



# State of New Jersey

2014-15

25-1660-020

JOSEPH J CATENA SCHOOL  
275 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1598

## OVERVIEW

MONMOUTH

FREEHOLD TWP

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

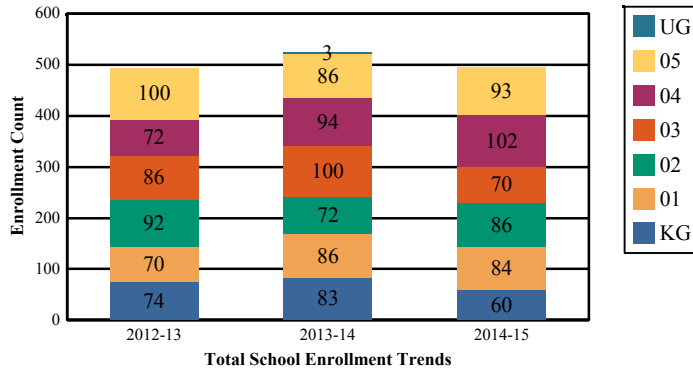
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**Enrollment by Grade**

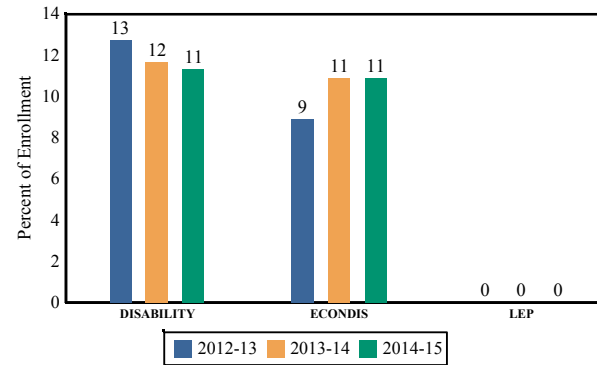
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

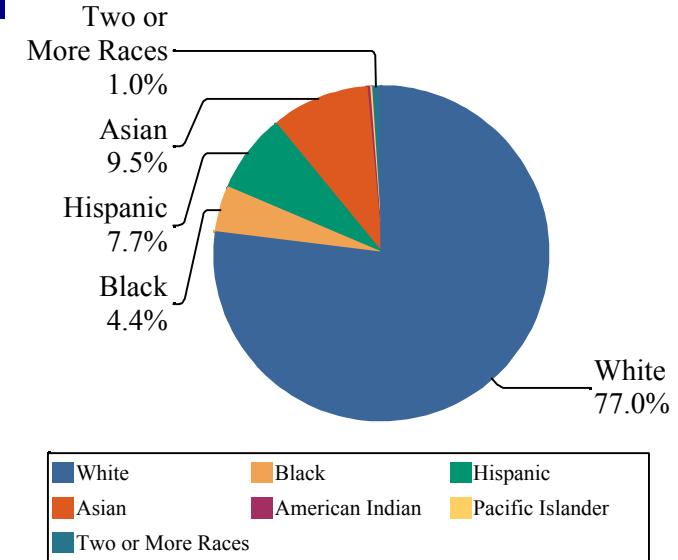
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

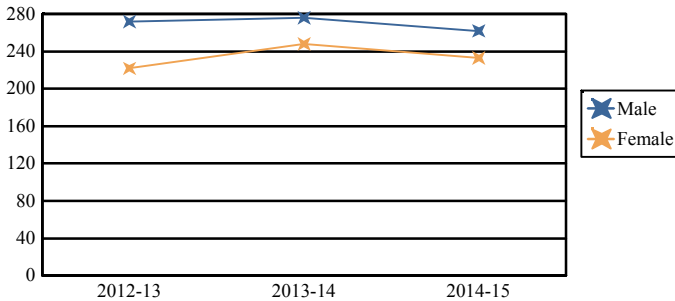
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	494
2013-14	524
2014-15	495

**Enrollment by Gender**

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



	Male	Female
2012-13	272	222
2013-14	276	248
2014-15	262	233

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	56	11%
Economically Disadvantaged Students	54	10.9%
English Language Learners	0	0.0%

**Language Diversity**

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

2014-15	Percent
English	91.6%
Spanish	2.2%
Chinese	1.0%
Russian	1.0%
Telugu	0.6%
Turkish	0.6%
Other	3.0%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	67%	84	77
Math Met or Exceeded Expectation	62%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	242	67.3%	95%	96.2%	YES
White	186	66.1%	95%	96%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	30	83.3%	95%	100%	-
Two or More Races	-	-	--	--	--
Students with Disability	36	25%	95%	92.7%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	242	62%	95%	95.4%	YES
White	186	61.3%	95%	95.5%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	30	86.6%	95%	96.8%	-
Two or More Races	-	-	--	--	--
Students with Disability	35	22.9%	95%	90.2%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC Performance Level**

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	754	744	11%	3%	27%	56%	3%	59%	44%
White	51	759	753	6%	4%	29%	57%	4%	61%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	772	751	1%	5%	19%	47%	27%	75%	52%
White	71	771	758	0%	6%	21%	45%	28%	73%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	13	786	773	0%	0%	8%	62%	31%	92%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	19	738	725	5%	26%	37%	32%	0%	32%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	765	751	0%	16%	19%	51%	15%	65%	53%
White	64	763	757	0%	19%	19%	50%	13%	63%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	753	746	3%	12%	21%	61%	3%	64%	46%
White	51	753	752	2%	10%	25%	63%	0%	63%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	754	744	4%	11%	28%	50%	7%	57%	42%
White	70	753	749	4%	9%	31%	51%	4%	56%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	13	777	769	0%	0%	8%	69%	23%	92%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	18	725	724	22%	22%	44%	11%	0%	11%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	757	744	1%	11%	22%	57%	9%	66%	42%
White	65	755	749	2%	11%	22%	60%	6%	66%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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

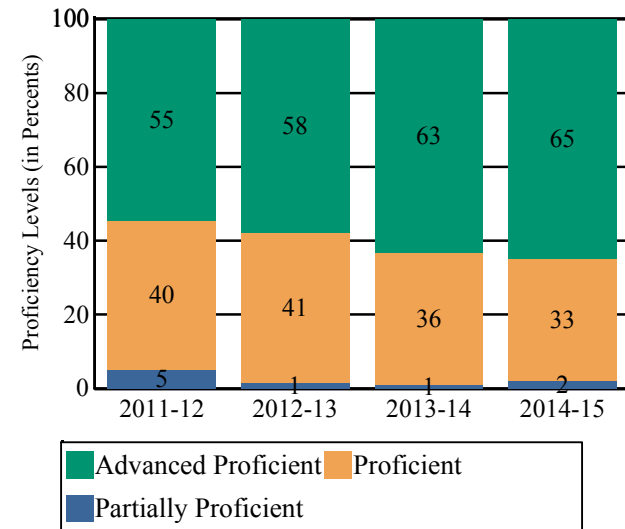
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	65%	33%	2%
White	66%	33%	1%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	77%	23%	0%
Two or More Races	-	-	-
Students with Disability	39%	56%	6%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

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



**COLLEGE AND CAREER READINESS**

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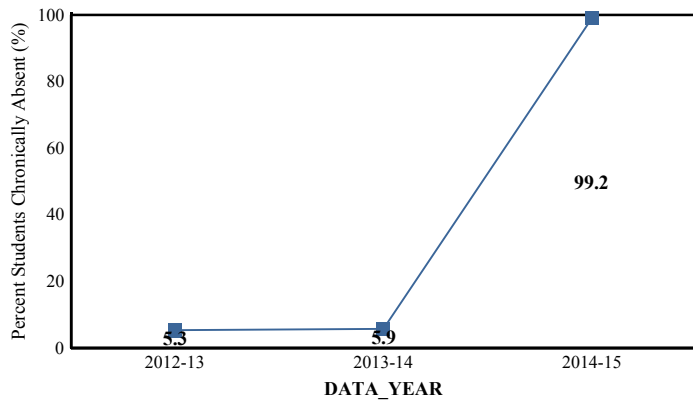
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

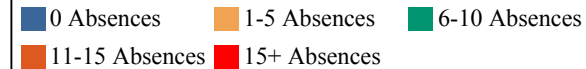
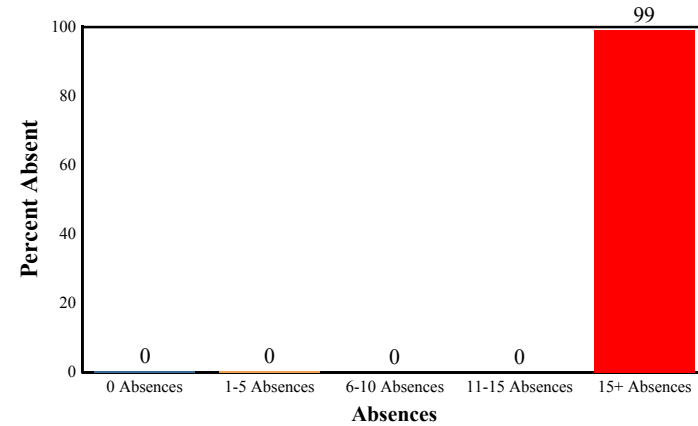


**Chronic Absenteeism for 2014-15**

**99.20%**

**Absenteeism**

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



**STUDENT GROWTH**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	71	100	96	35	YES
Student Growth on Math	70	97	94	35	YES
		99	95		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	1%	0%
Partially Met	4%	4%	2%
Approached	7%	6%	6%
Met	5%	17%	27%
Exceeded	0%	0%	22%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	3%	4%	3%
Approached	3%	11%	11%
Met	7%	12%	35%
Exceeded	0%	0%	8%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	774	770
50th	757	743
25th	742	715
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	770	767
50th	756	745
25th	738	722
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45



**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	792	773
50th	775	750
25th	751	728
0th	695	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	790	773
50th	763	751
25th	740	728
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	774	764
50th	756	742
25th	735	721
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	775	763
50th	754	743
25th	743	723
0th	697	650

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

**SCHOOL CLIMATE**

**MONMOUTH**

**FREEHOLD TWP**

GRADE SPAN KG-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 20 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.0%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	495

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**JOSEPH J CATENA SCHOOL  
275 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1598**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	20.4%	0.9%	22.8%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	WASHINGTON TWP	BELLS ELEMENTARY SCHOOL	15-5500-025	01-05	21.7%	1.2%	22.5%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
<b>MONMOUTH</b>	<b>FREEHOLD TWP</b>	<b>JOSEPH J CATENA SCHOOL</b>	<b>25-1660-020</b>	<b>KG-05</b>	<b>10.9%</b>	<b>0%</b>	<b>10.7%</b>
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	TAUNTON ELEMENTARY SCHOOL	25-2290-060	KG-05	18.4%	0%	21.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%
MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%



State of New Jersey  
2014-15

25-1660-020

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**JOSEPH J CATENA SCHOOL  
275 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1598**

**GRADE SPAN KG-05**

MORRIS	PARSIPPANY-TROY HILLS TWP	<b>ROCKAWAY MEADOW ELEMENTARY SCHOOL</b>	27-3950-107	KG-05	22%	6.8%	14.8%
OCEAN	POINT PLEASANT BORO	<b>NELLIE F. BENNETT ELEMENTARY SCHOOL</b>	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	POINT PLEASANT BORO	<b>OCEAN ROAD ELEMENTARY SCHOOL</b>	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	BLOOMINGDALE BORO	<b>SAMUEL R. DONALD ELEMENTARY SCHOOL</b>	31-0420-030	02-04	19.5%	3.1%	18.5%
PASSAIC	CLIFTON CITY	<b>SCHOOL #16</b>	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	LITTLE FALLS TWP	<b>LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3</b>	31-2700-070	03-04	19.5%	1.7%	18.4%
PASSAIC	POMPTON LAKES BORO	<b>LENOX SCHOOL</b>	31-4230-060	KG-05	18.5%	4.1%	16.1%
SOMERSET	FRANKLIN TWP	<b>FRANKLIN PARK SCHOOL</b>	35-1610-080	PK-04	18.9%	5.1%	13.6%
SOMERSET	HILLSBOROUGH TWP	<b>SUNNYMEAD ELEMENTARY SCHOOL</b>	35-2170-060	KG-04	18.1%	8%	10.1%
UNION	LINDEN CITY	<b>NUMBER 10</b>	39-2660-170	PK-05	21.4%	11.8%	8.6%



# State of New Jersey

2014-15

25-1660-021

## OVERVIEW

MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

**MONMOUTH  
FREEHOLD TWP**

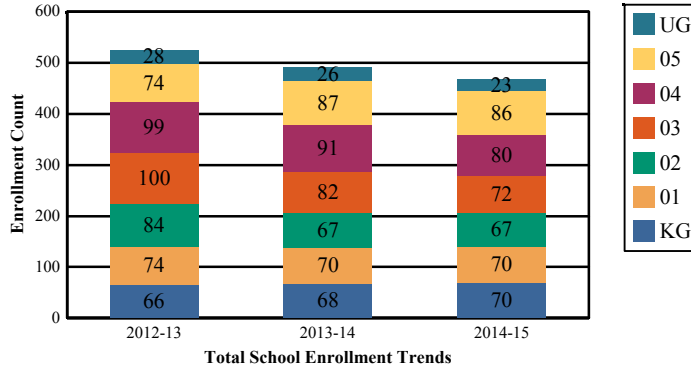
**GRADE SPAN KG-05**

25-1660-021

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

**Enrollment by Grade**

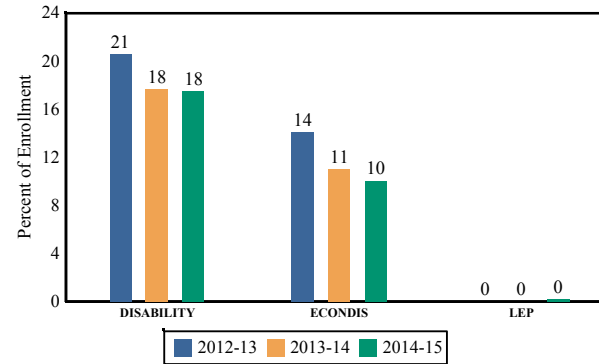
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

