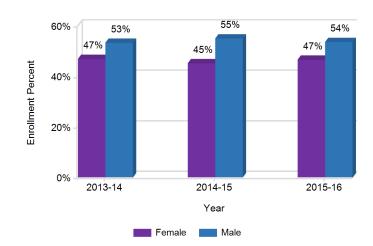
School Climate

25-2105-090 MONMOUTH HAZLET TWP Middle Road School 305 MIDDLE ROAD HAZLET, NJ 07730-2343

Enrollment by Grade

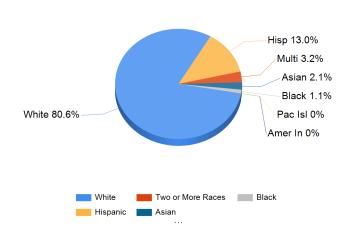
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 01	60	72	70
Grade 02	72	64	66
Grade 03	88	74	67
Grade 04	81	87	81
UG	0	0	0
Total	301	297	284



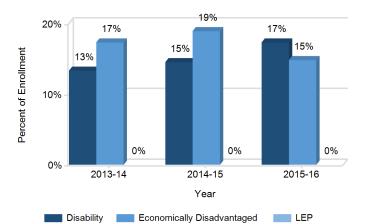
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentage of students by gender for the past three 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	98.9%
Igbo	0.7%
Portuguese	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.

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
	NJ S ERFORM Report			State of New Jersey 2015-2016 Grade Span 01-04		25-2105 MONMO HAZLET Middle Road Sc 305 MIDDLE R HAZLET, NJ 07730-2	DUTH TWP chool

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.

	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	67	61
Mathematics Met or Exceeded Expectations	53%	83	58

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. $\sqrt{*}$ = Met participation rate(participation averaging applied)

		English L	anguage Arts	s/Literacy		Mathematics				
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	134	62%	61	97%	\checkmark	134	53%	58	97%	\checkmark
White	106	61%	51	97%	\checkmark	106	50%	42	97%	\checkmark
African American	s	S	S	S		S	S	S	S	
Hispanic	s	S	S	S		S	S	S	S	
American Indian	N	Ν	Ν	N		N	Ν	Ν	N	
Asian	s	S	S	S		S	S	S	S	
Two or More Races	s	S	S	S		S	S	S	S	
Students with Disability	s	S	S	S		S	S	S	S	
English Learner Students	N	Ν	Ν	N		N	Ν	Ν	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey 2015-2016 25-2105-090 MONMOUTH HAZLET TWP Middle Road School 305 MIDDLE ROAD HAZLET, NJ 07730-2343

Grade Span 01-04

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						
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectatio
Schoolwide	64	748	747	746	5%	17%	28%	50%	N	50%	48%
White	51	746	747	756	4%	20%	29%	47%	N	47%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	Ν	746	N	N	N	N	N	Ν	47%
Two or More Races	S	S	770	753	S	S	S	S	S	S	55%
Students with Disability	16	739	724	718	6%	25%	31%	38%	N	38%	22%
English Language Learners	N	N	Ν	709	N	N	N	N	N	Ν	11%
Economically Disadvantaged Students	S	S	728	727	S	S	S	S	S	S	28%
				PARCC N	IATH						
Schoolwide	64	750	750	749	3%	14%	33%	38%	13%	50%	52%
White	51	749	749	757	4%	16%	35%	31%	14%	45%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	Ν	82%
American Indian	N	N	N	746	N	N	N	N	N	Ν	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	16	739	724	727	6%	25%	31%	31%	6%	38%	28%
English Language Learners	N	N	Ν	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	32%

* 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

25-2105-090 MONMOUTH HAZLET TWP Middle Road School 305 MIDDLE ROAD HAZLET, NJ 07730-2343

Grade Span 01-04

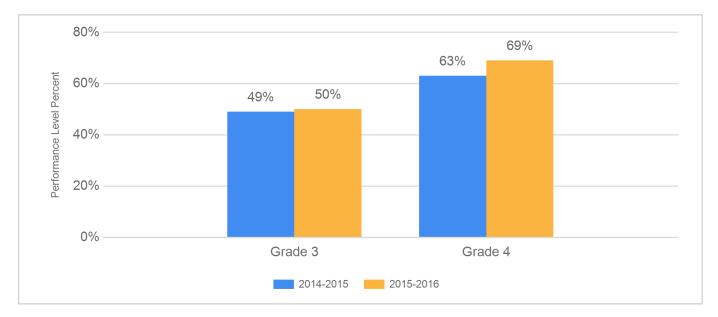
PARCC Performance Distribution - Grade 04

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											
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Excee ed Expectatio
Schoolwide	78	764	763	750	1%	8%	22%	51%	18%	69%	54%
White	61	766	765	759	2%	8%	16%	56%	18%	74%	64%
African American	S	S	771	733	S	S	S	S	S	S	33%
Hispanic	S	S	753	737	S	S	S	S	S	S	37%
Asian	S	S	763	773	S	S	S	S	S	S	79%
American Indian	Ν	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	754	756	S	S	S	S	S	S	62%
Students with Disability	14	750	740	723	7%	14%	29%	43%	7%	50%	22%
English Language Learners	Ν	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	14	762	755	734	Ν	7%	36%	43%	14%	57%	33%
				PARCC N	ATH	-					
Schoolwide	78	750	753	745	4%	9%	32%	54%	1%	55%	47%
White	61	752	754	752	2%	10%	33%	54%	2%	56%	57%
African American	S	S	753	727	S	S	S	S	S	S	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	S	S	752	771	S	S	S	S	S	S	78%
American Indian	Ν	N	N	742	Ν	N	N	N	N	Ν	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	14	737	740	724	7%	21%	43%	29%	N	29%	22%
English Language Learners	Ν	N	N	720	Ν	N	N	N	N	Ν	16%
Economically Disadvantaged Students	14	744	744	730	7%	14%	29%	50%	N	50%	27%

