



State of New Jersey

2014-15

01-1690-015

OVERVIEW

ATLANTIC
GALLOWAY TWP

ARTHUR RANN ELEMENTARY SCHOOL
515 S EIGHTH AVE
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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

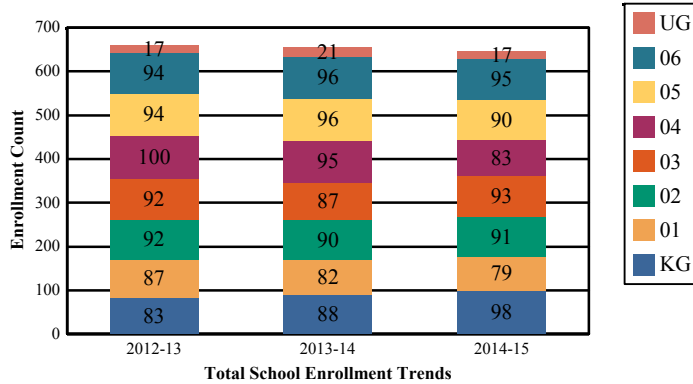
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Enrollment by Grade

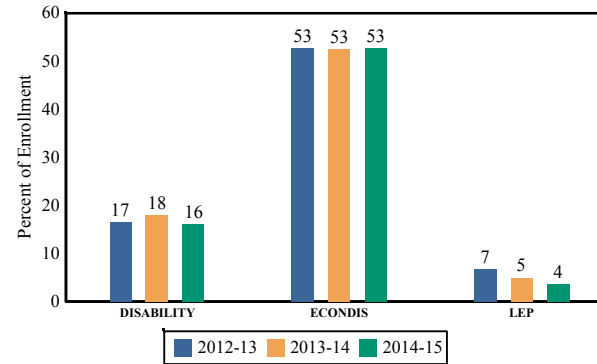
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

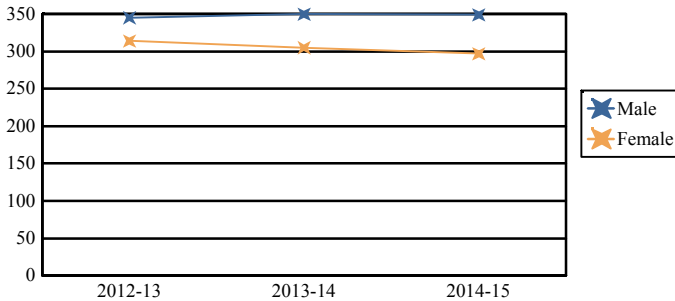
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	659
2013-14	655
2014-15	646

Enrollment by Gender

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



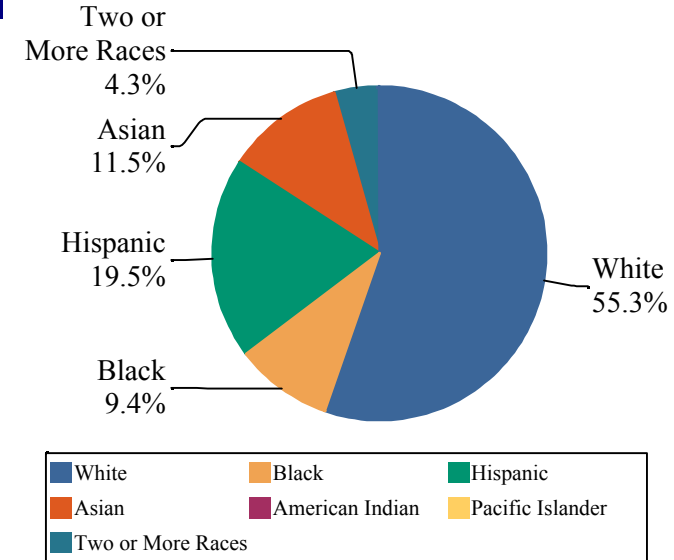
	Male	Female
2012-13	345	314
2013-14	350	305
2014-15	349	297

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	104	16%
Economically Disadvantaged Students	341	52.8%
English Language Learners	24	3.7%

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	78.8%
Spanish	8.5%
Gujarati	4.6%
Urdu	1.4%
Vietnamese	1.2%
Bengali	0.9%
Other	4.5%

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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	54%	88	50
Math Met or Exceeded Expectation	49%		

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	345	53.6%	95%	96.7%	YES
White	172	57.5%	95%	95.5%	YES
African American	34	44.1%	95%	94.4%	-
Hispanic	82	48.7%	95%	97.8%	YES
American Indian	-	-	--	--	--
Asian	42	59.6%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	89	24.7%	95%	95.1%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	174	41.9%	95%	95.6%	YES

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	345	48.7%	95%	96.7%	YES
White	172	49.4%	95%	95.5%	YES
African American	34	32.3%	95%	94.4%	-
Hispanic	82	41.5%	95%	97.8%	YES
American Indian	-	-	--	--	--
Asian	42	78.5%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	89	25.9%	95%	95.1%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	174	37.3%	95%	95.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: 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	86	743	744	9%	20%	23%	47%	1%	48%	44%
White	50	743	753	10%	20%	20%	48%	2%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	13	749	727	15%	0%	15%	69%	0%	69%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	718	718	16%	32%	21%	32%	0%	32%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	44	738	724	11%	20%	20%	48%	0%	48%	24%

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	758	751	5%	10%	17%	60%	7%	68%	52%
White	38	767	758	3%	11%	8%	68%	11%	79%	63%
African American	13	735	733	23%	15%	15%	31%	15%	46%	30%
Hispanic	17	753	737	0%	6%	29%	65%	0%	65%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	714	725	20%	30%	20%	25%	5%	30%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	43	745	734	9%	14%	26%	44%	7%	51%	31%

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	748	751	7%	13%	31%	46%	3%	49%	53%
White	43	749	757	5%	12%	33%	49%	2%	51%	62%
African American	11	738	734	18%	18%	18%	45%	0%	45%	31%
Hispanic	19	743	737	11%	16%	37%	37%	0%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	12	761	771	0%	0%	33%	58%	8%	67%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	24	723	723	25%	33%	21%	17%	4%	21%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	43	742	734	7%	14%	49%	28%	2%	30%	31%