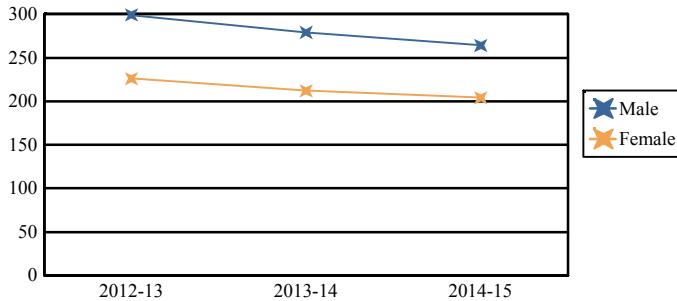
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	525
2013-14	491
2014-15	468

**Enrollment by Gender**

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

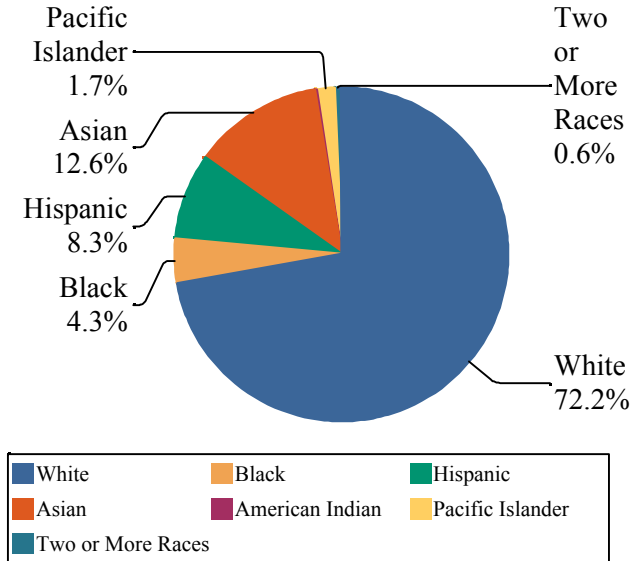


	Male	Female
2012-13	299	226
2013-14	279	212
2014-15	264	204

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	82	18%
Economically Disadvantaged Students	47	10.0%
English Language Learners	1	0.2%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	95.5%
Spanish	1.9%
Gujarati	0.6%
Hindi	0.6%
Russian	0.6%
Chinese	0.2%
Other	0.4%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>64%</b>	<b>75</b>	<b>72</b>
Math Met or Exceeded Expectation	<b>58%</b>		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	237	64.2%	95%	97.6%	<b>YES</b>
White	164	61%	95%	96.6%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	44	84.1%	95%	100%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	46	28.3%	95%	95.9%	<b>YES</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	237	57.8%	95%	97.6%	YES
White	164	54.2%	95%	96.6%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	44	86.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	46	28.3%	95%	95.9%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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



PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	747	744	12%	10%	32%	44%	3%	47%	44%
White	54	748	753	11%	11%	31%	43%	4%	46%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	718	718	35%	6%	35%	24%	0%	24%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	767	751	1%	10%	14%	56%	19%	75%	52%
White	51	765	758	2%	8%	18%	55%	18%	73%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	20	774	773	0%	10%	5%	65%	20%	85%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	17	743	725	6%	35%	24%	12%	24%	35%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	765	751	2%	5%	24%	53%	16%	69%	53%
White	59	761	757	2%	7%	27%	51%	14%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	16	786	771	0%	0%	13%	56%	31%	88%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	731	723	17%	25%	33%	25%	0%	25%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	750	746	1%	25%	22%	42%	10%	52%	46%
White	54	750	752	0%	20%	26%	46%	7%	54%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	729	727	6%	41%	24%	29%	0%	29%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	757	744	5%	10%	23%	57%	5%	62%	42%
White	51	756	749	6%	12%	22%	57%	4%	61%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	20	767	769	0%	5%	15%	70%	10%	80%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	730	724	24%	29%	18%	24%	6%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	756	744	1%	14%	26%	48%	11%	59%	42%
White	59	752	749	0%	17%	34%	37%	12%	49%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	16	776	768	0%	0%	6%	81%	13%	94%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	732	724	0%	42%	33%	25%	0%	25%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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



**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

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

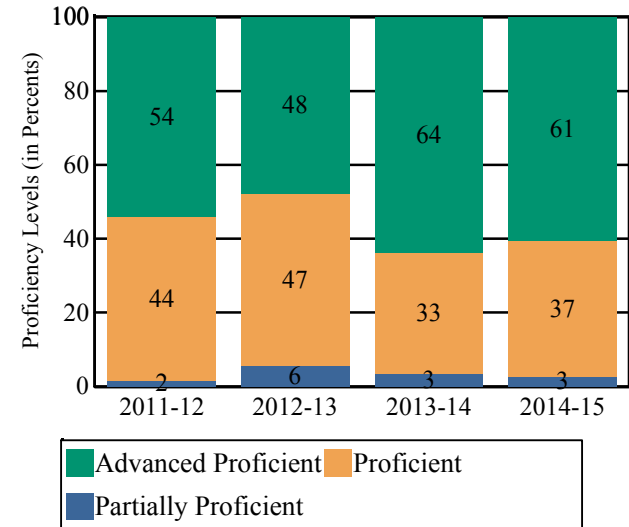
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	61%	37%	3%
White	60%	38%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	63%	32%	5%
Two or More Races	-	-	-
Students with Disability	46%	46%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

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



**COLLEGE AND CAREER READINESS**

**MONMOUTH  
FREEHOLD TWP**

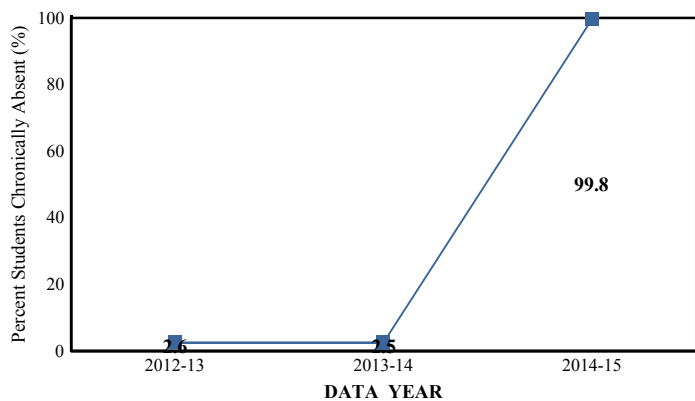
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**GRADE SPAN KG-05**

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

**Chronic Absenteeism Trend**

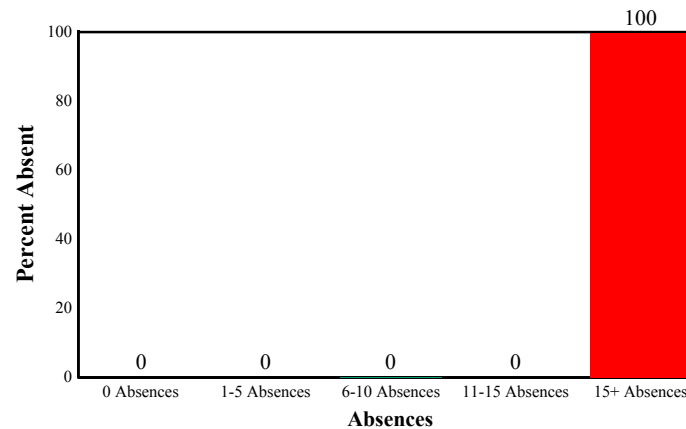
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>99.79%</b>
----------------------------------------	---------------

**Absenteeism**

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



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	75	97	98	35	YES
Student Growth on Math	60	57	75	35	YES
		77	87		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	3%	2%	1%
Approached	3%	8%	8%
Met	8%	14%	34%
Exceeded	0%	1%	16%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	6%	3%	1%
Approached	8%	11%	7%
Met	7%	21%	26%
Exceeded	0%	1%	7%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**C. RICHARD APPLEGATE SCHOOL  
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FREEHOLD, NJ 07728-1328**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	772	770
50th	748	743
25th	731	715
0th	664	650

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	774	767
50th	754	745
25th	726	722
0th	689	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH  
FREEHOLD TWP**

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

**GRADE SPAN KG-05**

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	784	773
50th	768	750
25th	751	728
0th	663	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	787	773
50th	765	751
25th	742	728
0th	693	650

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	776	764
50th	757	742
25th	739	721
0th	684	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	773	763
50th	756	743
25th	733	723
0th	685	650

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

**SCHOOL CLIMATE**

MONMOUTH

FREEHOLD TWP

GRADE SPAN KG-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 20 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.0%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	468

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	PK-06	18.5%	8.7%	13.5%
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BERGEN	WOOD-RIDGE BORO	CATHERINE E. DOYLE ELEMENTARY SCHOOL	03-5830-060	PK-03	13.1%	0.3%	17.8%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060	06	13%	0.8%	17%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
<b>MONMOUTH</b>	<b>FREEHOLD TWP</b>	<b>C. RICHARD APPLGATE SCHOOL</b>	<b>25-1660-021</b>	<b>KG-05</b>	<b>10%</b>	<b>0.2%</b>	<b>15%</b>
MONMOUTH	HOWELL TWP	ALDRICH ELEMENTARY SCHOOL	25-2290-005	KG-05	10.8%	0.2%	15.2%
MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**C. RICHARD APPLGATE SCHOOL  
47 JEANNE BRENNAN DRIVE  
FREEHOLD, NJ 07728-1328**

**GRADE SPAN KG-05**

MORRIS	LINCOLN PARK BORO	LINCOLN PARK ELEMENTARY SCHOOL	27-2650-035	PK-04	18.8%	9%	13.2%
MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	ROCKAWAY TWP	CATHERINE A DWYER ELEMENTARY SCHOOL	27-4490-019	KG-05	18.6%	9.4%	12.6%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
PASSAIC	WEST MILFORD TWP	APSHAWA ELEMENTARY SCHOOL	31-5650-042	KG-06	16.5%	4.2%	16.9%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	MARION T. BEDWELL ELEMENTARY SCHOOL	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	BRAYTON ELEMENTARY SCHOOL	39-5090-070	01-05	12.9%	7.3%	10.2%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%



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

In particular, the School Performance Reports seek to:

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

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

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

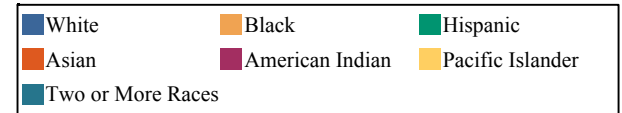
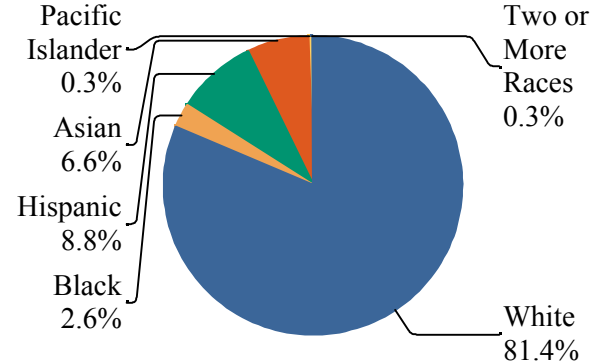
**DEMOGRAPHIC INFORMATION**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

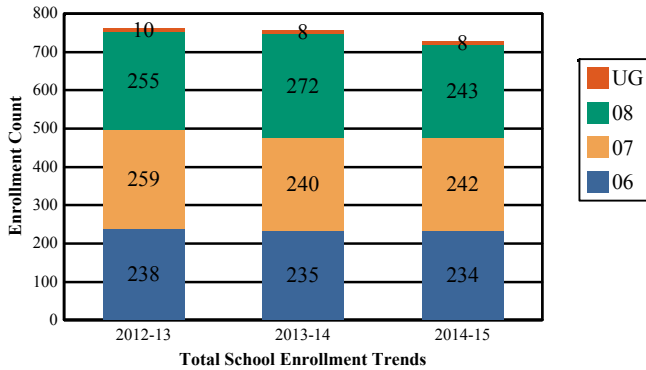
**Enrollment by Ethnic/Racial Subgroup**

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



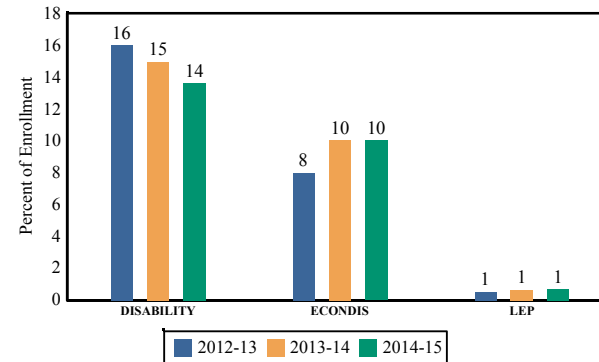
**Enrollment by Grade**

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



**Enrollment Trends by Program Participation**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	99	14%
Economically Disadvantaged Students	73	10.0%
English Language Learners	5	0.7%