PARCC ELA Performance Trends

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



Student Growth

School Climate

25-2105-090 MONMOUTH

HAZLET TWP

Middle Road School 305 MIDDLE ROAD

HAZLET, NJ 07730-2343

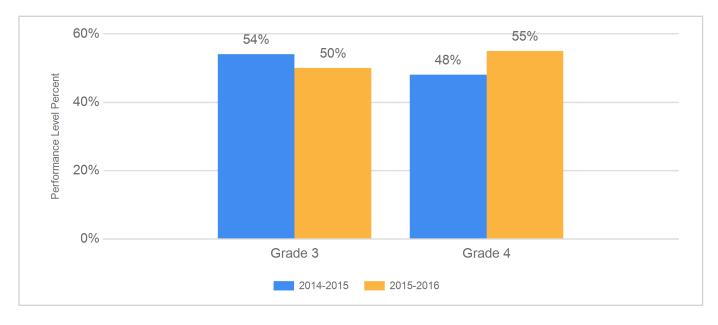


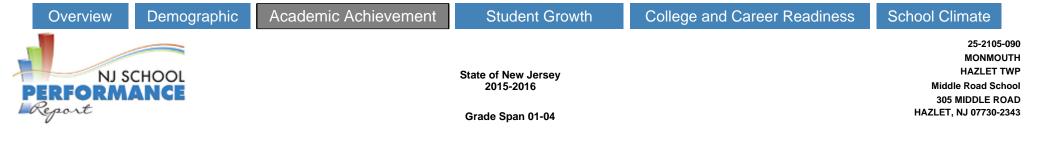
State of New Jersey 2015-2016

Grade Span 01-04

PARCC Math Performance Trends

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





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

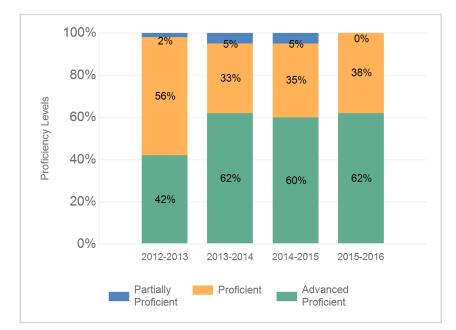
NJASK Results Science - Grade Level 04

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	62%	38%	N
White	61%	39%	N
African American	S	S	S
Hispanic	73%	27%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	39%	62%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	62%	39%	N

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.



For



Demographic

State of New Jersey 2015-2016

Grade Span 01-04

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.

r 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 <<u>http://nces.ed.gov/nationsreportcard/</u>>

				Proficiency Percentages					
Subject	Grade	State Nation	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			

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

25-2105-090 MONMOUTH HAZLET TWP Middle Road School 305 MIDDLE ROAD HAZLET, NJ 07730-2343

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
						25-2105 MONMO	
1	NLS	CHOOL		State of New Jersey		HAZLET 1	TWP
D	ERFORM			2015-2016		Middle Road Scl	
	Report					305 MIDDLE RO	
	Giore			Grade Span 01-04		HAZLET, NJ 07730-2	2343

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	70	48	50
Student Growth on Math	62	40	50

Student Growth ELA

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

	Growth					
(Expectations)	Low	Typical	High			
Did Not Yet Meet (L1)	1%	3%	3%			
Partially Met (L2)	1%	1%	7%			
Approached (L3)	10%	4%	21%			
Met (L4)	6%	13%	28%			
Exceeded (L5)	0%	0%	0%			

Student Growth Math

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

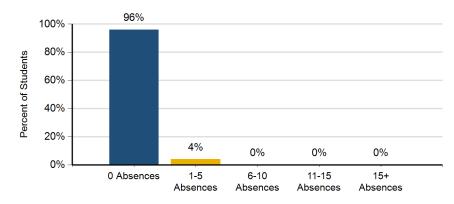
	Growth					
(Expectations)	Low	Typical	High			
Did Not Yet Meet (L1)	1%	1%	3%			
Partially Met (L2)	4%	3%	6%			
Approached (L3)	7%	9%	13%			
Met (L4)	13%	15%	22%			
Exceeded (L5)	0%	1%	0%			



25-2105-090 MONMOUTH HAZLET TWP Middle Road School 305 MIDDLE ROAD HAZLET, NJ 07730-2343

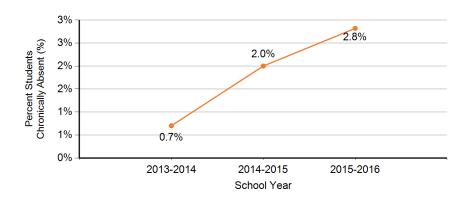
Absenteeism

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.



Student Growth

25-2105-090 MONMOUTH HAZLET TWP

Middle Road School

305 MIDDLE ROAD

HAZLET, NJ 07730-2343



Length of School Day

Demographic

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

State of New Jersey 2015-2016

Grade Span 01-04

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	284:1

Student Suspension Rate

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

<u> </u>		-	
Stud	lont	LVDU	leione
- $ -$			Isions

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

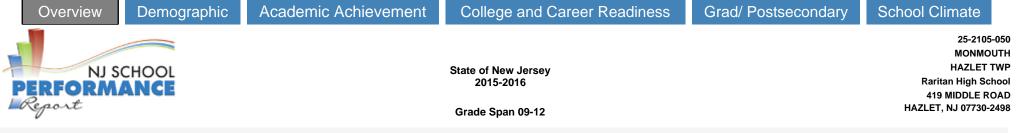
Faculty Attendance

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

	School
2015-16	0.0%

	School
2015-16	0

	School
2015-16	96%



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 <u>njsmart@pcgus.com</u> school years.