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	91	749	749	1%	22%	26%	43%	8%	51%	50%
White	41	751	755	0%	22%	24%	46%	7%	54%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	33	744	736	3%	27%	30%	33%	6%	39%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	11	758	770	0%	9%	27%	55%	9%	64%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	26	728	718	4%	54%	23%	8%	12%	19%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	44	738	733	2%	30%	30%	34%	5%	39%	30%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	747	746	5%	17%	33%	35%	10%	45%	46%
White	50	747	752	4%	20%	38%	30%	8%	38%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	13	750	733	0%	15%	23%	38%	23%	62%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	19	732	727	11%	16%	37%	21%	16%	37%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	44	744	730	5%	23%	23%	41%	9%	50%	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	81	747	744	4%	14%	33%	46%	4%	49%	42%
White	38	755	749	3%	8%	26%	61%	3%	63%	50%
African American	13	727	727	15%	31%	23%	23%	8%	31%	20%
Hispanic	17	744	732	0%	6%	59%	29%	6%	35%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	716	724	15%	35%	25%	10%	15%	25%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	43	735	730	7%	23%	37%	28%	5%	33%	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	744	744	10%	18%	23%	40%	8%	48%	42%
White	43	748	749	7%	19%	26%	40%	9%	49%	49%
African American	11	730	728	18%	18%	27%	36%	0%	36%	21%
Hispanic	19	735	733	11%	26%	32%	26%	5%	32%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	12	760	768	8%	8%	0%	75%	8%	83%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	24	722	724	29%	33%	17%	8%	13%	21%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	43	731	731	19%	23%	30%	23%	5%	28%	23%

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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	91	747	743	2%	20%	26%	47%	4%	52%	42%
White	41	749	749	2%	20%	27%	46%	5%	51%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	33	741	731	3%	21%	33%	42%	0%	42%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	11	767	768	0%	0%	18%	73%	9%	82%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	26	722	718	8%	54%	15%	15%	8%	23%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	44	739	729	2%	23%	36%	34%	5%	39%	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

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NJASK Results - Science Grade Level - 04

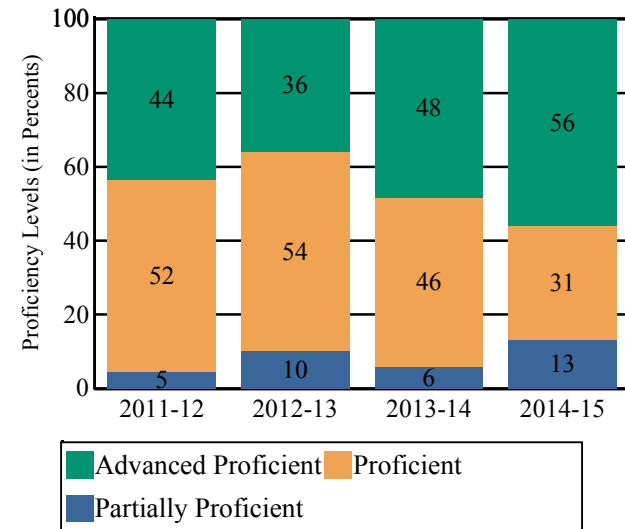
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	56%	31%	13%
White	70%	22%	8%
African American	21%	43%	36%
Hispanic	47%	40%	13%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	6%	50%	44%
English Language Learners	-	-	-
Economically Disadvantaged Students	41%	38%	22%

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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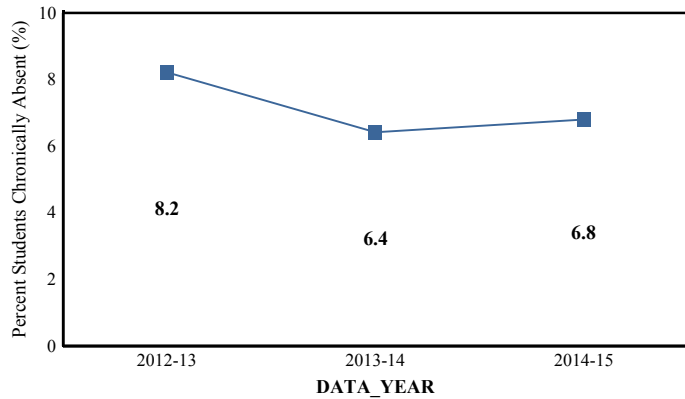
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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.

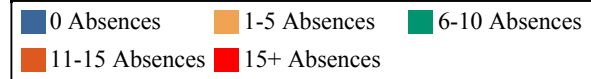
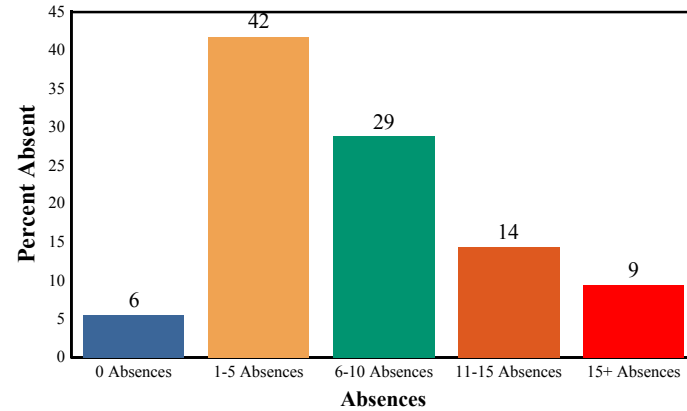


Chronic Absenteeism for 2014-15

6.81%

Absenteeism

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



STUDENT GROWTH

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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	65	81	88	35	YES
Student Growth on Math	61	77	76	35	YES
		79	82		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	3%	7%	5%
Approached	7%	6%	12%
Met	7%	13%	28%
Exceeded	0%	0%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	0%	0%
Partially Met	7%	7%	5%
Approached	7%	8%	13%
Met	6%	14%	24%
Exceeded	0%	0%	3%

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

ATLANTIC
GALLOWAY TWP

ARTHUR RANN ELEMENTARY SCHOOL
515 S EIGHTH AVE
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	809	850
75th	764	770
50th	744	743
25th	719	715
0th	684	650

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

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	765	767
50th	746	745
25th	727	722
0th	676	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
GALLOWAY TWP

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GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	821	850
75th	777	773
50th	763	750
25th	738	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	767	773
50th	747	751
25th	726	728
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	792	850
75th	764	764
50th	746	742
25th	729	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	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	807	850
75th	762	763
50th	747	743
25th	720	723
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	40

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC

GALLOWAY TWP

GRADE SPAN KG-06

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	809	850
75th	768	770
50th	750	749
25th	727	726
0th	689	650

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

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	765	763
50th	751	742
25th	728	721
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

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. 30 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	1.7%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 0 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	323