**Language Diversity**

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

2014-15	Percent
English	93.5%
Spanish	3.2%
Russian	0.7%
Italian	0.4%
Chinese	0.3%
Pilipino	0.1%
Other	1.8%

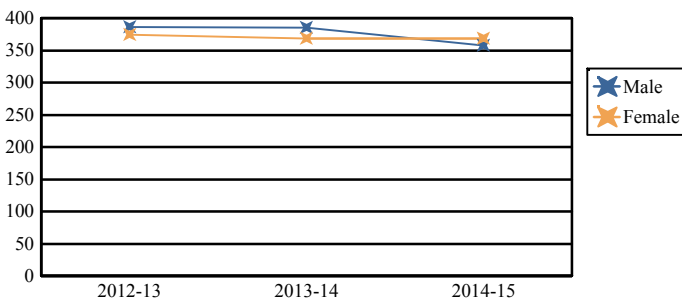
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	762
2013-14	755
2014-15	727

**Enrollment by Gender**

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



	Male	Female
2012-13	387	375
2013-14	386	369
2014-15	358	369

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>68%</b>	<b>71</b>	<b>80</b>
Math Met or Exceeded Expectation	<b>64%</b>		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	574	68.1%	95%	82.3%	<b>NO</b>
White	470	68.5%	95%	81.5%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	48	41.7%	95%	83.1%	<b>NO</b>
American Indian	-	-	--	--	--
Asian	41	90.2%	95%	93.6%	<b>YES*</b>
Two or More Races	-	-	--	--	--
Students with Disability	71	32.4%	95%	73.1%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	38	50%	95%	74.2%	<b>NO</b>

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

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	571	63.5%	95%	81.7%	NO
White	468	65.6%	95%	81%	NO
African American	-	-	--	--	--
Hispanic	48	31.3%	95%	83.1%	NO
American Indian	-	-	--	--	--
Asian	41	85.3%	95%	93.6%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	68	39.7%	95%	69.2%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	38	26.3%	95%	74.2%	NO

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

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	182	762	749	2%	10%	23%	46%	19%	65%	50%
White	143	763	755	1%	10%	24%	46%	20%	66%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	13	727	736	15%	38%	31%	8%	8%	15%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	15	787	770	0%	0%	7%	53%	40%	93%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	20	730	718	0%	45%	45%	10%	0%	10%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	736	733	7%	29%	43%	21%	0%	21%	30%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982**

**PARCC ELA Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	208	765	750	2%	8%	25%	38%	27%	65%	53%
White	171	766	757	3%	8%	22%	39%	29%	67%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	22	749	736	0%	9%	55%	27%	9%	36%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	13	781	777	0%	8%	8%	46%	38%	85%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	28	735	713	7%	18%	39%	21%	14%	36%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	747	733	0%	17%	17%	58%	8%	67%	33%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982**

**PARCC ELA Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	184	772	750	1%	3%	22%	51%	24%	74%	53%
White	156	771	757	1%	2%	24%	51%	21%	72%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	764	735	0%	15%	8%	54%	23%	77%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	13	796	778	0%	0%	8%	31%	62%	92%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	23	745	713	9%	9%	35%	43%	4%	48%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	12	755	732	0%	17%	17%	58%	8%	67%	34%



**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

**PARCC MATH - Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	757	743	2%	9%	24%	51%	14%	65%	42%
White	140	758	749	1%	6%	24%	56%	12%	68%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	15	786	768	0%	0%	7%	40%	53%	93%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	16	731	718	0%	25%	44%	13%	19%	31%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982**

**PARCC MATH - Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	207	753	740	0%	14%	30%	48%	8%	56%	38%
White	170	754	745	0%	12%	30%	50%	8%	58%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	22	738	730	0%	36%	32%	32%	0%	32%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	13	766	760	0%	8%	23%	46%	23%	69%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	28	736	715	0%	32%	25%	29%	14%	43%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	743	728	0%	25%	25%	42%	8%	50%	21%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982**

**PARCC MATH - Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	751	726	3%	8%	35%	55%	0%	55%	24%
White	97	751	732	3%	7%	34%	56%	0%	56%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	13	754	721	0%	15%	31%	54%	0%	54%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	23	747	705	9%	9%	43%	39%	0%	39%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	12	744	719	0%	8%	58%	33%	0%	33%	17%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	786	740	0%	0%	4%	78%	18%	96%	40%
White	61	785	746	0%	0%	3%	80%	16%	97%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	12	791	769	0%	0%	8%	67%	25%	92%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
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FREEHOLD, NJ 07728-2982

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

**NJASK Results - Science Grade Level - 08**

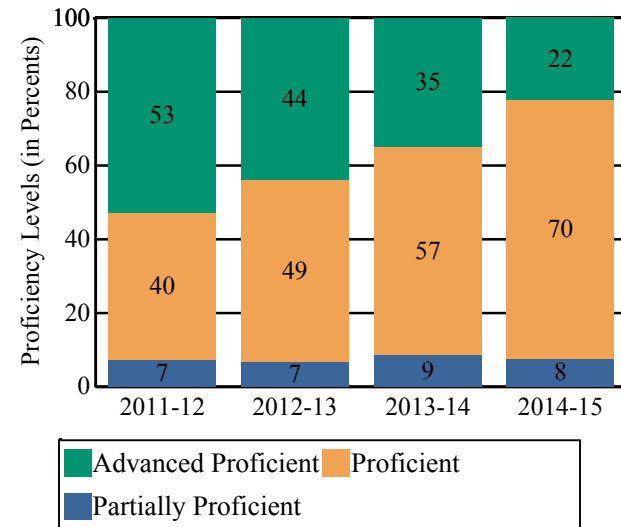
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	70%	8%
White	22%	70%	8%
African American	-	-	-
Hispanic	13%	75%	13%
American Indian	-	-	-
Asian	38%	63%	0%
Two or More Races	-	-	-
Students with Disability	6%	69%	25%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	82%	18%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

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



**COLLEGE AND CAREER READINESS**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

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

**Algebra I Course Enrollment**

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
96	74

**Algebra I Test Taking**

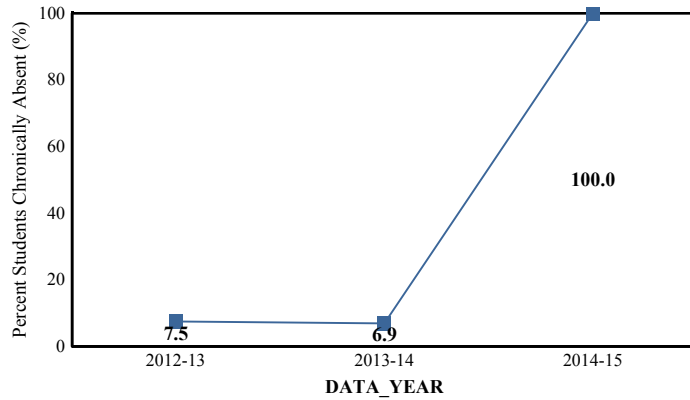
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.9%	95.9%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

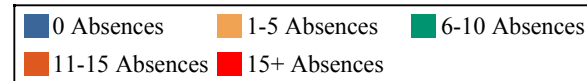
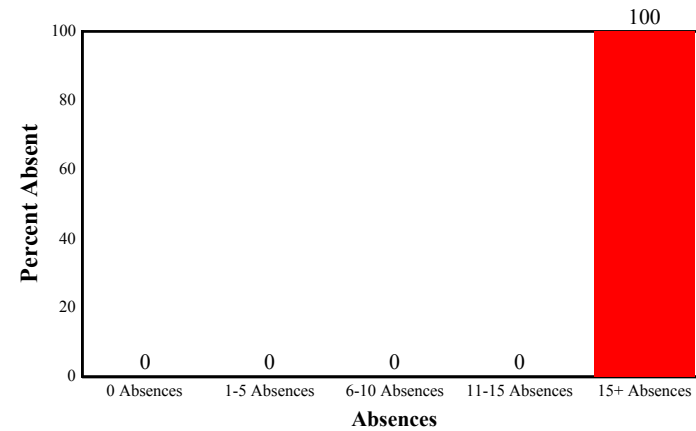
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>100.00%</b>
----------------------------------------	----------------

### Absenteeism

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





**COLLEGE AND CAREER READINESS**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
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FREEHOLD, NJ 07728-2982

**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	30.5%	66.0%
Visual Arts	71.8%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MONMOUTH

FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL

498 STILLWELLS CORNER ROAD

FREEHOLD, NJ 07728-2982

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	58	84	77	35	YES
Student Growth on Math	71	100	99	35	YES
		92	88		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	2%	1%
Approached	11%	8%	5%
Met	9%	18%	18%
Exceeded	1%	6%	17%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	6%	3%	2%
Approached	6%	9%	14%
Met	4%	10%	36%
Exceeded	0%	1%	6%

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	780	770
50th	760	749
25th	742	726
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	44

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	777	763
50th	758	742
25th	739	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

GRADE SPAN 06-08

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	786	776
50th	767	751
25th	746	724
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	52

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	792	777
50th	771	751
25th	748	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	769	759
50th	752	740
25th	738	720
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	39

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	768	748
50th	752	726
25th	738	704
0th	675	650

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

**SCHOOL CLIMATE**

MONMOUTH  
FREEHOLD TWP

CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982

GRADE SPAN 06-08

**Length of School Day**

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

	School
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.8%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	364

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	THOMAS JEFFERSON MIDDLE SCHOOL	03-1450-060	06-08	13.5%	2%	21.7%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON MIDDLE SCHOOL	05-0840-053	06-08	18.2%	0.2%	15.3%
BURLINGTON	DELTRAN TWP	DELTRAN MIDDLE SCHOOL	05-1060-007	06-08	24%	1%	19.2%
BURLINGTON	EASTAMPTON TWP	EASTAMPTON TOWNSHIP SCHOOL DISTRICT	05-1250-060	KG-08	22.8%	0.8%	19.1%
BURLINGTON	HAINESPORT TWP	HAINESPORT TOWNSHIP SCHOOL	05-1910-050	PK-08	14.1%	0.9%	15.3%
BURLINGTON	MOORESTOWN TWP	WILLIAM ALLEN MIDDLE SCHOOL	05-3360-110	07-08	10%	0.5%	13.8%
BURLINGTON	MOUNT LAUREL TWP	T. E. HARRINGTON MIDDLE SCHOOL	05-3440-060	07-08	16.1%	0.5%	14.9%
CAMDEN	BERLIN BORO	BERLIN COMMUNITY SCHOOL	07-0330-020	PK-08	18.6%	0.5%	14%
CAMDEN	VOORHEES TWP	VOORHEES MIDDLE SCHOOL	07-5400-100	06-08	10%	0.7%	13.6%
CHARTERS	ELYSIAN CS OF HOBOKEN	ELYSIAN CHARTER SCHOOL	80-6420-925	KG-08	13.4%	0.3%	13.4%
ESSEX	MONTCLAIR TOWN	GLENFIELD MIDDLE SCHOOL	13-3310-116	06-08	19.6%	0%	13.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH ORANGE MIDDLE SCHOOL	13-4900-050	06-08	18.2%	0%	14.9%
GLOUCESTER	WASHINGTON TWP	CHESTNUT RIDGE MIDDLE SCHOOL	15-5500-026	06-08	14.1%	0%	11.2%
HUNTERDON	FLEMINGTON-RARITAN REG	J.P. CASE MIDDLE SCHOOL	19-1510-045	07-08	11.7%	1.4%	15.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS NORTH MIDDLE SCHOOL	23-4860-150	06-08	10.5%	0.5%	13.1%
MIDDLESEX	WOODBRIIDGE TWP	COLONIA MIDDLE SCHOOL	23-5850-060	06-08	19.6%	0%	15.5%
<b>MONMOUTH</b>	<b>FREEHOLD TWP</b>	<b>CLIFTON T. BARKALOW SCHOOL</b>	<b>25-1660-023</b>	<b>06-08</b>	<b>10%</b>	<b>0.7%</b>	<b>13.6%</b>
MONMOUTH	HAZLET TWP	HAZLET MIDDLE SCHOOL	25-2105-105	07-08	19.9%	1.2%	21.3%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL	25-2920-060	07-08	11%	0.2%	12.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	27-3950-055	06-08	11.4%	1%	17%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL DISTRICT	27-4560-055	07-08	14.4%	0.7%	14%
OCEAN	BRICK TWP	VETERANS MEMORIAL MIDDLE SCHOOL	29-0530-090	06-08	28.5%	0%	18.4%



State of New Jersey  
2014-15

25-1660-023

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**CLIFTON T. BARKALOW SCHOOL  
498 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728-2982**