25-2105-050 MONMOUTH HAZLET TWP Raritan High School **419 MIDDLE ROAD** HAZLET, NJ 07730-2498

Enrollment by Grade

NJ SCHOOL

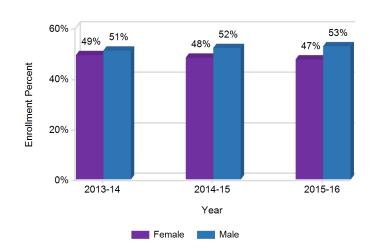
RFORMANCE

Overview

Report

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

	2013-14	2014-15	2015-16
Grade 09	235	232	244
Grade 10	238	228	230
Grade 11	243	215	215
Grade 12	244	247	205
UG	15	22	26
Total	975	944	920



State of New Jersey

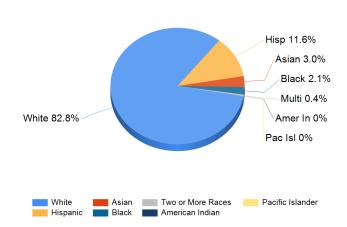
2015-2016

Grade Span 09-12

Enrollment by Gender

Enrollment by Ethnic/ Racial Subgroup

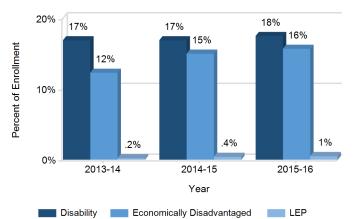
This graph displays the percentage of students by gender for the past three This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

Language Diversity

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.

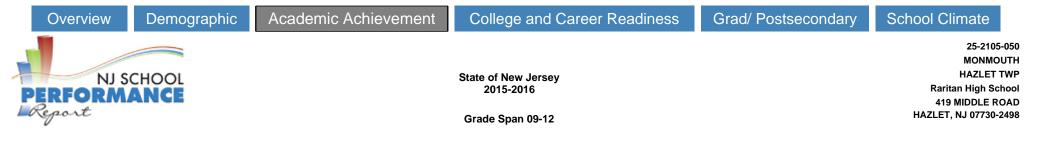


This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent			
English	98.8%			
Spanish	0.9%			
French	0.1%			
Panjabi	0.1%			
Portuguese	0.1%			

* 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.

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	S	51
Mathematics Met or Exceeded Expectations	22%	S	41

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. $\sqrt{*}$ = Met participation rate(participation averaging applied)

		English L	s/Literacy		Mathematics					
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	458	54%	51	97%	\checkmark	448	22%	41	97%	\checkmark
White	377	57%	40	97%	\checkmark	366	22%	28	96%	\checkmark
African American	s	S	S	S		s	S	S	S	
Hispanic	60	38%	49	98%	\checkmark	61	16%	51	99%	\checkmark
American Indian	N	Ν	Ν	N		N	Ν	Ν	N	
Asian	s	S	S	S		s	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	22%	74	97%	\checkmark	89	7%	53	97%	\checkmark
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	68	32%	44	96%	\checkmark	68	16%	51	95%	\checkmark



State of New Jersey 2015-2016

Grade Span 09-12

MONMOUTH HAZLET TWP Raritan High School 419 MIDDLE ROAD HAZLET, NJ 07730-2498

25-2105-050

PARCC ELA Performance Distribution - Grade 09

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

Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectation
Schoolwide	246	749	749	746	6%	16%	26%	45%	8%	52%	49%
White	200	749	749	754	7%	15%	24%	48%	7%	55%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	34	745	745	730	Ν	24%	38%	32%	6%	38%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	43	727	727	713	16%	35%	26%	23%	N	23%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	35	736	736	729	11%	20%	37%	31%	N	31%	31%
	-								_		

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

25-2105-050 MONMOUTH

HAZLET TWP

Raritan High School 419 MIDDLE ROAD

HAZLET, NJ 07730-2498



State of New Jersey 2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 10

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

Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	ed
Schoolwide	225	751	751	740	12%	11%	21%	41%	14%	55%	44%
White	186	755	755	747	11%	10%	20%	43%	16%	59%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	28	740	740	726	11%	18%	32%	36%	4%	39%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	Ν	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	43	717	717	702	40%	21%	23%	14%	2%	16%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	39	734	734	723	18%	10%	33%	39%	N	39%	30%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

25-2105-050 MONMOUTH HAZLET TWP

Raritan High School 419 MIDDLE ROAD

HAZLET, NJ 07730-2498



State of New Jersey 2015-2016

Grade Span 09-12

**PARCC ELA Performance Distribution - Grade 11

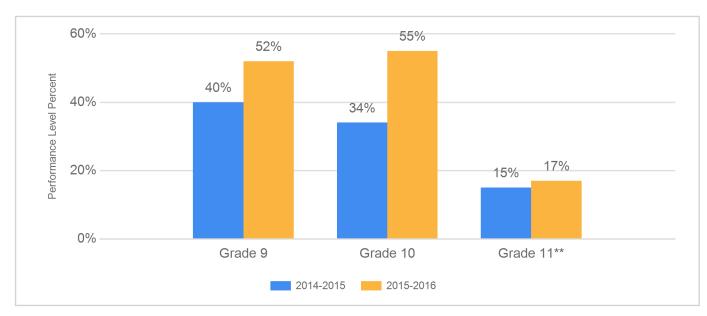
This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4		% Met/Exceed ed Expectation	State % Met/Exceed ed Expectation
Schoolwide	173	725	725	736	19%	28%	37%	13%	4%	17%	40%
White	149	724	724	739	20%	28%	34%	13%	5%	17%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	18	726	726	732	11%	28%	50%	11%	N	11%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%
Did Not Yet Meet Expectations	Partially Me	t Expectations	A	pproached Expe	ctations	Met	Expectations		Excee	ded Expectations	3