SCHOOL PEER GROUP

ATLANTIC

GALLOWAY TWP

ARTHUR RANN ELEMENTARY SCHOOL

515 S EIGHTH AVE

GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045	KG-06	53.2%	5.4%	15.3%
ATLANTIC	GALLOWAY TWP	ROLAND ROGERS ELEMENTARY SCHOOL	01-1690-046	KG-06	59.3%	4.2%	23.6%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050	KG-05	54.2%	9.8%	10.8%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050	PK-05	44.9%	0%	13.5%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CHARTERS	COMPASS ACADEMY CS	COMPASS ACADEMY CHARTER SCHOOL	80-6089-976	KG-03	33.1%	0%	2.8%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
CUMBERLANI	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050	PK-03	52.8%	7%	12.7%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270	KG-05	53.6%	6.1%	13.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065	01-03	50.3%	5.6%	13.2%
GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040	PK-06	51.9%	2.2%	17.5%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080	03-06	47%	4.7%	8.1%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090	PK-05	50%	6.8%	6.8%



State of New Jersey
2014-15

01-1690-015

SCHOOL PEER GROUP

**ARTHUR RANN ELEMENTARY SCHOOL
515 S EIGHTH AVE
GALLOWAY, NJ 08205**

ATLANTIC

GRADE SPAN KG-06

GALLOWAY TWP

MONMOUTH	EATONTOWN BORO	MARGARET L VETTER	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	HIGHLANDS ELEMENTARY SCHOOL	25-2160-050	PK-06	60.6%	2.9%	25.2%
MONMOUTH	NEPTUNE TWP	SUMMERFILED ELEMENTARY SCHOOL	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	MARIE V. DUFFY ELEMENTARY SCHOOL	27-5770-040	PK-05	58.2%	8.2%	17.4%
SOMERSET	MANVILLE BORO	WESTON ELEMENTARY SCHOOL	35-3000-090	PK-03	49.5%	5.4%	12.9%
SUSSEX	NEWTON TOWN	MERRIAM AVENUE SCHOOL	37-3590-070	PK-04	53.2%	3.7%	15.9%
UNION	LINDEN CITY	NUMBER 2	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	FRANKLIN ELEMENTARY	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105	03-05	69.4%	4.2%	30.3%

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.

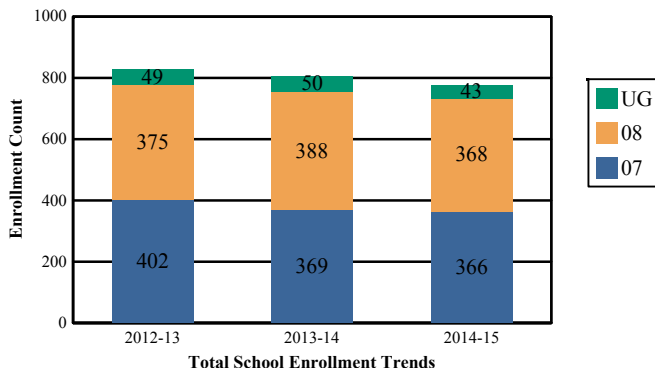
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

ATLANTIC
GALLOWAY TWP

Enrollment by Grade

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

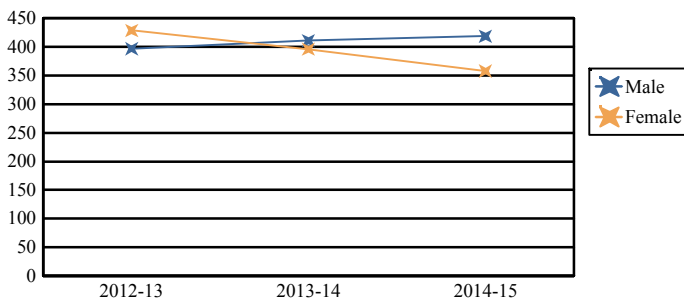


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	826
2013-14	807
2014-15	777

Enrollment by Gender

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

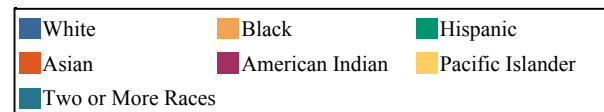
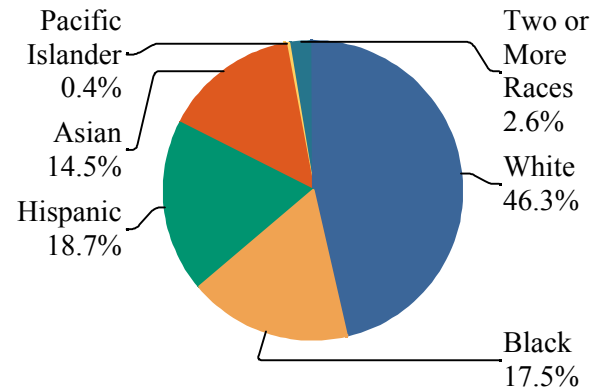


	Male	Female
2012-13	397	429
2013-14	411	396
2014-15	419	358

01-1690-016
GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

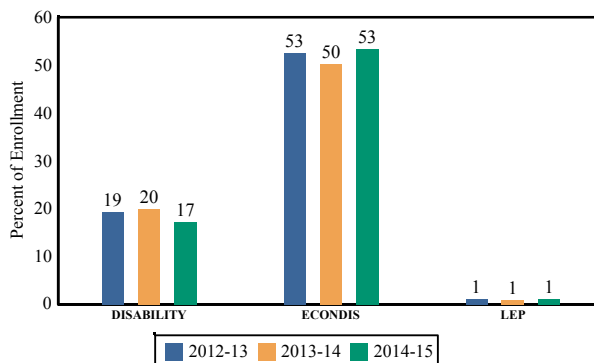
Enrollment by Ethnic/Racial Subgroup

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



Enrollment 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	134	17%
Economically Disadvantaged Students	414	53.3%
English Language Learners	8	1.0%

Language Diversity

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

2014-15	Percent
English	77.6%
Spanish	9.2%
Gujarati	4.8%
Chinese	1.5%
Urdu	1.2%
Vietnamese	0.9%
Other	4.9%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN 07-08

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	50%	88	54
Math Met or Exceeded Expectation	41%		

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	664	50.3%	95%	91.3%	YES*
White	304	52.6%	95%	87.9%	YES*
African American	111	33.3%	95%	94%	YES*
Hispanic	123	38.2%	95%	92.8%	YES*
American Indian	-	-	--	--	--
Asian	112	73.2%	95%	98.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	121	16.5%	95%	92.1%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	318	41.9%	95%	90.9%	YES*

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	666	40.7%	95%	91.5%	YES*
White	304	40.1%	95%	87.9%	YES*
African American	111	27%	95%	94%	YES*
Hispanic	125	29.6%	95%	93.6%	YES*
American Indian	-	-	--	--	--
Asian	112	67.8%	95%	98.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	319	35.4%	95%	91%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN 07-08