OCEAN	JACKSON TWP	<b>CARL W. GOETZ MIDDLE SCHOOL</b>	29-2360-055	06-08	15.7%	0%	13.2%
OCEAN	MANCHESTER TWP	<b>MANCHESTER TOWNSHIP MIDDLE SCHOOL</b>	29-2940-045	06-08	29.2%	0.2%	17.9%
OCEAN	POINT PLEASANT BORO	<b>MEMORIAL MIDDLE SCHOOL</b>	29-4210-050	06-08	15.9%	0.5%	15.7%
OCEAN	TOMS RIVER REGIONAL	<b>TOMS RIVER INTERMEDIATE SCHOOL EAST</b>	29-5190-060	06-08	24.6%	0%	15.1%
PASSAIC	POMPTON LAKES BORO	<b>LAKESIDE SCHOOL</b>	31-4230-055	06-08	23.5%	0.5%	19.1%
SALEM	LOWER ALLOWAYS CREEK	<b>LOWER ALLOWAYS CREEK ELEMENTARY SCHOOL</b>	33-2800-050	PK-08	26.4%	0%	14.8%
SALEM	PENNSVILLE	<b>PENNSVILLE MIDDLE SCHOOL</b>	33-4075-055	06-08	29.8%	0.5%	18.4%
SUSSEX	LAFAYETTE TWP	<b>LAFAYETTE TOWNSHIP SCHOOL</b>	37-2490-050	PK-08	16.6%	1.2%	19.7%
WARREN	HOPE TWP	<b>HOPE TOWNSHIP SCHOOL</b>	41-2250-050	PK-08	13.5%	0%	9.6%

## OVERVIEW

MONMOUTH  
FREEHOLD TWPDWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

GRADE SPAN 06-08

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

In particular, the School Performance Reports seek to:

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

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

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



**DEMOGRAPHIC INFORMATION**

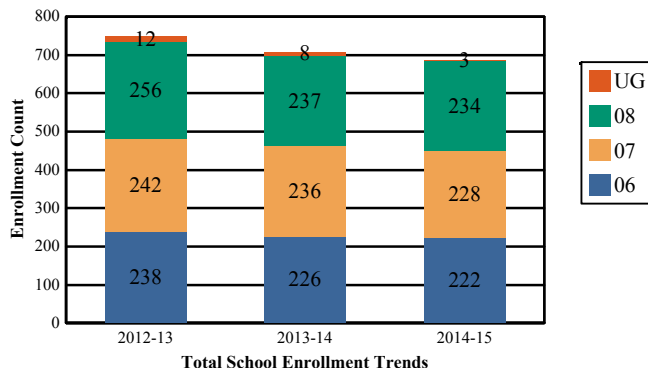
MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

25-1660-024  
DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

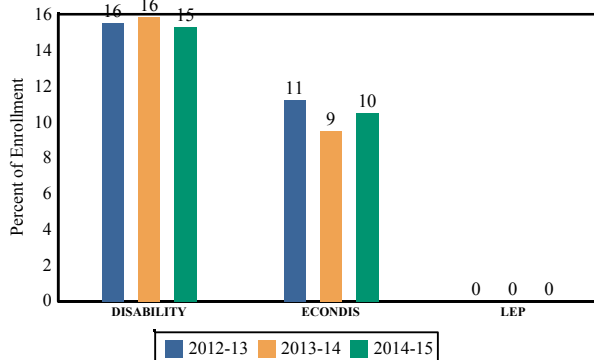
**Enrollment by Grade**

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



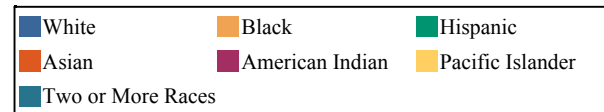
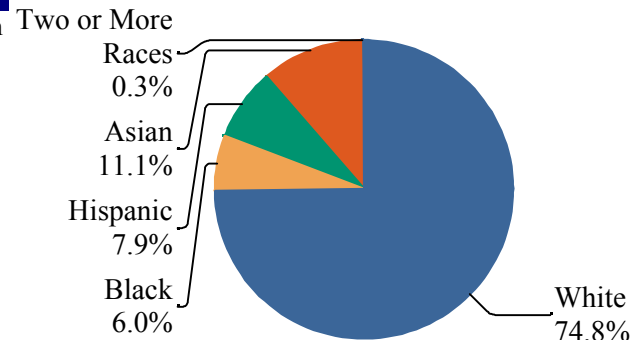
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	95.6%
Chinese	0.9%
Spanish	0.7%
Gujarati	0.6%
Italian	0.4%
Portuguese	0.3%
Other	1.5%

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	105	15%
Economically Disadvantaged Students	72	10.5%
English Language Learners	0	0.0%

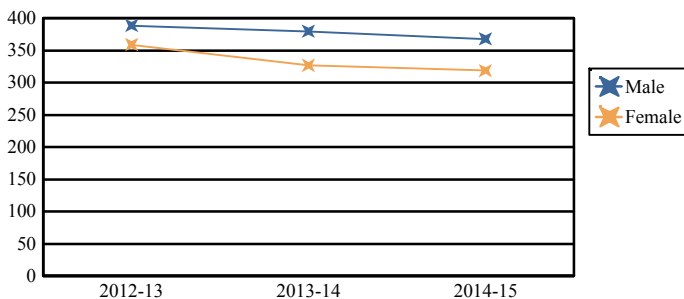
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	748
2013-14	707
2014-15	687

**Enrollment by Gender**

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



	Male	Female
2012-13	389	359
2013-14	380	327
2014-15	368	319

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599**

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

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	73%	91	86
Math Met or Exceeded Expectation	65%		

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

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	585	72.7%	95%	87.4%	YES*
White	433	73.7%	95%	86.5%	YES*
African American	36	52.8%	95%	90.5%	YES*
Hispanic	43	55.9%	95%	83%	YES*
American Indian	-	-	--	--	--
Asian	69	86.9%	95%	93.5%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	90	23.3%	95%	86.7%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	33	45.5%	95%	69.2%	NO

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

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	579	65.4%	95%	86.4%	YES*
White	426	67.2%	95%	85.2%	YES*
African American	36	38.9%	95%	88.1%	YES*
Hispanic	44	43.1%	95%	84.9%	YES*
American Indian	-	-	--	--	--
Asian	69	84%	95%	93.6%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	90	21.1%	95%	86.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	33	45.5%	95%	67.3%	NO

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

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

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	192	765	749	3%	8%	20%	52%	18%	70%	50%
White	149	765	755	3%	6%	19%	56%	17%	72%	59%
African American	11	748	732	9%	9%	36%	36%	9%	45%	29%
Hispanic	13	751	736	0%	23%	31%	46%	0%	46%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	19	785	770	0%	11%	11%	32%	47%	79%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	32	725	718	16%	34%	34%	13%	3%	16%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	742	733	7%	29%	21%	43%	0%	43%	30%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599**

**PARCC ELA Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	209	772	750	3%	6%	17%	35%	39%	74%	53%
White	152	773	757	2%	5%	18%	35%	40%	75%	61%
African American	12	754	730	8%	17%	17%	33%	25%	58%	31%
Hispanic	19	754	736	11%	11%	16%	47%	16%	63%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	24	787	777	0%	4%	13%	25%	58%	83%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	29	728	713	21%	24%	31%	17%	7%	24%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

**PARCC ELA Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	184	770	750	3%	9%	14%	47%	27%	74%	53%
White	132	767	757	2%	11%	14%	53%	20%	73%	61%
African American	13	753	730	15%	0%	31%	38%	15%	54%	31%
Hispanic	11	758	735	9%	18%	18%	27%	27%	55%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	26	796	778	0%	0%	4%	35%	62%	96%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	29	730	713	10%	31%	28%	28%	3%	31%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	11	727	732	18%	27%	27%	27%	0%	27%	34%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**PARCC MATH - Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	192	762	743	0%	14%	19%	52%	15%	67%	42%
White	148	763	749	0%	11%	18%	57%	14%	71%	50%
African American	11	742	726	0%	45%	18%	27%	9%	36%	19%
Hispanic	14	741	731	0%	36%	21%	43%	0%	43%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	19	781	768	0%	5%	26%	26%	42%	68%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	32	731	718	0%	56%	25%	19%	0%	19%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	14	739	729	0%	50%	14%	36%	0%	36%	23%



**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN 06-08**

**DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599**

**PARCC MATH - Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	207	757	740	3%	8%	23%	55%	11%	66%	38%
White	150	758	745	4%	7%	21%	57%	11%	68%	46%
African American	12	742	725	0%	17%	50%	33%	0%	33%	17%
Hispanic	19	745	730	5%	21%	26%	47%	0%	47%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	24	773	760	0%	0%	17%	58%	25%	83%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	29	725	715	21%	34%	24%	21%	0%	21%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**PARCC MATH - Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	101	738	726	9%	23%	32%	36%	1%	37%	24%
White	73	736	732	8%	27%	32%	33%	0%	33%	29%
African American	13	739	715	15%	8%	31%	46%	0%	46%	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	28	724	705	18%	43%	18%	18%	4%	21%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	791	740	0%	0%	1%	67%	32%	99%	40%
White	54	786	746	0%	0%	0%	76%	24%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	20	806	769	0%	0%	5%	40%	55%	95%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**PARCC GEOMETRY - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**NJASK Results - Science Grade Level - 08**

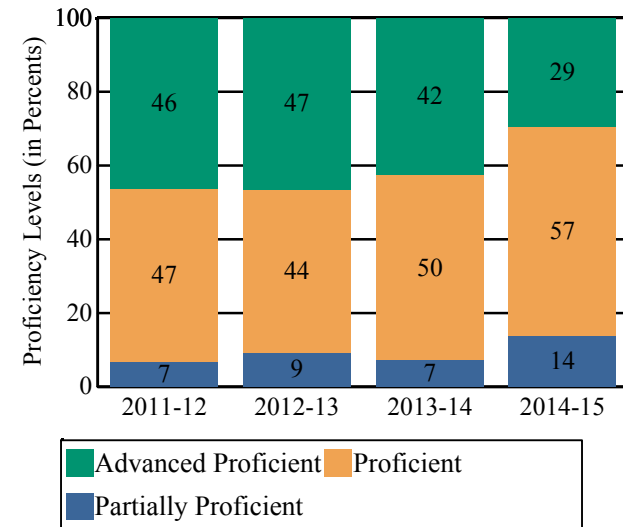
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	57%	14%
White	26%	60%	15%
African American	25%	50%	25%
Hispanic	33%	50%	17%
American Indian	-	-	-
Asian	52%	48%	0%
Two or More Races	-	-	-
Students with Disability	14%	34%	51%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	65%	35%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

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



**COLLEGE AND CAREER READINESS**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

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

**Algebra I Course Enrollment**

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
91	78

**Algebra I Test Taking**

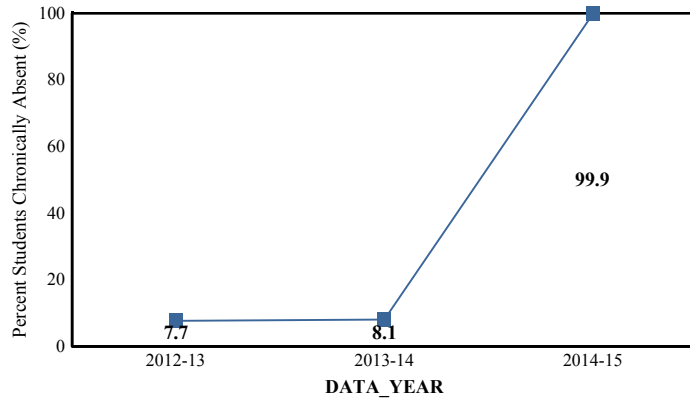
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	98.7%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

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

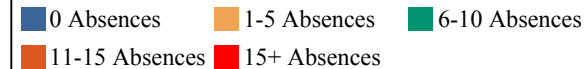
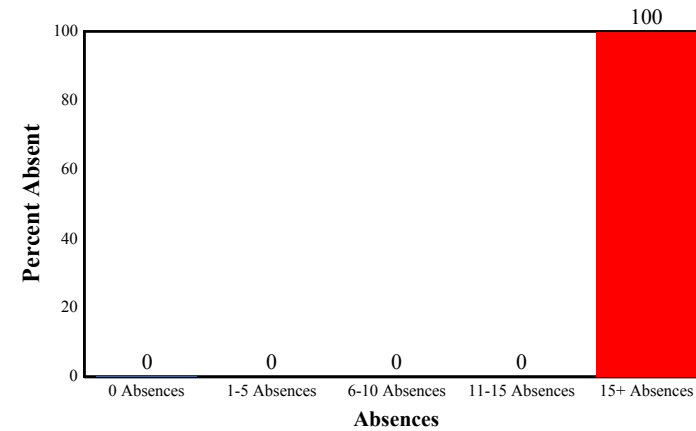


**Chronic Absenteeism for 2014-15**

**99.85%**

### Absenteeism

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





**COLLEGE AND CAREER READINESS**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
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**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	32.9%	66.0%
Visual Arts	70.2%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MONMOUTH

FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL

279 BURLINGTON ROAD

FREEHOLD, NJ 07728-1599

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	58	84	77	35	YES
Student Growth on Math	79	100	100	35	YES
		92	89		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	3%	2%	2%
Approached	9%	5%	3%
Met	9%	17%	18%
Exceeded	1%	5%	22%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	5%	4%	3%
Approached	4%	9%	11%
Met	3%	10%	37%
Exceeded	0%	2%	9%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	785	770
50th	765	749
25th	746	726
0th	662	650

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	779	763
50th	764	742
25th	745	721
0th	700	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN 06-08

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	797	776
50th	773	751
25th	747	724
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	52

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	796	777
50th	775	751
25th	749	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	54

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	775	759
50th	762	740
25th	738	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	39

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	756	748
50th	742	726
25th	716	704
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

**SCHOOL CLIMATE**

MONMOUTH  
FREEHOLD TWP

DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599

GRADE SPAN 06-08

**Length of School Day**

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

	School
2014-15	6 Hrs. 35 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.8%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	10
Administrators	344