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

PARCC ELA Performance Trends

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



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



State of New Jersey 2015-2016

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25-2105-050 MONMOUTH HAZLET TWP Raritan High School 419 MIDDLE ROAD HAZLET, NJ 07730-2498

Grade Span 09-12

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. Mean Scale District State Mean % Level_1 % Level_2 % Level_3 % Level_4 % Level_5 Туре Valid % State % **Mean Scale** Scale Score Met/Exceed Met/Exceed Scores Score Score ed ed Expectation Expectation 729 727 13% 35% 25% Ν 25% 41% Schoolwide 188 729 28% White 149 730 730 734 11% 28% 34% 27% Ν 27% 51% S African American S S 717 S S S S S S 20% 30 722 722 720 17% 30% 40% 13% Ν 13% 25% Hispanic Asian S S S 746 S S S S S S 76% Ν Ν 726 Ν Ν Ν Ν American Indian Ν Ν Ν 38% Ν Two or More Races Ν Ν 727 Ν Ν Ν Ν Ν Ν 47% Students with Disability S S S S s S S S S 708 10% Ν Ν Ν Ν Ν Ν Ν Ν English Language Learners 707 Ν 9% Economically Disadvantaged Students 38 723 723 719 24% 26% 32% 18% Ν 18% 23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations



State of New Jersey 2015-2016 25-2105-050 MONMOUTH HAZLET TWP Raritan High School 419 MIDDLE ROAD HAZLET, NJ 07730-2498

Grade Span 09-12

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. Mean Scale District State Mean % Level_1 % Level_2 % Level_3 % Level_4 % Level_5 Туре Valid % State % **Mean Scale** Scale Score Met/Exceed Met/Exceed Scores Score Score ed ed Expectation Expectation 727 730 37% 45% 13% Ν 27% Schoolwide 218 727 5% 13% White 179 728 728 736 5% 34% 49% 13% Ν 13% 34% S African American S S 717 S S S S S S 9% 27 722 722 720 4% 63% 22% 11% Ν 11% 13% Hispanic Asian S S S 750 S S S S S S 61% Ν Ν 722 Ν Ν Ν Ν American Indian Ν Ν Ν 15% S S S S S S S S Two or More Races 730 S 29% Students with Disability S S S S s S S S S 5% 709 S S S S S S S S S English Language Learners 710 6% Economically Disadvantaged Students S S s 719 S S S S S S 12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations



State of New Jersey 2015-2016

Grade Span 09-12

PARCC Performance Distribution - Algebra II This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations. Mean Scale District State Mean % Level_1 % Level_2 % Level_3 % Level_4 % Level_5 Туре Valid % State % Scores **Mean Scale** Scale Score Met/Exceed Met/Exceed Score Score ed ed Expectation Expectation 710 722 41% 17% 18% Ν 27% Schoolwide 162 710 24% 18% White 138 710 710 728 41% 26% 16% 17% Ν 17% 31% African American Ν Ν Ν 700 Ν Ν Ν Ν Ν Ν 8% 19 708 708 707 53% 11% 16% 21% Ν 21% 12% Hispanic Asian S S S 754 S S S S S S 60% Ν Ν 714 Ν Ν Ν Ν American Indian Ν Ν Ν 16% S S S S S S S S S Two or More Races 727 34% Students with Disability S S s S S s S S s 5% 690 S S S S S S S S 7% English Language Learners 692 S Economically Disadvantaged Students 25 700 700 705 64% 12% 12% 12% Ν 12% 11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

25-2105-050 MONMOUTH

HAZLET TWP

Raritan High School 419 MIDDLE ROAD

HAZLET, NJ 07730-2498

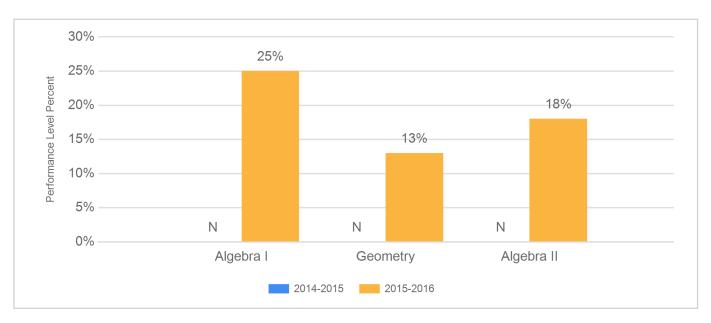


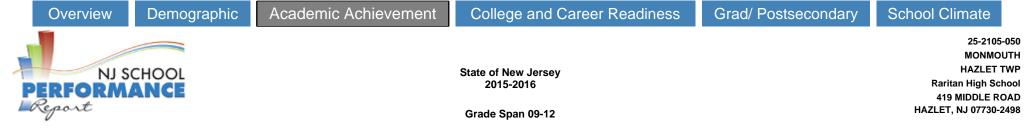
State of New Jersey 2015-2016

Grade Span 09-12

PARCC Math Performance Trends

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





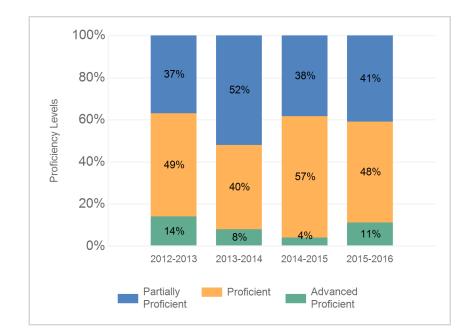
The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next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