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	347	749	750	7%	17%	25%	39%	12%	51%	53%
White	163	751	757	7%	15%	23%	41%	13%	55%	61%
African American	63	730	730	14%	27%	32%	27%	0%	27%	31%
Hispanic	60	742	736	5%	22%	30%	37%	7%	43%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	54	767	777	0%	7%	19%	46%	28%	74%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	65	714	713	28%	34%	23%	12%	3%	15%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	183	741	733	10%	21%	27%	33%	8%	41%	33%

ACADEMIC ACHIEVEMENT

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

ATLANTIC
GALLOWAY TWP

GRADE SPAN 07-08

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	317	749	750	8%	15%	27%	40%	10%	50%	53%
White	141	750	757	7%	14%	28%	41%	9%	50%	61%
African American	48	735	730	17%	23%	19%	38%	4%	42%	31%
Hispanic	63	742	735	8%	19%	40%	27%	6%	33%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	58	765	778	5%	5%	17%	52%	21%	72%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	56	722	713	20%	32%	30%	16%	2%	18%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	135	744	732	11%	16%	30%	35%	8%	43%	34%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN 07-08

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	346	744	740	5%	18%	35%	37%	5%	42%	38%
White	162	746	745	4%	19%	36%	33%	8%	41%	46%
African American	63	732	725	11%	27%	35%	27%	0%	27%	17%
Hispanic	60	738	730	7%	20%	43%	30%	0%	30%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	54	759	760	0%	4%	26%	61%	9%	70%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	182	739	728	7%	22%	36%	32%	3%	35%	21%

ACADEMIC ACHIEVEMENT

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

ATLANTIC
GALLOWAY TWP

GRADE SPAN 07-08

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	238	728	726	15%	26%	37%	22%	0%	22%	24%
White	106	731	732	9%	27%	42%	22%	0%	22%	29%
African American	44	722	715	23%	25%	32%	20%	0%	20%	14%
Hispanic	53	722	721	23%	26%	32%	19%	0%	19%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	30	737	744	10%	20%	33%	37%	0%	37%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	104	723	719	19%	29%	34%	18%	0%	18%	17%

ACADEMIC ACHIEVEMENT

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

ATLANTIC
GALLOWAY TWP

GRADE SPAN 07-08

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	82	777	740	0%	1%	10%	79%	10%	89%	40%
White	36	775	746	0%	0%	11%	83%	6%	89%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	12	767	725	0%	8%	17%	67%	8%	75%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	28	785	769	0%	0%	4%	79%	18%	96%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	33	779	725	0%	0%	9%	82%	9%	91%	21%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN 07-08

01-1690-016
GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

NJASK Results - Science Grade Level - 08

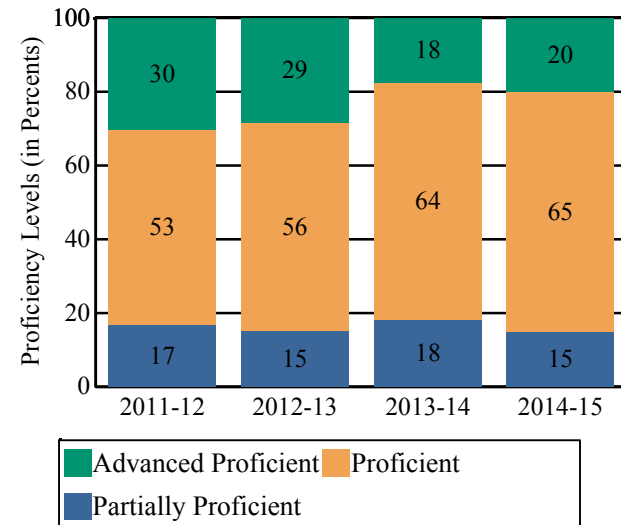
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	65%	15%
White	23%	66%	10%
African American	3%	71%	26%
Hispanic	9%	67%	24%
American Indian	-	-	-
Asian	35%	58%	6%
Two or More Races	-	-	-
Students with Disability	8%	59%	32%
English Language Learners	-	-	-
Economically Disadvantaged Students	13%	69%	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.



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
98	83

Algebra I Test Taking

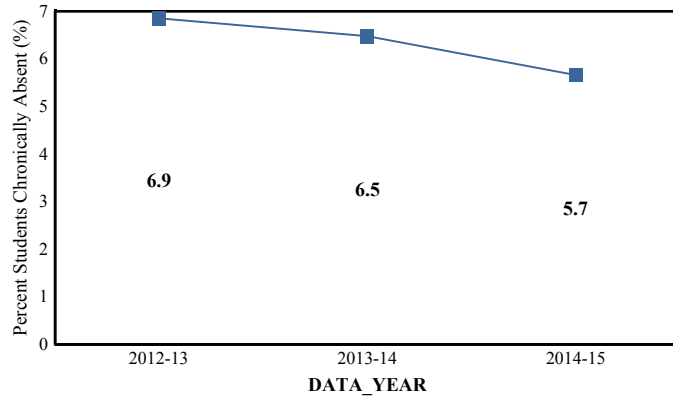
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.9%	89.2%

- 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.

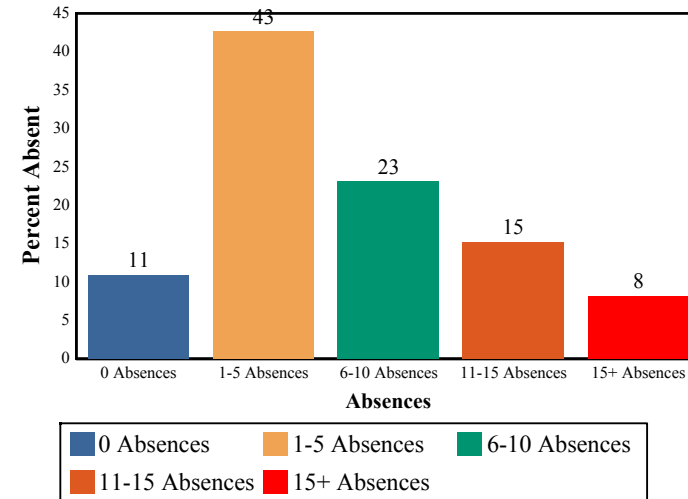


Chronic Absenteeism for 2014-15

5.67%

Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	60.0%	3.9%
Music	60.6%	66.0%
Visual Arts	60.1%	71.1%
Total: All Visual and Performing Arts	95.6%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