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ESTELL MANOR CITY	ESTELL MANOR ELEMENTARY SCHOOL	01-1410-050	KG-08	12.3%	0%	14.1%
BURLINGTON	EVESHAM TWP	FRANCES DEMASI MIDDLE SCHOOL	05-1420-040	06-08	11.2%	0.1%	17.5%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SCHOOL	05-3690-060	07-08	15.8%	0%	18.6%
BURLINGTON	SHAMONG TWP	INDIAN MILLS MEMORIAL SCHOOL	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #3	05-4930-070	06-08	12.3%	0.4%	17.5%
BURLINGTON	TABERNACLE TWP	KENNETH R. OLSON MIDDLE SCHOOL	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	CHATSWORTH ELEMENTARY SCHOOL	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	CHERRY HILL TWP	HENRY C. BECK MIDDLE SCHOOL	07-0800-073	06-08	14.5%	0.8%	20%
CAMDEN	CHERRY HILL TWP	ROSA INTERNATIONAL MIDDLE SCHOOL	07-0800-074	06-08	14%	0%	16%
CAPE MAY	DENNIS TWP	DENNIS TWP ELEMENTARY/MIDDLE SCHOOL	09-1080-050	04-08	26.2%	0%	21.1%
GLOUCESTER	WASHINGTON TWP	BUNKER HILL MIDDLE SCHOOL	15-5500-020	06-08	17.7%	0%	16.8%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
<b>MONMOUTH</b>	<b>FREEHOLD TWP</b>	<b>DWIGHT D. EISENHOWER SCHOOL</b>	<b>25-1660-024</b>	<b>06-08</b>	<b>10.5%</b>	<b>0%</b>	<b>15.3%</b>
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL	25-2290-045	06-08	11.6%	0%	17.6%
MONMOUTH	MIDDLETOWN TWP	THORNE MIDDLE SCHOOL	25-3160-059	06-08	22.6%	0.3%	20.5%
MONMOUTH	TINTON FALLS	TINTON FALLS MIDDLE SCHOOL	25-5185-070	06-08	19.6%	0.2%	18.6%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE MIDDLE SCHOOL	27-3450-040	06-08	12.4%	0.7%	17.8%
OCEAN	LACEY TWP	LACEY TOWNSHIO MIDDLE SCHOOL	29-2480-053	07-08	28.2%	0.3%	25.3%
OCEAN	SOUTHERN REGIONAL	SOUTHERN REGIONAL MIDDLE SCHOOL	29-4950-060	07-08	24.8%	0.3%	23%

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**DWIGHT D. EISENHOWER SCHOOL  
279 BURLINGTON ROAD  
FREEHOLD, NJ 07728-1599**

**GRADE SPAN 06-08**

PASSAIC	RINGWOOD BORO	MARTIN J. RYERSON SCHOOL	31-4400-053	06-08	12.1%	0.2%	18.5%
PASSAIC	WANAQUE BORO	WANAQUE ELEMENTARY SCHOOL	31-5440-070	KG-08	14.9%	0%	15.3%
SALEM	ALLOWAY TWP	ALLOWAY TOWNSHIP SCHOOL	33-0060-020	PK-08	13.9%	0%	15.2%
SUSSEX	HAMBURG BORO	HAMBURG SCHOOL	37-1930-060	PK-08	23.7%	0%	21.4%
SUSSEX	HOPATCONG	HOPATCONG MIDDLE SCHOOL	37-2240-040	06-08	29.8%	0%	25.6%
SUSSEX	OGDENSBURG BORO	OGDENSBURG BOROUGH SCHOOL DISTRICT	37-3840-050	KG-08	24.2%	0%	19.3%
SUSSEX	VERNON TWP	GLEN MEADOW MIDDLE SCHOOL	37-5360-025	07-08	18.6%	0%	18.4%
UNION	WINFIELD TWP	WINFIELD TOWNSHIP	39-5810-060	PK-08	16.3%	0%	18.8%
WARREN	BELVIDERE TOWN	OXFORD STREET ELEMENTARY SCHOOL	41-0280-030	04-08	17.3%	0%	19.4%
WARREN	WHITE TWP	WHITE TOWNSHIP CONSOLIDATED SCHOOL	41-5780-050	PK-08	19%	0%	18.2%



# State of New Jersey

2014-15

25-1660-025

## OVERVIEW

MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127

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

In particular, the School Performance Reports seek to:

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

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

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



**DEMOGRAPHIC INFORMATION**

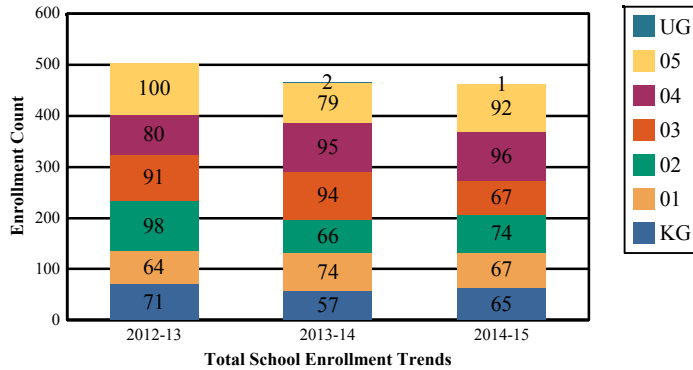
MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

25-1660-025  
MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127

**Enrollment by Grade**

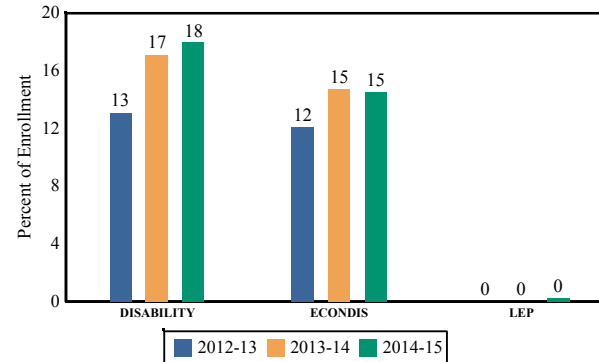
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

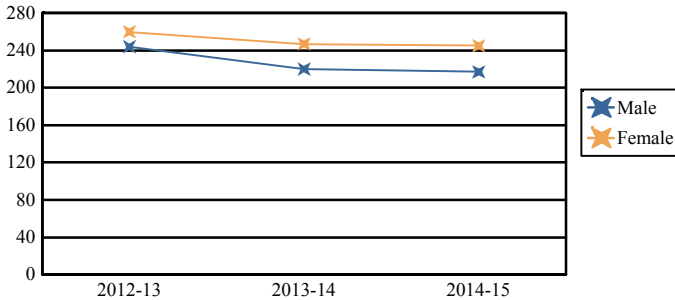
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	504
2013-14	467
2014-15	462

**Enrollment by Gender**

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



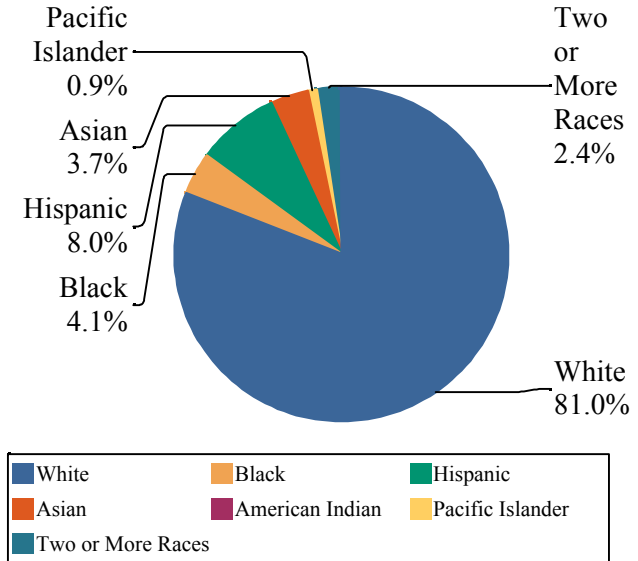
	Male	Female
2012-13	244	260
2013-14	220	247
2014-15	217	245

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	83	18%
Economically Disadvantaged Students	67	14.5%
English Language Learners	1	0.2%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	95.1%
Spanish	1.9%
Russian	0.9%
Chinese	0.6%
Polish	0.4%
Vietnamese	0.2%
Other	0.9%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	39	58
Math Met or Exceeded Expectation	48%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	223	57.9%	95%	91.5%	YES*
White	175	59.4%	95%	90.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	48	20.8%	95%	87.5%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	222	47.8%	95%	91.1%	YES*
White	174	48.2%	95%	89.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	48	14.6%	95%	87.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	761	744	2%	17%	24%	47%	10%	57%	44%
White	42	761	753	0%	19%	29%	40%	12%	52%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	11	768	727	0%	18%	0%	73%	9%	82%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	12	735	724	8%	33%	25%	33%	0%	33%	24%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	763	751	5%	8%	25%	37%	24%	61%	52%
White	70	764	758	4%	6%	29%	41%	20%	61%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	17	734	725	24%	12%	35%	29%	0%	29%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	749	751	5%	16%	24%	52%	2%	55%	53%
White	63	751	757	6%	14%	17%	59%	3%	62%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	23	723	723	17%	35%	30%	17%	0%	17%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	756	746	0%	12%	22%	55%	10%	66%	46%
White	42	755	752	0%	10%	26%	57%	7%	64%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	11	758	733	0%	18%	18%	45%	18%	64%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	735	730	0%	42%	17%	42%	0%	42%	26%



**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	749	744	5%	19%	31%	39%	6%	45%	42%
White	70	750	749	3%	20%	34%	36%	7%	43%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	729	724	18%	29%	41%	6%	6%	12%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	741	744	4%	21%	37%	36%	2%	38%	42%
White	62	743	749	5%	18%	34%	40%	3%	44%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	23	724	724	4%	48%	35%	13%	0%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

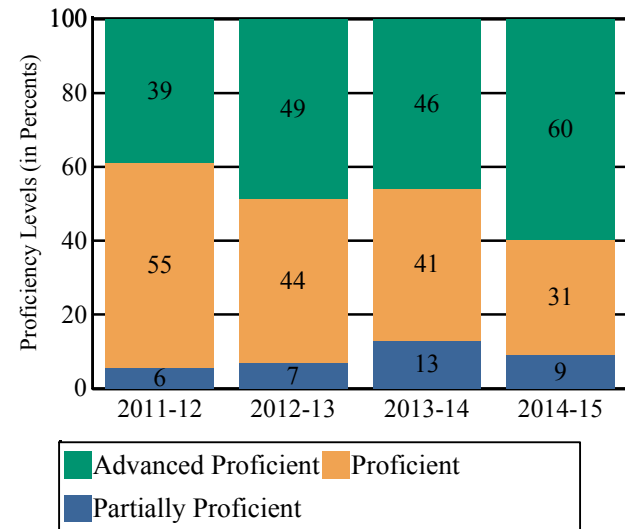
**NJASK Results - Science Grade Level - 04**

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

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

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	31%	9%
White	59%	35%	5%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	36%	36%	27%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-



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

**COLLEGE AND CAREER READINESS**

**MONMOUTH  
FREEHOLD TWP**

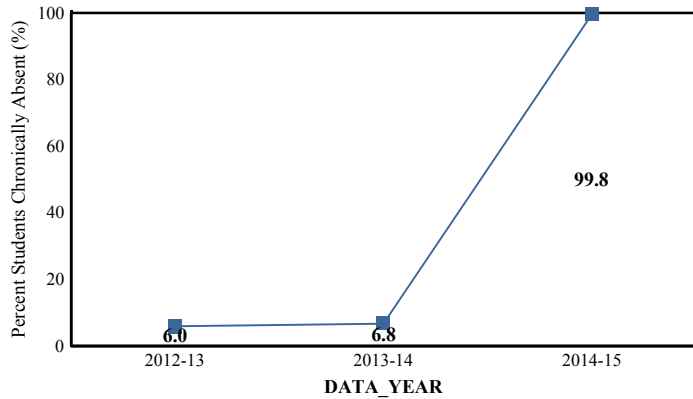
**GRADE SPAN KG-05**

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

**Chronic Absenteeism Trend**

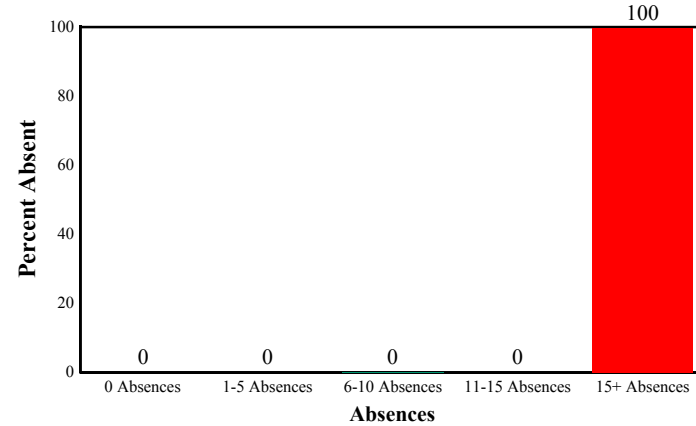
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>99.79%</b>
----------------------------------------	---------------

**Absenteeism**

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



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

MONMOUTH

FREEHOLD TWP

MARSHALL W. ERRICKSON SCHOOL

271 ELTON ADELPHIA ROAD

FREEHOLD, NJ 07728-3127

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	67	86	90	35	YES
Student Growth on Math	51	40	47	35	YES
		63	69		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	8%	2%	2%
Approached	8%	10%	6%
Met	6%	10%	30%
Exceeded	0%	1%	12%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	0%	0%
Partially Met	9%	10%	1%
Approached	13%	9%	11%
Met	7%	15%	17%
Exceeded	0%	1%	4%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
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FREEHOLD, NJ 07728-3127**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	836	850
75th	780	770
50th	753	743
25th	737	715
0th	692	650

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	769	767
50th	756	745
25th	735	722
0th	704	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH

FREEHOLD TWP

MARSHALL W. ERRICKSON SCHOOL

271 ELTON ADELPHIA ROAD

FREEHOLD, NJ 07728-3127

GRADE SPAN KG-05

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	788	773
50th	765	750
25th	741	728
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	771	773
50th	754	751
25th	728	728
0th	688	650

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

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	774	764
50th	747	742
25th	726	721
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	760	763
50th	742	743
25th	727	723
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40



**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.

	<b>School</b>
<b>2014-15</b>	6 Hrs. 20 Mins.