Proficiency Outcomes - Biology

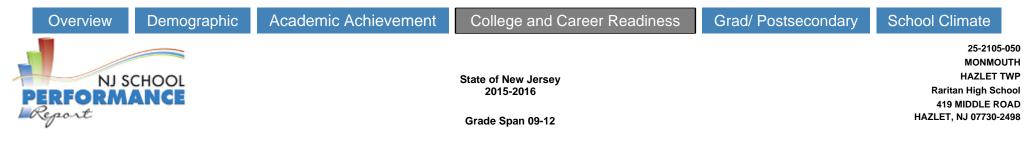
This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

Proficiency	Frends -	Bio	logy	
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This graph displays the percentage of students by proficiency category for the past three school years.



	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	11%	48%	41%
White	13%	48%	40%
African American	S	S	S
Hispanic	6%	42%	53%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	26%	75%
English Language Learners	N	N	N
Economically Disadvantaged Students	3%	38%	60%



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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	98.9%	95.5%
Percent of Students Participating in SAT	63.8%	58.0%
Percent of Students Participating in ACT	14.6%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	79%	71%
Math	530	49%	53%
ACT	-	-	-
Reading	22	53%	58%
English	18	80%	74%
Math	22	50%	61%
Science	23	50%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1030	940	850
SAT	-	-	-
Reading and Writing	600	540	480
Math	570	520	480
ACT	-	-	-
Reading	26	22	18
English	24	21	18
Math	25	22	18
Science	24	23	18

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	946	950
SAT	-	-
Reading and Writing	539	537
Math	528	538
ACT	-	-
Reading	22	23
English	22	22
Math	22	23
Science	22	22

Overview	Demographic	Academic Achievement	College	e and Career Readiness	Grad/ Postse	econdary	School Climate	
NJ SO PERFORM Report			State of Nev 2015-2 Grade Spa	016			25-2105 MONMO HAZLET Raritan High Sc 419 MIDDLE R HAZLET, NJ 07730-	DUTH TWP chool
	AP/ IB Test	Performance		AF	P/ IB Courses	Offered		
This graph compares the enrolled in the school and Percent of AP Tests >=3 c	across the state.	sts with scores of AP >= 3 or IB >= 4 for s	tudents	This table presents the count of stu taken in each AP/IB course. The lat benchmark. For AP/ IB Courses Of take the test OR take the test when	st row provides the co fered, please note a s	ount of scores that r student does not ha	net or exceeded the	
Test >=4		71.8%		AP/IB Course	9	Students Enrolled	Students Tested	
		11.070		AP Art—History of Art		7	7	
				AP Biology		37	37	
Percent of Scores in AP >	-3 or 43.6%	<mark>6</mark>		AP Calculus AB		24	24	
IB >=4 in English, Math, S		69.4%		AP Chemistry		8	8	
Studies or Sciences		09.476		AP Computer Science A		1	1	
				AP English Language and Comp	osition	28	27	
School Avg	State Avg			AP English Literature and Compo	osition	84	83	
				AP Environmental Science		8	8	
				AP Human Geography		14	14	
				AP Italian Language and Culture		0	5	
				AP Physics 1		7	7	
				AP Physics 2		12	12	
A	Advanced Course	Work Participation		AP Physics C: Electricity and Mag	gnetism	0	1	

AP Physics C: Mechanics

AP Spanish Language

AP U.S. Government and Politics

Student AP Tests >=3 and IB Tests >=4

AP Psychology

AP Statistics

AP U.S. History

AP World History

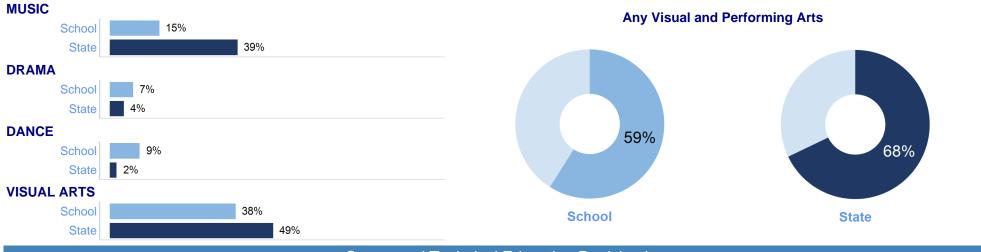
The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	66.2%	39.1%
One of More Test	66.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	61.2%	26.6%
Participating in Dual Enrollment	25.2%	15.4%

Overview	Demographic	Academic Achievement	College and Career Readiness	Grad/ Postsecondary	School Climate
					25-2105-05 MONMOUT
	CHOOL		State of New Jersey 2015-2016		HAZLET TW Raritan High Scho
PERFORM Report	ANCE		Grade Span 09-12		419 MIDDLE ROA HAZLET, NJ 07730-245
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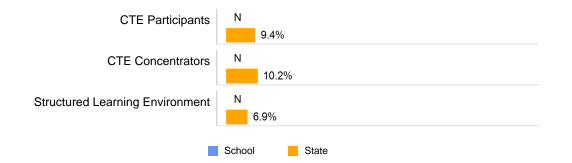
Visual and Performing Arts