ATLANTIC
GALLOWAY TWP

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN 07-08

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	78	65	35	YES
Student Growth on Math	59	88	83	35	YES
		83	74		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	6%	2%	0%
Partially Met	8%	5%	3%
Approached	10%	9%	9%
Met	5%	15%	19%
Exceeded	1%	3%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	10%	7%	4%
Approached	8%	16%	12%
Met	3%	8%	20%
Exceeded	0%	0%	3%

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

ATLANTIC
GALLOWAY TWP

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN 07-08

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 - 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	812	850
75th	769	776
50th	749	751
25th	726	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

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	801	850
75th	761	759
50th	743	740
25th	725	720
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	39

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
GALLOWAY TWP

GRADE SPAN 07-08

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	815	850
75th	774	777
50th	749	751
25th	726	723
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	54

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	780	850
75th	749	748
50th	732	726
25th	711	704
0th	650	650

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

SCHOOL CLIMATE

ATLANTIC
GALLOWAY TWP

GRADE SPAN 07-08

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. 50 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	8.2%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 20 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	259

SCHOOL PEER GROUP

ATLANTIC
GALLOWAY TWP

GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN 07-08

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	GALLOWAY TWP	GALLOWAY TOWNSHIP MIDDLE SCHOOL	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP MIDDLE SCHOOL	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	VENTNOR CITY	VENTNOR MIDDLE SCHOOL	01-5350-040	05-08	67.7%	3.6%	15.6%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060	05-08	36%	0.4%	27.5%
BURLINGTON	BEVERLY CITY	BEVERLY CITY SCHOOL	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE MIDDLE SCHOOL	05-4450-070	06-08	54.2%	1.8%	18.7%
CAMDEN	BERLIN TWP	DWIGHT D EISENHOWER MIDDLE SCHOOL	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	CLEMENTON ELEMENTARY SCHOOL DISTRICT	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	CHARLES W. LEWIS MIDDLE SCHOOL	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	MOUNT EPHRAIM BORO	RAYWOOD W. KERSHAW SCHOOL	07-3420-020	05-08	34.2%	0%	22.1%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #4	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	NORTH WILDWOOD CITY	MARGARET MACE ELEMENTARY SCHOOL	09-3680-060	PK-08	48%	2.3%	21.5%
CAPE MAY	WOODBINE BORO	WOODBINE ELEMENTARY SCHOOL	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLAND	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE SCHOOL	15-0860-045	06-08	56.4%	2.3%	18.1%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD MIDDLE SCHOOL	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	HENRY E. HARRIS #1	17-0220-050	PK-08	59.1%	0%	16.3%
HUDSON	BAYONNE CITY	HORACE MANN #6	17-0220-060	PK-08	52.3%	0.3%	14.4%
HUDSON	BAYONNE CITY	JOHN M. BAILEY #12	17-0220-040	PK-08	65.5%	0%	14.6%
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5	17-0220-070	PK-08	62.1%	0%	15.9%
HUDSON	BAYONNE CITY	WOODROW WILSON #10	17-0220-130	PK-08	66.5%	0%	11.3%



**State of New Jersey
2014-15**

01-1690-016

SCHOOL PEER GROUP

**GALLOWAY TOWNSHIP MIDDLE SCHOOL
100 S REEDS ROAD
GALLOWAY, NJ 08205**

**ATLANTIC
GALLOWAY TWP**

GRADE SPAN 07-08

HUNTERDON	HAMPTON BORO	HAMPTON BOROUGH SCHOOL DISTRICT	19-1970-050	PK-08	47.2%	0%	15.3%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060	06-08	48.7%	2%	21%
MIDDLESEX	NEW BRUNSWICK CITY	WOODROW WILSON ELEMENTARY SCHOOL	23-3530-140	PK-08	68%	3.2%	14.2%
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070	07-08	48.2%	0.9%	20.8%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE SCHOOL	29-0770-050	07-08	37.5%	0.4%	22%
OCEAN	LAKEHURST BORO	LAKEHURST ELEMENTARY SCHOOL	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL JUNIOR HIGH SCHOOL	29-4105-060	07-09	41.9%	0.8%	21.1%
PASSAIC	CLIFTON CITY	WOODROW WILSON MIDDLE SCHOOL	31-0900-070	06-08	50.3%	0.6%	15.9%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY	39-4290-060	07-08	61.4%	3.3%	19.4%

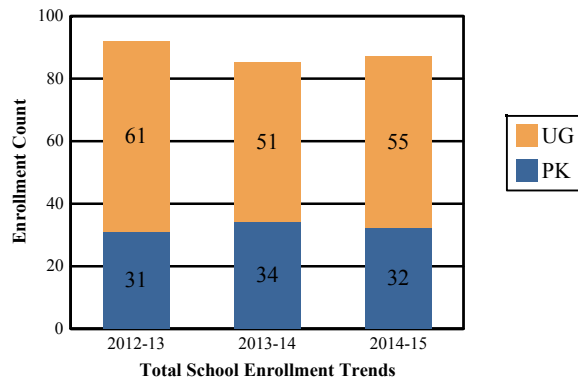
DEMOGRAPHIC INFORMATION

ATLANTIC
GALLOWAY TWP

GRADE SPAN PK

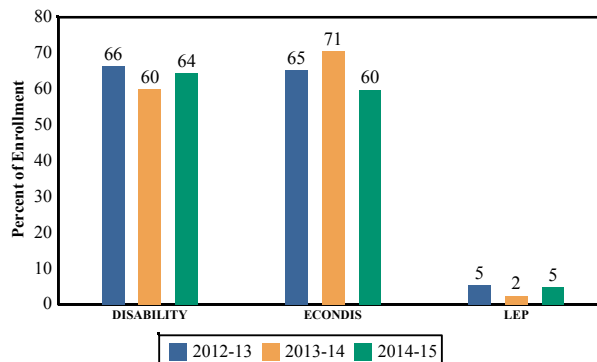
Enrollment by Grade

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



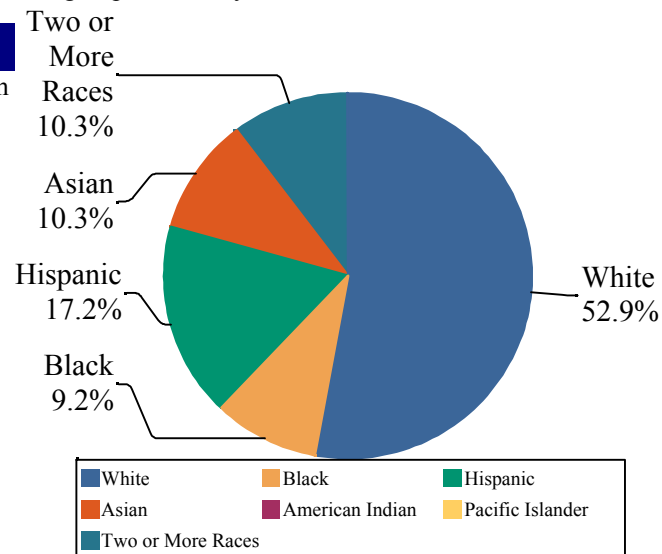
Enrollment Trends by Program Participation