**Student Suspension Rate**

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

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

**Instructional Time**

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

<b>2014-15</b>	<b>School</b>
<b>Full Time</b>	5 Hrs. 45 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

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

**Student to Staff Ratio**

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

<b>2014-15</b>	<b>School</b>
<b>Faculty</b>	12
<b>Administrators</b>	462

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**MARSHALL W. ERRICKSON SCHOOL  
271 ELTON ADELPHIA ROAD  
FREEHOLD, NJ 07728-3127**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	GRANT ELEMENTARY SCHOOL	03-1130-050	KG-05	14.4%	4.7%	10.5%
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	HELEN I. SMITH SCHOOL	03-4610-085	KG-06	17%	2.5%	17.7%
BERGEN	WESTWOOD REGIONAL	WESTWOOD REGIONAL MIDDLE SCHOOL	03-5755-062	06-07	11.8%	0.5%	13.2%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE INTERMEDIATE SCHOOL	03-5830-300	04-06	12.7%	0.4%	15.4%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	HELEN L BEELER	05-1420-055	KG-05	20.1%	0%	24.3%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	20.4%	0.9%	22.8%
BURLINGTON	MOUNT LAUREL TWP	SPRINGVILLE ELEMENTARY SCHOOL	05-3440-075	PK-04	10.8%	1.7%	10.8%
BURLINGTON	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
CAMDEN	CHERRY HILL TWP	HORACE MANN ELEMENTARY SCHOOL	07-0800-075	KG-05	16.2%	1%	17.9%
GLOUCESTER	HARRISON TWP	HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-2070-050	PK-03	10.7%	1.7%	11%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MERCER	HAMILTON TWP	YARDVILLE ELEMENTARY SCHOOL	21-1950-260	PK-05	13.3%	2.9%	11.3%
MIDDLESEX	PISCATAWAY TWP	RANDOLPHVILLE ELEMENTARY SCHOOL	23-4130-120	KG-03	21.8%	17.9%	3.7%
MIDDLESEX	WOODBRIIDGE TWP	CLAREMONT AVENUE ELEMENTARY SCHOOL	23-5850-120	KG-05	20%	14.9%	5.4%
MIDDLESEX	WOODBRIIDGE TWP	KENNEDY PARK ELEMENTARY SCHOOL	23-5850-180	KG-05	23.1%	20.3%	2.2%
MONMOUTH	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%



State of New Jersey  
2014-15

25-1660-025

**SCHOOL PEER GROUP**

**MARSHALL W. ERRICKSON SCHOOL**  
**271 ELTON ADELPHIA ROAD**  
**FREEHOLD, NJ 07728-3127**

**MONMOUTH**  
**FREEHOLD TWP**

**GRADE SPAN KG-05**

MONMOUTH	HAZLET TWP	<b>RARITAN VALLEY SCHOOL</b>	25-2105-095	01-04	10.9%	0%	13.4%
MONMOUTH	HOWELL TWP	<b>TAUNTON ELEMENTARY SCHOOL</b>	25-2290-060	KG-05	18.4%	0%	21.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	<b>PINE BROOK SCHOOL</b>	25-2920-075	06	11.6%	0.5%	13.2%
MONMOUTH	WALL TWP	<b>OLD MILL ELEMENTARY SCHOOL</b>	25-5420-077	KG-05	12.2%	0%	15.3%
MORRIS	BUTLER BORO	<b>AARON DECKER SCHOOL</b>	27-0630-025	PK-04	23.7%	11%	15.3%
PASSAIC	BLOOMINGDALE BORO	<b>SAMUEL R. DONALD ELEMENTARY SCHOOL</b>	31-0420-030	02-04	19.5%	3.1%	18.5%
PASSAIC	POMPTON LAKES BORO	<b>LENOX SCHOOL</b>	31-4230-060	KG-05	18.5%	4.1%	16.1%
SOMERSET	HILLSBOROUGH TWP	<b>SUNNYMEAD ELEMENTARY SCHOOL</b>	35-2170-060	KG-04	18.1%	8%	10.1%
SUSSEX	HOPATCONG	<b>DURBAN AVENUE ELEMENTARY SCHOOL</b>	37-2240-035	04-05	21.7%	0%	26.4%
WARREN	BLAIRSTOWN TWP	<b>BLAIRSTOWN ELEMENTARY SCHOOL DISTRICT</b>	41-0400-030	PK-06	15.8%	0.2%	18.7%



# State of New Jersey

2014-15

25-1660-026

LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198

## OVERVIEW

MONMOUTH

FREEHOLD TWP

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

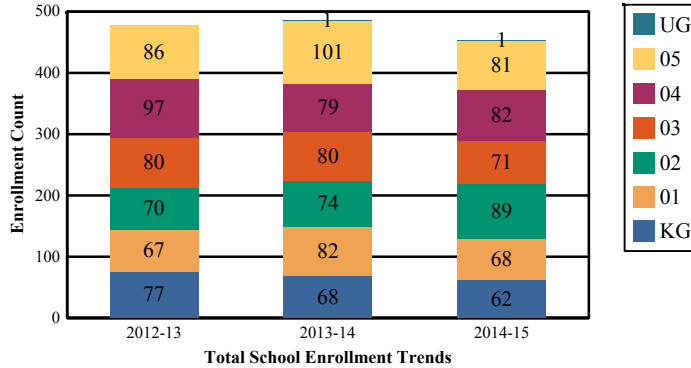
MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

25-1660-026  
LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198

**Enrollment by Grade**

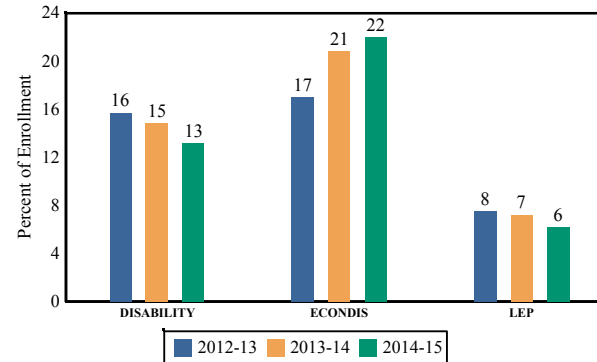
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

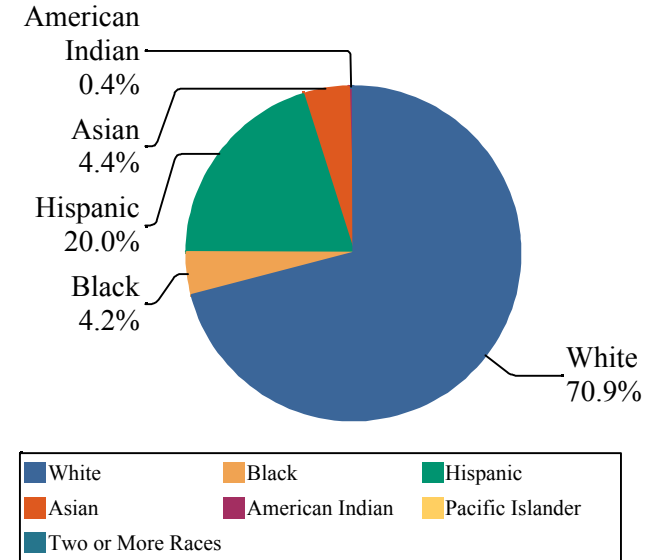
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

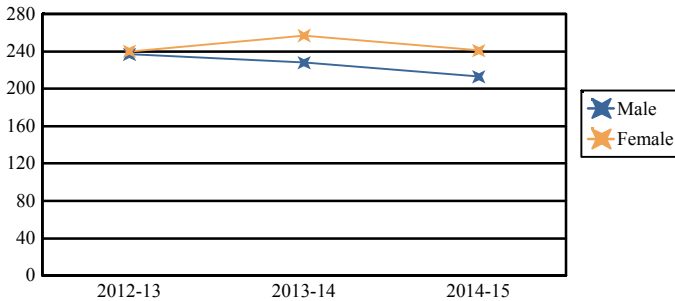
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	477
2013-14	485
2014-15	454

**Enrollment by Gender**

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



	Male	Female
2012-13	237	240
2013-14	228	257
2014-15	213	241

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	60	13%
Economically Disadvantaged Students	100	22.0%
English Language Learners	28	6.2%

**Language Diversity**

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

2014-15	Percent
English	79.6%
Spanish	16.0%
Chinese	1.1%
Arabic	0.7%
Russian	0.7%
Greek, Modern (1453-)	0.4%
Other	1.6%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	66%	68	75
Math Met or Exceeded Expectation	48%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	205	66.4%	95%	94.3%	YES*
White	155	72.9%	95%	92.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	32	15.6%	95%	86.8%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	30	33.3%	95%	97%	-

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	205	48.3%	95%	94.3%	YES*
White	155	53.5%	95%	92.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	30	13.3%	95%	97%	-

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

**PARCC Performance Level**

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

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

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



**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	757	744	10%	16%	21%	43%	11%	54%	44%
White	48	764	753	4%	15%	21%	50%	10%	60%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	761	751	1%	10%	20%	49%	19%	68%	52%
White	52	764	758	2%	4%	17%	60%	17%	77%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	740	734	0%	31%	31%	38%	0%	38%	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	763	751	5%	10%	10%	64%	11%	75%	53%
White	55	768	757	5%	5%	9%	65%	15%	80%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	14	741	737	7%	29%	7%	57%	0%	57%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	14	720	723	29%	29%	29%	14%	0%	14%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	746	746	8%	17%	32%	35%	8%	43%	46%
White	48	752	752	2%	15%	35%	38%	10%	48%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	754	744	4%	12%	32%	45%	7%	52%	42%
White	52	756	749	6%	8%	31%	48%	8%	56%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	750	744	0%	18%	33%	42%	7%	49%	42%
White	55	753	749	0%	16%	27%	47%	9%	56%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	14	736	733	0%	29%	50%	21%	0%	21%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	14	725	724	0%	64%	21%	14%	0%	14%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

25-1660-026  
**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

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

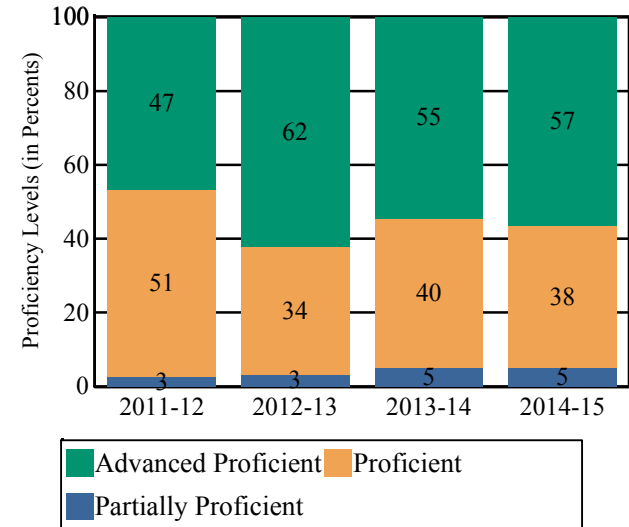
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	57%	38%	5%
White	64%	32%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	83%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	23%	62%	15%

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

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

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





**COLLEGE AND CAREER READINESS**

**MONMOUTH**

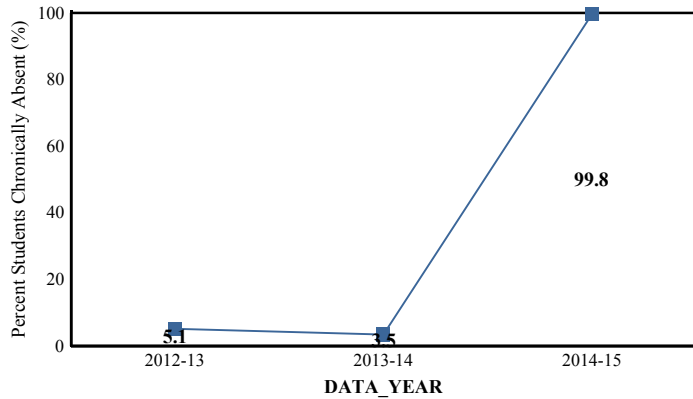
**FREEHOLD TWP**

**GRADE SPAN KG-05**

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

**Chronic Absenteeism Trend**

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

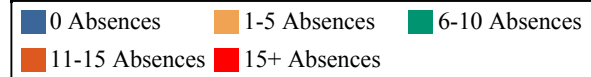
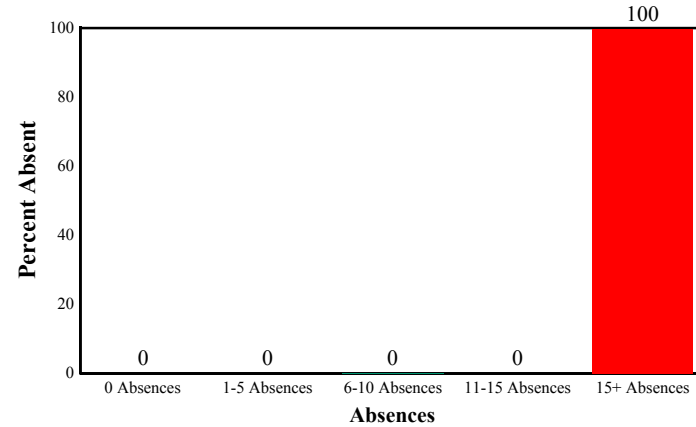