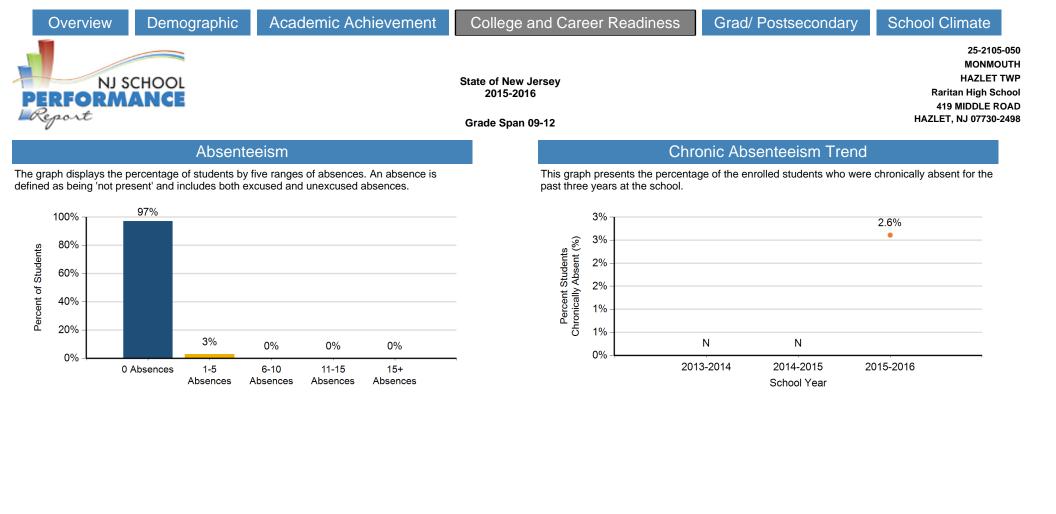
This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and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



Career and Technical Education Participation

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







State of New Jersey 2015-2016

Grade Span 09-12

25-2105-050 MONMOUTH HAZLET TWP Raritan High School 419 MIDDLE ROAD HAZLET, NJ 07730-2498

Graduation Rate by Subgroup

Demographic

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

	School Rate	Statewide Percentile	State Target
Schoolwide	98.7%	96	81%
White	98.4%	81	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	97.6%	91	
English Language Learners	S	S]
Economically Disadvantaged Students	100%	100]

Dropout Rate by Subgroup

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

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



State of New Jersey 2015-2016

Grade Span 09-12

25-2105-050 MONMOUTH HAZLET TWP Raritan High School 419 MIDDLE ROAD HAZLET, NJ 07730-2498

Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	96%	98%
2014	98%	98%
2015	96%	98%
2016	99%	

Postsecondary Enrollment Rates

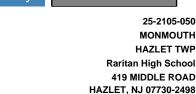
This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	80.2%	47.4%	52.6%
White	80.9%	47.9%	52.1%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S

Report

25-2105-050 MONMOUTH

HAZLET TWP



Length of School Day

NJ SCHOOL

RFORMANCE

Demographic

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. 45 Mins.

Instructional Time

State of New Jersey

2015-2016

Grade Span 09-12

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	3 Hrs. 8 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	154:1

Student Suspension Rate

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

	School
2015-16	7.1%

Student Expulsions

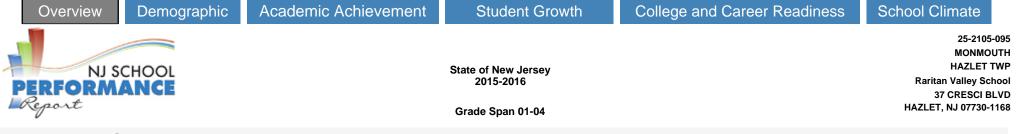
This table presents the number of students who were expelled from the school during the school year.

	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%



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 <u>njsmart@pcgus.com</u>



school years.

Enrollment by Gender

College and Career Readiness

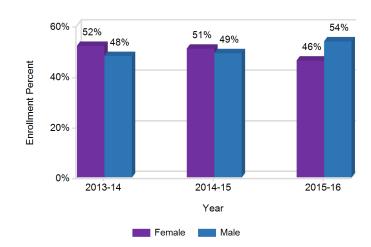
School Climate

25-2105-095 MONMOUTH HAZLET TWP **Raritan Valley School** 37 CRESCI BLVD HAZLET, NJ 07730-1168

Enrollment by Grade

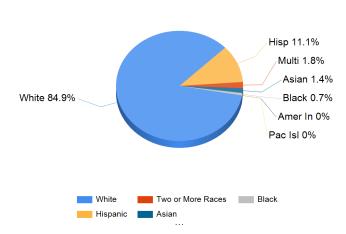
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 01	64	57	59
Grade 02	69	66	64
Grade 03	69	75	72
Grade 04	75	74	71
UG	4	3	13
Total	281	275	279



Enrollment by Ethnic/ Racial Subgroup

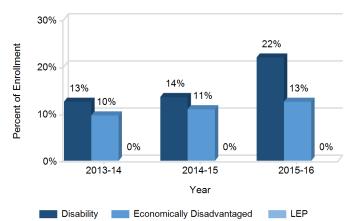
This graph displays the percentage of students by gender for the past three This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

Language Diversity

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.



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

2015-2016	Percent					
English	99.6%					
Polish	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.