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



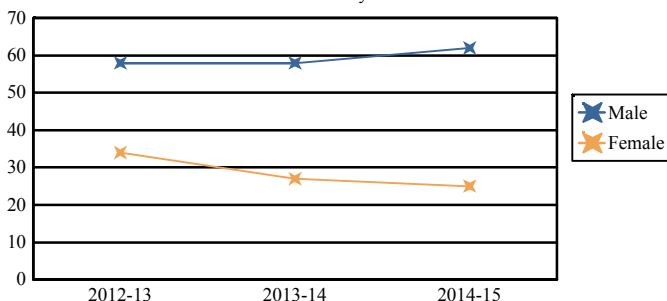
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	92
2013-14	85
2014-15	87

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	56	64%
Economically Disadvantaged Students	52	59.8%
English Language Learners	4	4.6%

Language Diversity

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

2014-15	Percent
English	77.4%
Spanish	11.3%
Gujarati	3.8%
Creoles and pidgins, Frenc	2.8%
Urdu	1.9%
Pilipino	0.9%
Other	1.9%

	Male	Female
2012-13	58	34
2013-14	58	27
2014-15	62	25

SCHOOL CLIMATE

ATLANTIC
GALLOWAY TWP

GRADE SPAN PK

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	8
Administrators	87

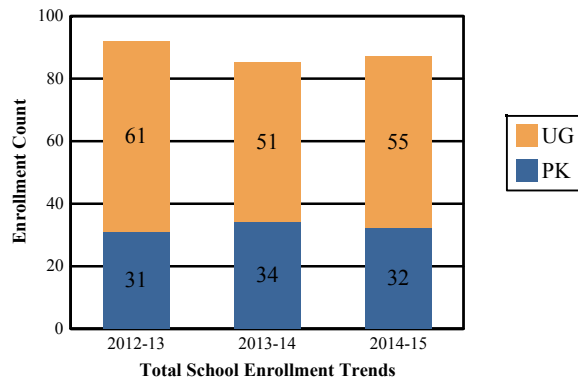
DEMOGRAPHIC INFORMATION

ATLANTIC
GALLOWAY TWP

GRADE SPAN PK

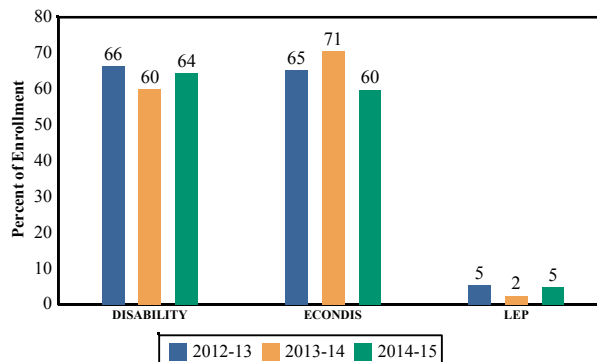
Enrollment by Grade

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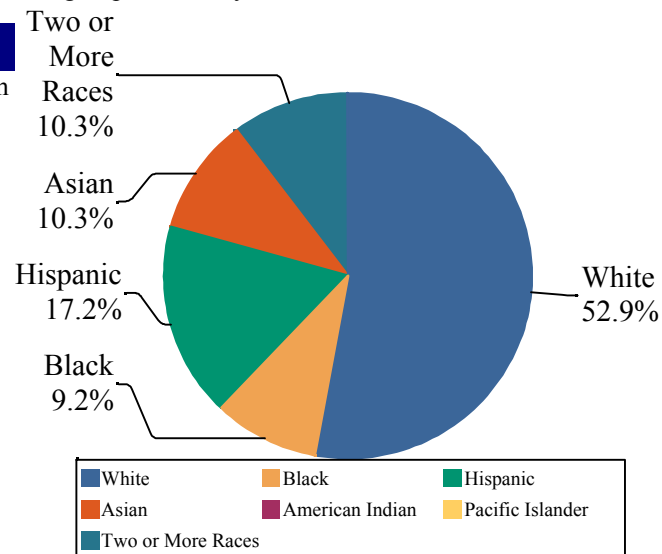
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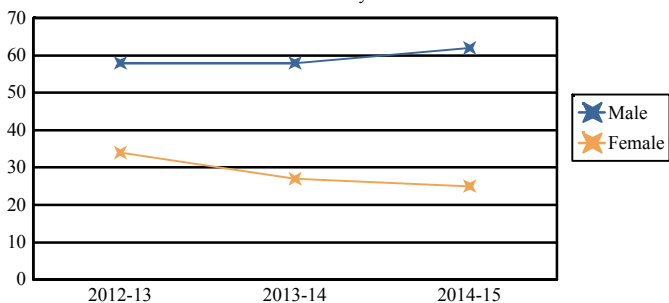
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English	77.4%
Spanish	11.3%
Gujarati	3.8%
Creoles and pidgins, Frenc	2.8%
Urdu	1.9%
Pilipino	0.9%
Other	1.9%

	Male	Female
2012-13	58	34
2013-14	58	27
2014-15	62	25

SCHOOL CLIMATE

ATLANTIC
GALLOWAY TWP

GRADE SPAN PK

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.

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2014-15	

Instructional Time

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2014-15	School
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	School
2014-15	

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Faculty	8
Administrators	87



State of New Jersey

2014-15

01-1690-046

OVERVIEW

ATLANTIC
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ROLAND ROGERS ELEMENTARY SCHOOL
105 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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

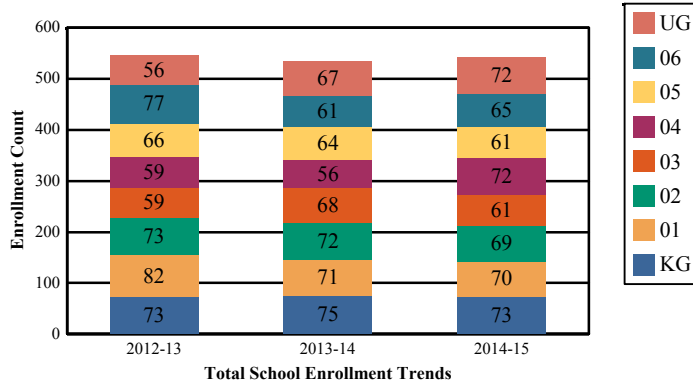
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Enrollment by Grade