**Chronic Absenteeism for 2014-15**

**99.78%**

**Absenteeism**

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



**STUDENT GROWTH**

MONMOUTH

FREEHOLD TWP

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	65	86	88	35	YES
Student Growth on Math	55	50	57	35	YES
		68	73		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	6%	1%	3%
Approached	3%	5%	8%
Met	8%	22%	26%
Exceeded	1%	1%	13%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	7%	5%	3%
Approached	10%	10%	13%
Met	11%	12%	20%
Exceeded	0%	0%	7%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	781	770
50th	757	743
25th	727	715
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	767	767
50th	745	745
25th	728	722
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	778	773
50th	758	750
25th	744	728
0th	677	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	783	773
50th	766	751
25th	746	728
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	772	764
50th	754	742
25th	732	721
0th	693	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	763	763
50th	747	743
25th	733	723
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

**SCHOOL CLIMATE**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

**Length of School Day**

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

	School
2014-15	6 Hrs. 20 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.0%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	454

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	LINCOLN ELEMENTARY SCHOOL	03-0300-070	PK-05	27.7%	5.5%	20.4%
BURLINGTON	CINNAMINSON TWP	ELEANOR RUSH INTERMEDIATE SCHOOL	05-0840-060	03-05	18.2%	0%	16.8%
BURLINGTON	DELRAN TWP	DELRAN INTERMEDIATE SCHOOL	05-1060-015	03-05	24.3%	3.6%	19.2%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100	KG-03	26.9%	6.2%	18.2%
BURLINGTON	MOUNT LAUREL TWP	PARKWAY ELEMENTARY SCHOOL	05-3440-065	KG-04	18.1%	3.6%	11.4%
CAMDEN	CHERRY HILL TWP	KINGSTON ELEMENTARY SCHOOL	07-0800-110	KG-05	26.2%	7.7%	15.8%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.1%	7.4%	11.9%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WASHINGTON TWP	BIRCHES ELEMENTARY SCHOOL	15-5500-027	01-05	23.3%	0%	21.5%
GLOUCESTER	WOODBURY HEIGHTS BORO	WOODBURY HEIGHTS ELEMENTARY	15-5870-050	KG-06	20.9%	0%	18.6%
MERCER	HAMILTON TWP	SAYEN ELEMENTARY SCHOOL	21-1950-240	PK-05	15.1%	0.4%	10.7%
MERCER	HAMILTON TWP	YARDVILLE HEIGHTS ELEMENTARY SCHOOL	21-1950-270	PK-05	20.9%	2.1%	15.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MERCER	PRINCETON REGIONAL	JOHNSON PARK SCHOOL	21-4255-070	PK-05	23.9%	3.7%	17.1%
MIDDLESEX	EAST BRUNSWICK TWP	IRWIN ELEMENTARY SCHOOL	23-1170-090	KG-05	22.7%	9.2%	9%
MIDDLESEX	EDISON TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-1290-104	KG-05	12.1%	0%	8.1%
MIDDLESEX	OLD BRIDGE TWP	JAMES A. MCDIVITT ELEMENTARY SCHOOL	23-3845-108	KG-05	21.3%	5.7%	12.4%
MIDDLESEX	OLD BRIDGE TWP	RAYMOND E. VOORHEES ELEMENTARY SCHOOL	23-3845-140	KG-05	20.8%	0%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	BROOKS CROSSING ELEMENTARY SCHOOL	23-4860-085	KG-05	13.5%	3.3%	5.9%
MIDDLESEX	SPOTSWOOD BORO	E RAYMOND APPLEBY ELEMENTARY SCHOOL	23-4970-050	02-05	19%	1.5%	14.2%
<b>MONMOUTH</b>	<b>FREEHOLD TWP</b>	<b>LAURA DONOVAN SCHOOL</b>	<b>25-1660-026</b>	<b>KG-05</b>	<b>22%</b>	<b>6.2%</b>	<b>12.6%</b>

**SCHOOL PEER GROUP**

**MONMOUTH**

**FREEHOLD TWP**

**LAURA DONOVAN SCHOOL  
237 STONEHURST BLVD  
FREEHOLD, NJ 07728-3198**

**GRADE SPAN KG-05**

MONMOUTH	HAZLET TWP	<b>LILLIAN DRIVE SCHOOL</b>	25-2105-085	01-04	22.3%	5%	14.4%
MONMOUTH	MIDDLETOWN TWP	<b>HARMONY ELEMENTARY SCHOOL</b>	25-3160-095	PK-05	18.3%	0.4%	16.2%
MONMOUTH	MIDDLETOWN TWP	<b>LEONARDO ELEMENTARY SCHOOL</b>	25-3160-110	KG-05	18.4%	3%	11.6%
MORRIS	ROCKAWAY TWP	<b>DENNIS B O'BRIEN ELEMENTARY SCHOOL</b>	27-4490-025	PK-05	15.2%	0%	12.6%
OCEAN	BARNEGAT TWP	<b>JOSEPH T. DONAHUE ELEMENTARY SCHOOL</b>	29-0185-080	KG-05	29.8%	0.4%	30.5%
OCEAN	BRICK TWP	<b>MIDSTREAMS ELEMENTARY SCHOOL</b>	29-0530-060	KG-05	20.2%	0%	17.7%
OCEAN	LACEY TWP	<b>CEDAR CREEK ELEMENTARY SCHOOL</b>	29-2480-040	KG-04	21%	0%	19%
UNION	ROSELLE PARK BORO	<b>SHERMAN ELEMENTARY SCHOOL</b>	39-4550-090	KG-05	26.2%	13.1%	9%
WARREN	HACKETTSTOWN	<b>WILLOW GROVE ELEMENTARY SCHOOL</b>	41-1870-090	KG-04	26.7%	12.3%	10.2%
WARREN	WASHINGTON TWP	<b>PORT COLDEN SCHOOL</b>	41-5530-050	01-03	19.5%	0%	17.9%



State of New Jersey  
2014-15

OVERVIEW  
MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

25-1660-030  
WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551

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

In particular, the School Performance Reports seek to:

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

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

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



**DEMOGRAPHIC INFORMATION**

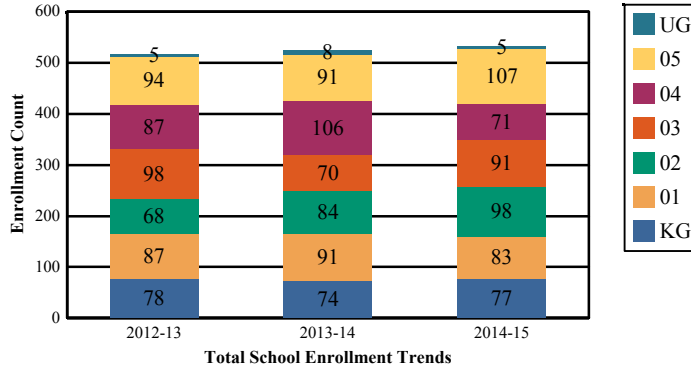
**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

25-1660-030  
**WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551**

**Enrollment by Grade**

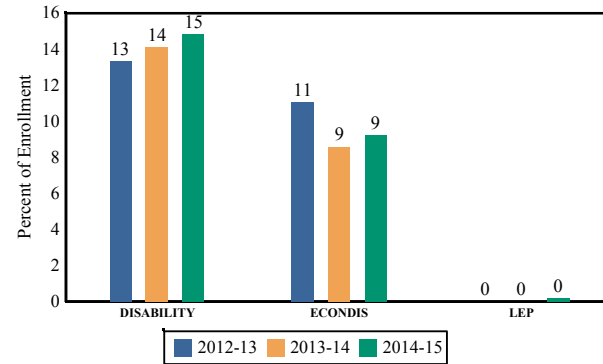
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

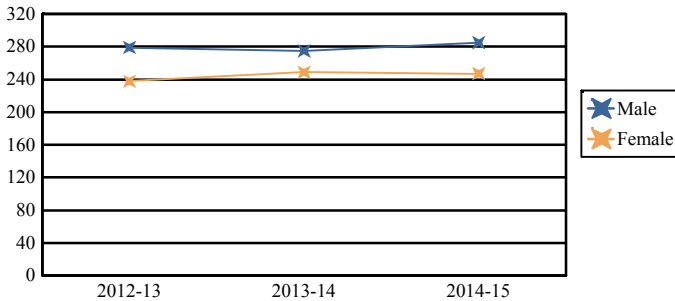
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	517
2013-14	524
2014-15	532

**Enrollment by Gender**

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

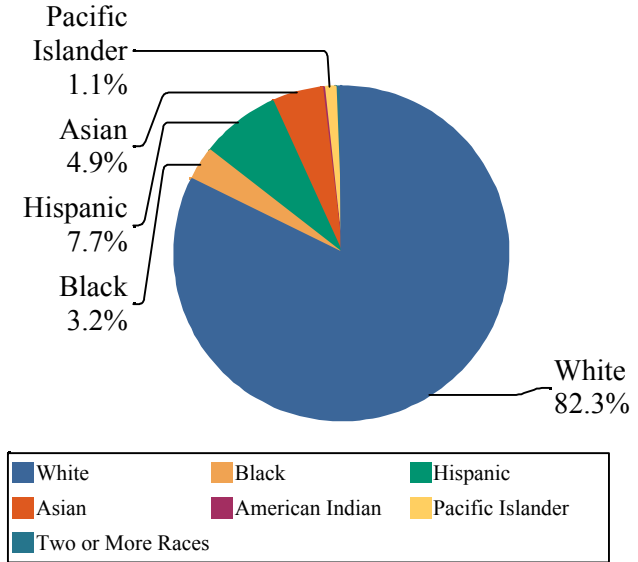


	Male	Female
2012-13	279	238
2013-14	275	249
2014-15	285	247

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	79	15%
Economically Disadvantaged Students	49	9.2%
English Language Learners	1	0.2%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
English	90.5%
Spanish	3.7%
Russian	1.1%
Chinese	0.8%
Arabic	0.8%
Albanian	0.6%
Other	2.6%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	17	58
Math Met or Exceeded Expectation	45%		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	236	57.6%	95%	94.1%	YES*
White	205	58.6%	95%	93.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	36	19.4%	95%	97.6%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	236	45.4%	95%	94.1%	YES*
White	205	45.9%	95%	93.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	745	744	5%	20%	36%	38%	1%	40%	44%
White	70	745	753	6%	21%	33%	39%	1%	40%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	763	751	0%	8%	17%	65%	11%	75%	52%
White	61	763	758	0%	8%	16%	64%	11%	75%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

**MONMOUTH  
FREEHOLD TWP**

**WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551**

**GRADE SPAN KG-05**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	758	751	0%	6%	33%	54%	7%	61%	53%
White	74	758	757	0%	3%	35%	57%	5%	62%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	18	740	723	0%	6%	67%	28%	0%	28%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	743	746	2%	32%	23%	35%	7%	42%	46%
White	70	744	752	3%	33%	21%	34%	9%	43%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%



**ACADEMIC ACHIEVEMENT**  
**MONMOUTH**  
**FREEHOLD TWP**

GRADE SPAN KG-05

**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	755	744	0%	12%	31%	52%	5%	57%	42%
White	61	756	749	0%	13%	28%	54%	5%	59%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**  
**MONMOUTH**  
**FREEHOLD TWP**

GRADE SPAN KG-05

**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	748	744	0%	16%	44%	37%	3%	40%	42%
White	74	747	749	0%	16%	46%	34%	4%	38%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

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

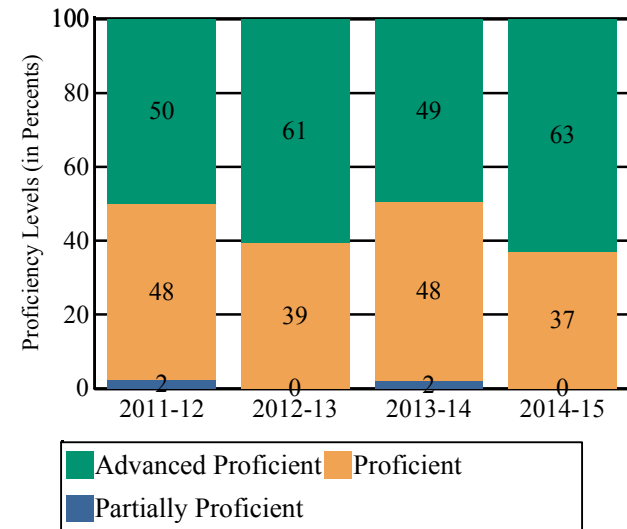
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	37%	0%
White	65%	35%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	27%	73%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