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
1						25-2105 MONMO	DUTH
		CHOOL		State of New Jersey 2015-2016		HAZLET Raritan Valley Sc	
		ANCE				37 CRESCI B	
	Guile			Grade Span 01-04		HAZLET, NJ 07730-	1168
	ERFORM Report			2015-2016 Grade Span 01-04			BLVD

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	54%	33	48
Mathematics Met or Exceeded Expectations	53%	67	57

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. $\sqrt{*}$ = Met participation rate(participation averaging applied)

		English L	anguage Arts	s/Literacy		Mathematics					
SUBGROUP	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	
Schoolwide	144	54%	48	100%	\checkmark	144	53%	57	100%	\checkmark	
White	122	54%	35	100%	\checkmark	122	53%	45	100%	\checkmark	
African American	s	S	S	S		S	S	S	S		
Hispanic	s	S	S	S		S	S	S	S		
American Indian	N	Ν	Ν	N		Ν	Ν	Ν	N		
Asian	s	S	S	S		S	S	S	S		
Two or More Races	s	S	S	S		S	S	S	S		
Students with Disability	s	S	S	S		S	S	S	S		
English Learner Students	s	S	S	S		S	S	S	S		
Economically Disadvantaged Students	S	S	S	S		S	S	S	S		



Demographic

State of New Jersey 2015-2016 25-2105-095 MONMOUTH HAZLET TWP Raritan Valley School 37 CRESCI BLVD HAZLET, NJ 07730-1168

Grade Span 01-04

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						
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Exceed ed Expectatio
Schoolwide	67	742	747	746	13%	9%	36%	39%	3%	42%	48%
White	53	739	747	756	17%	9%	34%	38%	2%	40%	58%
African American	N	N	N	727	N	Ν	N	Ν	N	N	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	Ν	Ν	N	N	Ν	47%
Two or More Races	S	S	770	753	S	S	S	S	S	S	55%
Students with Disability	S	S	724	718	S	S	S	S	S	S	22%
English Language Learners	S	S	715	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	728	727	S	S	S	S	S	S	28%
				PARCC N	IATH						
Schoolwide	67	748	750	749	8%	15%	28%	37%	12%	49%	52%
White	53	746	749	757	9%	15%	25%	40%	11%	51%	63%
African American	N	N	N	730	Ν	Ν	N	Ν	N	Ν	31%
Hispanic	S	S	747	736	S	S	S	S	S	S	35%
Asian	S	S	758	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	Ν	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	724	727	S	S	S	S	S	S	28%
English Language Learners	S	S	730	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	726	732	S	S	S	S	S	S	32%



Demographic

State of New Jersey 2015-2016

25-2105-095 MONMOUTH HAZLET TWP Raritan Valley School 37 CRESCI BLVD HAZLET, NJ 07730-1168

Grade Span 01-04

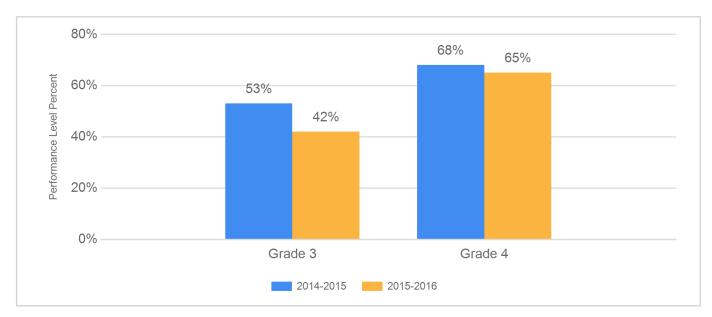
PARCC Performance Distribution - Grade 04

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						
Туре	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceed ed Expectation	State % Met/Excee ed Expectatio
Schoolwide	71	758	763	750	7%	6%	23%	48%	17%	65%	54%
White	62	757	765	759	7%	7%	23%	48%	16%	65%	64%
African American	S	S	771	733	S	S	S	S	S	S	33%
Hispanic	S	S	753	737	S	S	S	S	S	S	37%
Asian	S	S	763	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	Ν	N	N	55%
Two or More Races	S	S	754	756	S	S	S	S	S	S	62%
Students with Disability	12	727	740	723	42%	17%	8%	25%	8%	33%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	755	734	S	S	S	S	S	S	33%
				PARCC N	IATH			-			
Schoolwide	71	750	753	745	3%	16%	27%	54%	1%	55%	47%
White	62	750	754	752	2%	15%	31%	52%	2%	53%	57%
African American	S	S	753	727	S	S	S	S	S	S	24%
Hispanic	S	S	743	733	S	S	S	S	S	S	30%
Asian	S	S	752	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	12	730	740	724	17%	25%	25%	33%	N	33%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	27%

PARCC ELA Performance Trends

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



Student Growth

School Climate

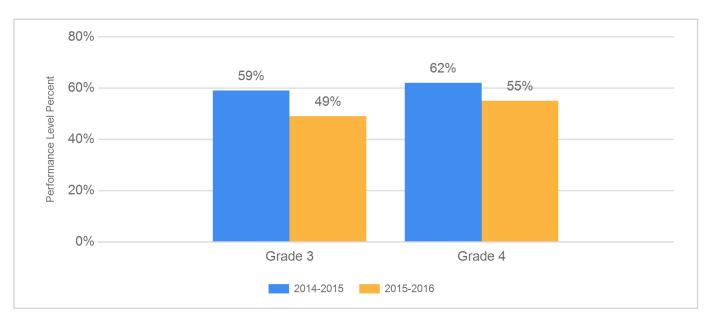


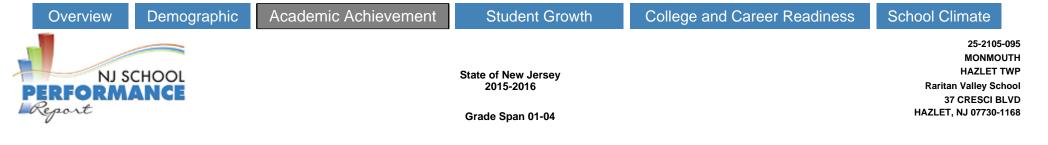
State of New Jersey 2015-2016 25-2105-095 MONMOUTH HAZLET TWP Raritan Valley School 37 CRESCI BLVD HAZLET, NJ 07730-1168

Grade Span 01-04

PARCC Math Performance Trends

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





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

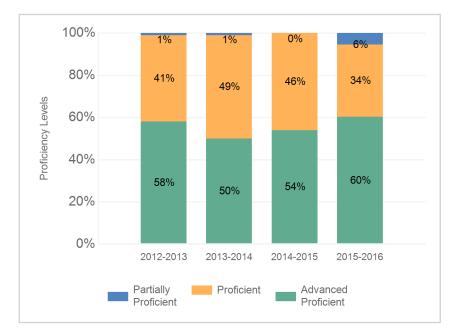
NJASK Results Science - Grade Level 04

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	60%	34%	6%
White	62%	35%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	36%	50%	14%
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.