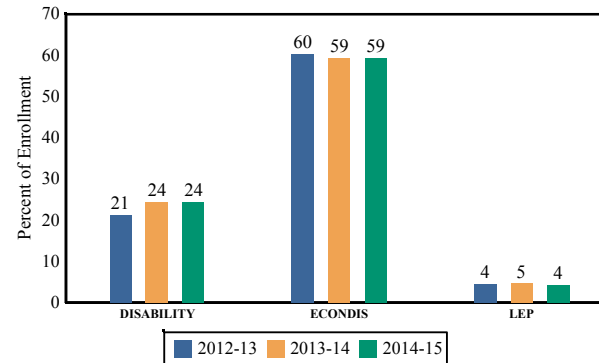
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

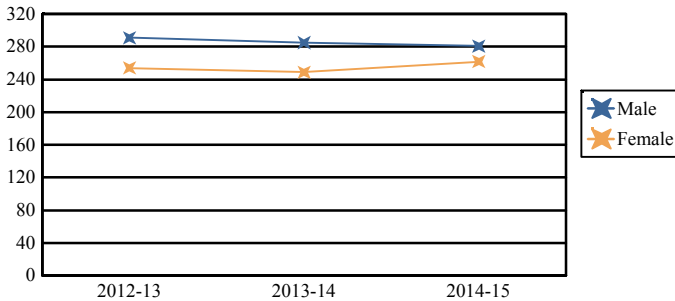
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	545
2013-14	534
2014-15	543

Enrollment by Gender

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



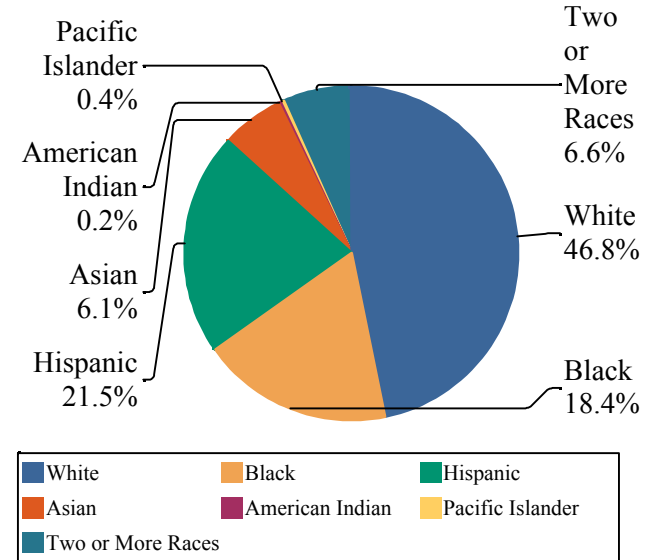
	Male	Female
2012-13	291	254
2013-14	285	249
2014-15	281	262

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	132	24%
Economically Disadvantaged Students	322	59.3%
English Language Learners	23	4.2%

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	81.3%
Spanish	10.6%
Vietnamese	1.1%
Urdu	0.9%
Gujarati	0.8%
Pushto	0.8%
Other	4.5%

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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	53%	88	49
Math Met or Exceeded Expectation	52%		

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	229	52.9%	95%	96%	YES
White	106	67%	95%	92.7%	YES*
African American	41	39%	95%	100%	YES
Hispanic	42	35.7%	95%	98.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	42	19.1%	95%	91.2%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	120	41.7%	95%	96%	YES

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	229	51.9%	95%	96.1%	YES
White	106	64.2%	95%	92.7%	YES*
African American	41	24.4%	95%	100%	YES
Hispanic	42	45.2%	95%	98.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	42	21.5%	95%	91.4%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	120	40.8%	95%	96%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: 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	55	739	744	13%	16%	29%	40%	2%	42%	44%
White	23	738	753	9%	26%	22%	43%	0%	43%	55%
African American	14	740	725	14%	14%	29%	43%	0%	43%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	12	719	718	42%	17%	17%	17%	8%	25%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	733	724	15%	15%	33%	37%	0%	37%	24%

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	750	751	6%	9%	31%	47%	6%	53%	52%
White	30	761	758	3%	3%	17%	67%	10%	77%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	13	731	737	15%	15%	46%	23%	0%	23%	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	32	738	734	9%	16%	44%	31%	0%	31%	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	52	750	751	4%	21%	17%	54%	4%	58%	53%
White	24	761	757	0%	13%	13%	71%	4%	75%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	12	736	737	8%	42%	17%	25%	8%	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	719	723	18%	36%	18%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	28	737	734	7%	29%	21%	43%	0%	43%	31%

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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	58	756	749	2%	17%	22%	45%	14%	59%	50%
White	29	760	755	0%	14%	17%	52%	17%	69%	59%
African American	11	747	732	0%	18%	45%	36%	0%	36%	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	13	725	718	8%	62%	15%	15%	0%	15%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	33	755	733	3%	18%	24%	36%	18%	55%	30%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	748	746	7%	5%	40%	42%	5%	47%	46%
White	23	749	752	9%	4%	35%	48%	4%	52%	56%
African American	14	747	728	7%	0%	57%	29%	7%	36%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	12	732	727	25%	17%	25%	25%	8%	33%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	739	730	15%	4%	41%	41%	0%	41%	26%

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	749	744	3%	14%	30%	50%	3%	53%	42%
White	30	757	749	3%	3%	20%	67%	7%	73%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	13	740	732	8%	15%	38%	38%	0%	38%	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	32	742	730	6%	19%	41%	31%	3%	34%	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	746	744	2%	21%	31%	44%	2%	46%	42%
White	24	756	749	0%	4%	38%	58%	0%	58%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	12	731	733	0%	50%	25%	25%	0%	25%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	726	724	9%	55%	9%	18%	9%	27%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	734	731	4%	36%	32%	25%	4%	29%	23%

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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	58	757	743	2%	14%	24%	50%	10%	60%	42%
White	29	760	749	0%	14%	17%	59%	10%	69%	50%
African American	11	739	726	9%	27%	36%	27%	0%	27%	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	13	726	718	8%	46%	31%	15%	0%	15%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	33	756	729	0%	18%	24%	42%	15%	58%	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

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NJASK Results - Science Grade Level - 04