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



**COLLEGE AND CAREER READINESS**

**MONMOUTH  
FREEHOLD TWP**

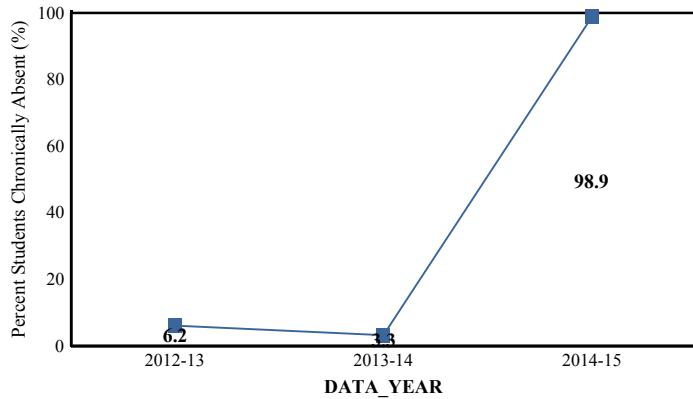
**GRADE SPAN KG-05**

**25-1660-030  
WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551**

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

**Chronic Absenteeism Trend**

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

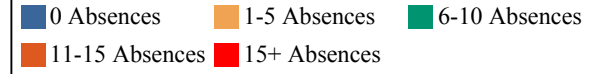
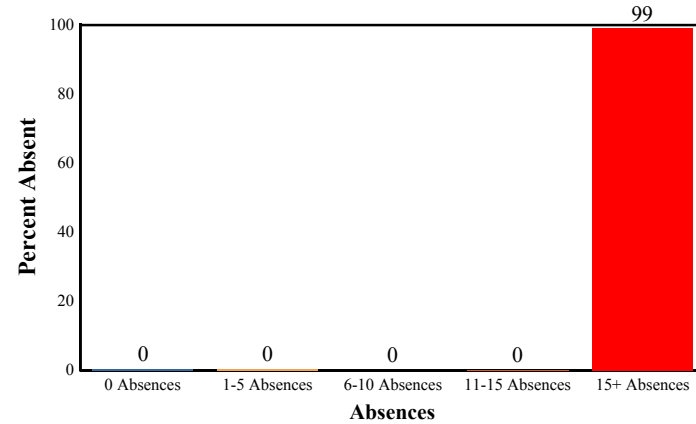


**Chronic Absenteeism for 2014-15**

**98.88%**

**Absenteeism**

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



**STUDENT GROWTH**

MONMOUTH

FREEHOLD TWP

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	53	60	56	35	YES
Student Growth on Math	45	34	30	35	YES
		47	43		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	6%	1%	0%
Approached	11%	10%	4%
Met	12%	19%	27%
Exceeded	0%	3%	6%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	12%	2%	0%
Approached	15%	15%	9%
Met	11%	14%	17%
Exceeded	0%	1%	4%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	764	770
50th	742	743
25th	726	715
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	764	767
50th	745	745
25th	718	722
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

MONMOUTH  
FREEHOLD TWP

GRADE SPAN KG-05

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	778	773
50th	766	750
25th	750	728
0th	701	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	774	773
50th	756	751
25th	742	728
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	772	764
50th	751	742
25th	738	721
0th	709	650

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	765	763
50th	745	743
25th	731	723
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40



**SCHOOL CLIMATE**

**MONMOUTH**

**FREEHOLD TWP**

**GRADE SPAN KG-05**

**Length of School Day**

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

	School
2014-15	6 Hrs. 20 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.0%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	532

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**GRADE SPAN KG-05**

**WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	LINWOOD CITY	SEAVIEW ELEMENTARY SCHOOL	01-2680-050	PK-04	9.2%	0%	18.3%
BERGEN	RUTHERFORD BORO	WASHINGTON SCHOOL	03-4600-110	01-03	9.3%	1.8%	8.6%
BURLINGTON	MEDFORD TWP	CHAIRVILLE ELEMENTARY SCHOOL	05-3080-030	KG-05	8.6%	0.5%	16.8%
BURLINGTON	MEDFORD TWP	MILTON H. ALLEN ELEMENTARY SCHOOL	05-3080-060	KG-05	8.9%	0%	16.4%
BURLINGTON	MOORESTOWN TWP	GEORGE C. BAKER ELEMENTARY SCHOOL	05-3360-060	PK-03	8.6%	0%	12.4%
BURLINGTON	MOORESTOWN TWP	SOUTH VALLEY ELEMENTARY SCHOOL	05-3360-120	PK-03	8.6%	0%	9.1%
CAMDEN	CHERRY HILL TWP	A. RUSSELL KNIGHT ELEMENTARY SCHOOL	07-0800-058	KG-05	8.5%	0.6%	14.5%
CAMDEN	CHERRY HILL TWP	RICHARD STOCKTON ELEMENTARY SCHOOL	07-0800-113	KG-05	9.1%	1%	19.6%
CAMDEN	CHERRY HILL TWP	WOODCREST ELEMENTARY SCHOOL	07-0800-130	KG-05	8.5%	0.3%	16.5%
CAMDEN	HADDON TWP	STOY ELEMENTARY SCHOOL	07-1890-080	PK-05	9.4%	0.6%	10.6%
ESSEX	BLOOMFIELD TWP	OAK VIEW ELEMENTARY	13-0410-140	PK-06	8.9%	1.1%	13.4%
ESSEX	MONTCLAIR TOWN	BRADFORD ELEMENTARY SCHOOL	13-3310-100	KG-05	9.4%	0%	14.6%
ESSEX	MONTCLAIR TOWN	WATCHUNG ELEMENTARY SCHOOL	13-3310-170	KG-05	8.4%	0%	10.9%
GLOUCESTER	EAST GREENWICH TWP	SAMUEL MICKLE SCHOOL	15-1180-045	03-06	9.7%	0%	17.4%
GLOUCESTER	HARRISON TWP	PLEASANT VALLEY SCHOOL	15-2070-080	04-06	9.7%	0.5%	8.5%
HUNTERDON	READINGTON TWP	WHITEHOUSE SCHOOL	19-4350-070	KG-03	8.8%	0.6%	14.9%
MIDDLESEX	OLD BRIDGE TWP	WALTER M. SCHIRRA ELEMENTARY SCHOOL	23-3845-165	KG-05	8.4%	0%	13.8%
<b>MONMOUTH</b>	<b>FREEHOLD TWP</b>	<b>WEST FREEHOLD SCHOOL</b>	<b>25-1660-030</b>	<b>KG-05</b>	<b>9.2%</b>	<b>0.2%</b>	<b>12.6%</b>
MONMOUTH	WALL TWP	CENTRAL ELEMENTARY SCHOOL	25-5420-070	KG-05	8.5%	0%	15.4%
MORRIS	JEFFERSON TWP	WHITE ROCK ELEMENTARY SCHOOL	27-2380-070	03-05	9.2%	0%	19.2%
MORRIS	ROCKAWAY TWP	KATHARINE D MALONE ELEMENTARY SCHOOL	27-4490-030	KG-05	9.9%	0%	19.1%
PASSAIC	RINGWOOD BORO	ELEANOR G. HEWITT	31-4400-050	04-05	9%	0.4%	24.2%

**SCHOOL PEER GROUP**

**MONMOUTH  
FREEHOLD TWP**

**WEST FREEHOLD SCHOOL  
100 CASTRONOVA WAY  
FREEHOLD, NJ 07728-2551**

**GRADE SPAN KG-05**

PASSAIC	WAYNE TWP	<b>RANDALL CARTER ELEMENTARY SCHOOL</b>	31-5570-135	KG-05	9.1%	0%	15.1%	
PASSAIC	WEST MILFORD TWP	<b>MAPLE ROAD ELEMENTARY SCHOOL</b>	31-5650-060	PK-06	9.5%	0%	22.3%	
SOMERSET	BRIDGEWATER-RARITAN REG	<b>EISENHOWER INTERMEDIATE SCHOOL</b>	35-0555-048	05-06	9.7%	0%	16.8%	
SUSSEX	ANDOVER REG	<b>FLORENCE M. BURD</b>	37-0090-010	PK-04	9.3%	0.4%	21.7%	
SUSSEX	FREDON TWP	<b>FREDON TOWNSHIP SCHOOL DISTRICT</b>	37-1630-050	KG-06	9.6%	0%	13.2%	
SUSSEX	HARDYSTON TWP	<b>HARDYSTON TOWNSHIP ELEMENTARY SCHOOL</b>	37-2030-050	PK-04	9.6%	0%	15.5%	
UNION	SCOTCH PLAINS-FANWOOD REG	<b>HOWARD B. BRUNNER</b>	39-4670-080	PK-04	9%	0%	12.8%	
UNION	SPRINGFIELD TWP	<b>THELMA L. SANDMEIER ELEMENTARY SCHOOL</b>	39-5000-090	03-05	9.8%	0.4%	14.2%	
WARREN	GREENWICH TWP	<b>GREENWICH SCHOOL</b>	41-1840-040	PK-05	8.2%	0.2%	11.6%	

**DEMOGRAPHIC INFORMATION**

MONMOUTH  
FREEHOLD TWP

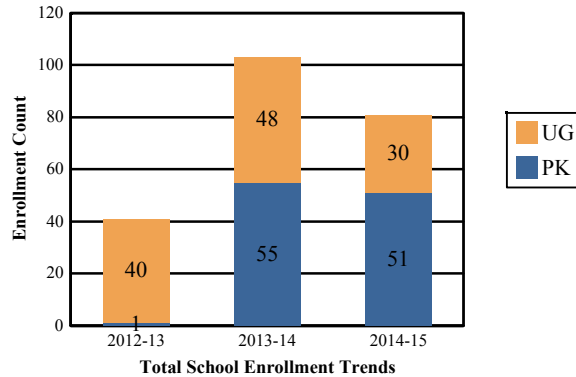
25-1660-070

EARLY CHILDHOOD LEARNING CENTER  
610 STILLWELLS CORNER ROAD  
FREEHOLD, NJ 07728

GRADE SPAN PK

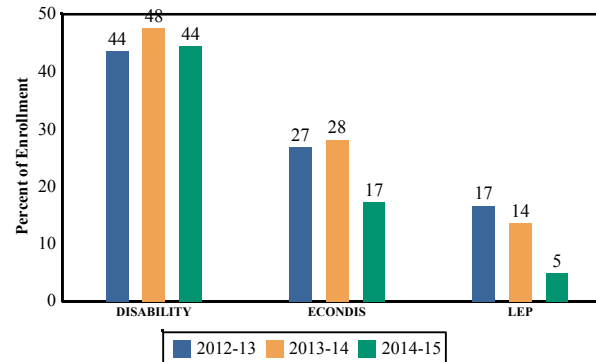
**Enrollment by Grade**

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



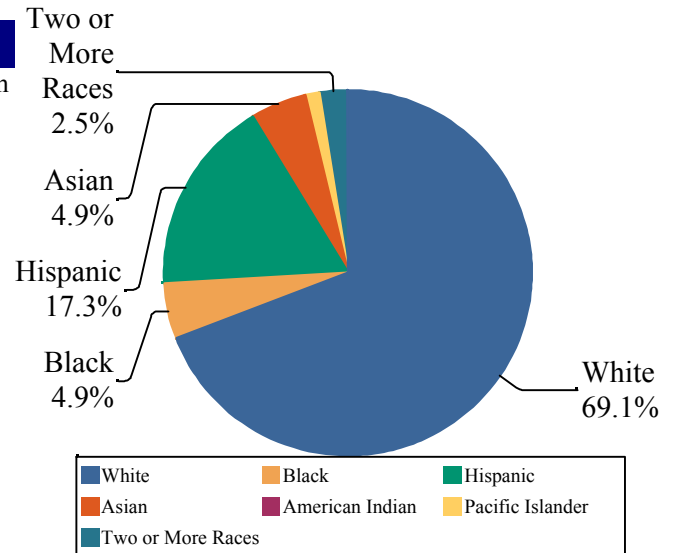
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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



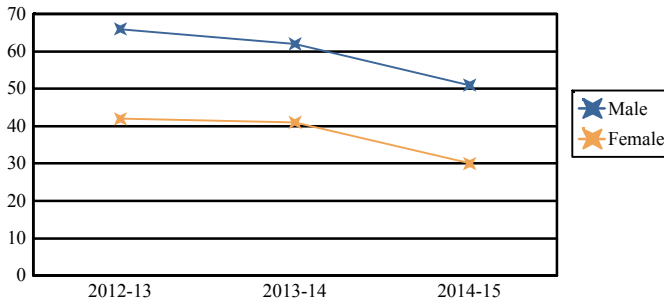
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

**Total School Enrollment**

2012-13	108
2013-14	103
2014-15	81

**Enrollment by Gender**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	36	44%
Economically Disadvantaged Students	14	17.3%
English Language Learners	4	4.9%

**Language Diversity**

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

2014-15	Percent
English	74.3%
Spanish	15.2%
Chinese	1.9%
Syriac	1.9%
Turkish	1.9%
Urdu	1.0%
Other	3.8%

	Male	Female
2012-13	66	42
2013-14	62	41
2014-15	51	30

### Length of School Day

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

	School
2014-15	Hrs. Mins.

### Student Suspension Rate

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

	School
2014-15	

### Instructional Time

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

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

### Student Expulsions

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

	School
2014-15	

### Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	81