For



Demographic

State of New Jersey 2015-2016

Grade Span 01-04

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.

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 <<u>http://nces.ed.gov/nationsreportcard/</u>>

			Proficiency Percentages			
Subject	Grade	State Nation	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

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

25-2105-095 MONMOUTH HAZLET TWP Raritan Valley School 37 CRESCI BLVD HAZLET, NJ 07730-1168

	Overview	Demographic	Academic Achievement	Student Growth	College and Career Readiness	School Climate	
1						25-2105- MONMO	
1	NJ S	CHOOL		State of New Jersey		HAZLET 1	
	ERFORM			2015-2016		Raritan Valley Scl	
						37 CRESCI B	
10	Report			Grade Span 01-04		HAZLET, NJ 07730-1	1168

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	48	50
Student Growth on Math	38	40	50

Student Growth ELA

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	1%	4%	1%
Partially Met (L2)	6%	1%	3%
Approached (L3)	12%	10%	4%
Met (L4)	9%	25%	15%
Exceeded (L5)	3%	3%	0%

Student Growth Math

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

	Growth		
(Expectations)	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	4%	6%	6%
Approached (L3)	9%	7%	6%
Met (L4)	28%	15%	12%
Exceeded (L5)	1%	3%	1%

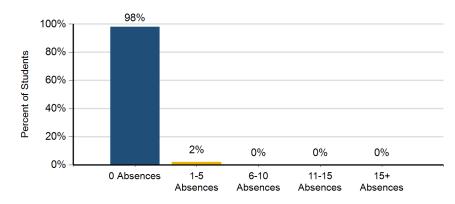


College and Career Readiness

25-2105-095 MONMOUTH HAZLET TWP Raritan Valley School 37 CRESCI BLVD HAZLET, NJ 07730-1168

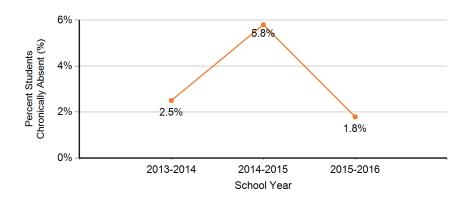
Absenteeism

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.



Student Growth

25-2105-095 MONMOUTH HAZLET TWP

Raritan Valley School

HAZLET, NJ 07730-1168

37 CRESCI BLVD



Length of School Day

Demographic

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

	School	
2015-16	6 Hrs. 40 Mins.	

Instructional Time

State of New Jersey 2015-2016

Grade Span 01-04

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

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

Student to Staff Ratio

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

2015-16	School	
Faculty	12:1	
Administrator	279:1	

Student Suspension Rate

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

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

Faculty Attendance

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

	School	
2015-16	1.8%	

	School
2015-16	0

	School
2015-16	98%

Overview	Demographic	School Climate
NJ SCHOOL PERFORMANCE Report	State of New Jersey 2015-2016	25-2105-100 MONMOUTH HAZLET TWP Sycamore Drive Early Childhood Learning Center 37 SYCAMORE DRIVE HAZLET, NJ 07730-1899

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 <u>njsmart@pcgus.com</u>

Overview

Demographic

School Climate



State of New Jersey 2015-2016

MONMOUTH HAZLET TWP Sycamore Drive Early Childhood Learning Center 37 SYCAMORE DRIVE HAZLET, NJ 07730-1899

25-2105-100

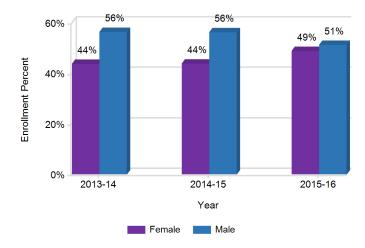
Enrollment by Grade

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	81	92	94
Grade KG	208	173	170
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	6	11	17
Total	295	276	281

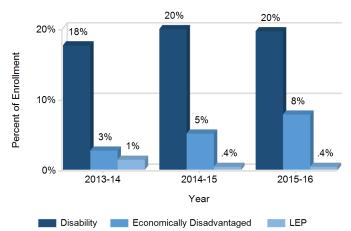
Enrollment by Gender

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



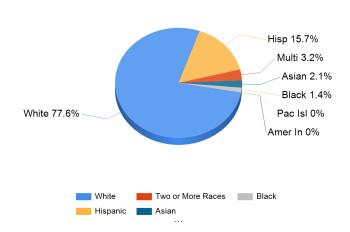
Enrollment Trends by Special Population

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.



Enrollment by Ethnic/ Racial Subgroup

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



Language Diversity

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

2015-2016	Percent
English	98.2%
Spanish	1.8%

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

Overview



Demographic

School Climate

State of New Jersey 2015-2016

MONMOUTH HAZLET TWP Sycamore Drive Early Childhood Learning Center 37 SYCAMORE DRIVE HAZLET, NJ 07730-1899

25-2105-100

Length of School Day

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

	School	
2015-16	6 Hrs. 40 Mins.	

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 54 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
Fa	aculty	12:1
Ac	dministrator	281:1

Student Suspension Rate

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

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

Faculty Attendance

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

	School
2015-16	0.0%

	School
2015-16	0

	School
2015-16	98%