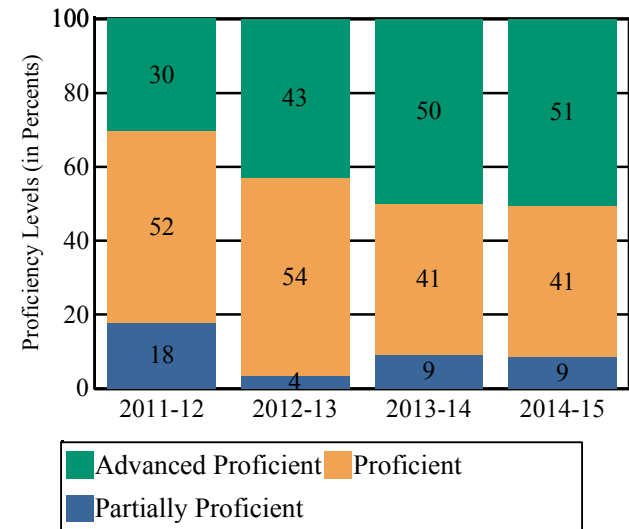
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	51%	41%	9%
White	58%	33%	10%
African American	31%	54%	15%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	42%	50%
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	53%	14%

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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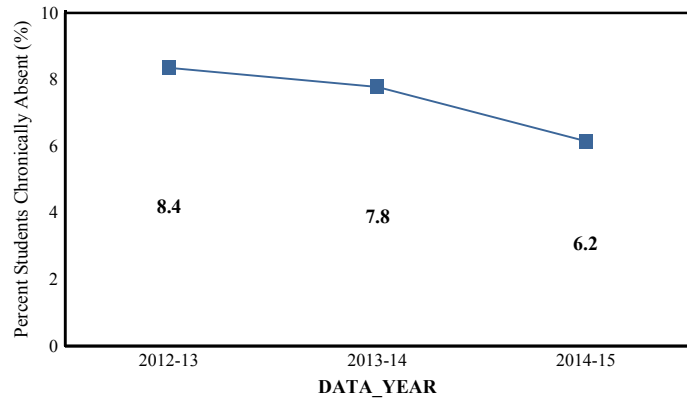
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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

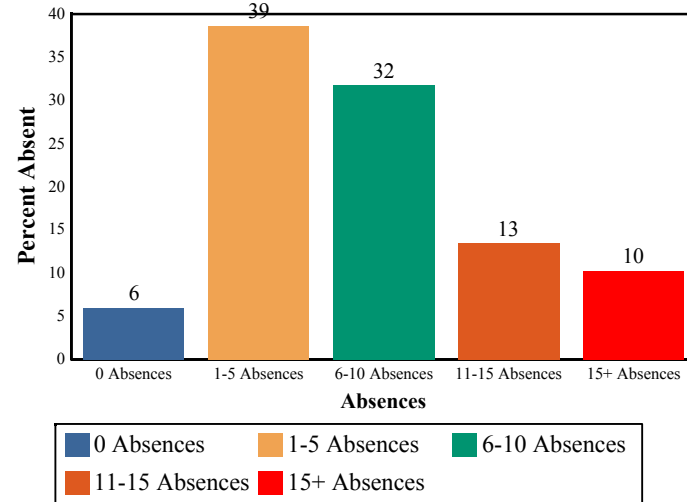
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	6.16%
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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	67	100	92	35	YES
Student Growth on Math	68	93	91	35	YES
		97	92		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	5%	6%	3%
Approached	5%	7%	14%
Met	6%	14%	28%
Exceeded	0%	1%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	5%	8%	3%
Approached	6%	12%	14%
Met	4%	12%	29%
Exceeded	0%	1%	5%

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

**ROLAND ROGERS ELEMENTARY SCHOOL
105 S REEDS ROAD
GALLOWAY, NJ 08205**

**ATLANTIC
GALLOWAY TWP**

GRADE SPAN KG-06

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

Grade Level - 03

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

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.

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	764	770
50th	741	743
25th	718	715
0th	677	650

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	765	767
50th	745	745
25th	729	722
0th	688	650

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
GALLOWAY TWP

ROLAND ROGERS ELEMENTARY SCHOOL
105 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	767	773
50th	752	750
25th	739	728
0th	675	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	800	850
75th	773	773
50th	753	751
25th	724	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	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	764	764
50th	750	742
25th	730	721
0th	687	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	788	850
75th	765	763
50th	745	743
25th	725	723
0th	693	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC

GALLOWAY TWP

GRADE SPAN KG-06

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	810	850
75th	773	770
50th	754	749
25th	737	726
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	796	850
75th	776	763
50th	758	742
25th	739	721
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

SCHOOL CLIMATE

ATLANTIC

GALLOWAY TWP

GRADE SPAN KG-06

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. 30 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	1.7%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 0 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	272

SCHOOL PEER GROUP

ATLANTIC
GALLOWAY TWP

ROLAND ROGERS ELEMENTARY SCHOOL
105 S REEDS ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	GALLOWAY TWP	ARTHUR RANN ELEMENTARY SCHOOL	01-1690-015	KG-06	52.8%	3.7%	15.5%
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045	KG-06	53.2%	5.4%	15.3%
ATLANTIC	GALLOWAY TWP	ROLAND ROGERS ELEMENTARY SCHOOL	01-1690-046	KG-06	59.3%	4.2%	23.6%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050	KG-05	54.2%	9.8%	10.8%
BURLINGTON	PEMBERTON TWP	ALEXANDER DENBO/ALETTA CRICHTON SCHOOL	05-4050-130	PK-05	49.6%	4.1%	16.3%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	ERIAL ELEMENTARY SCHOOL	07-1780-050	PK-05	44.9%	0%	13.5%
CAMDEN	GLOUCESTER TWP	JAMES W. LILLEY JR. ELEMENTARY SCHOOL	07-1780-085	KG-05	42.3%	0%	14.2%
CAPE MAY	LOWER TWP	SANDMAN CONSOLIDATED SCHOOL	09-2840-050	05-06	54.7%	0.2%	26.5%
CHARTERS	COMPASS ACADEMY CS	COMPASS ACADEMY CHARTER SCHOOL	80-6089-976	KG-03	33.1%	0%	2.8%
CUMBERLANI	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080	KG-05	50.4%	0%	18.5%
CUMBERLANI	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050	PK-03	52.8%	7%	12.7%
CUMBERLANI	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270	KG-05	53.6%	6.1%	13.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065	01-03	50.3%	5.6%	13.2%
GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040	PK-06	51.9%	2.2%	17.5%
HUDSON	JERSEY CITY	NICOLAUS COPERNICUS SCHOOL	17-2390-230	PK-05	69.1%	19.8%	10.8%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080	03-06	47%	4.7%	8.1%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050	KG-05	47.5%	7.3%	9%
MIDDLESEX	MIDDLESEX BORO	PARKER ELEMENTARY SCHOOL	23-3140-070	KG-03	50.4%	8.6%	9.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065	PK-05	51.4%	4.9%	16.7%

SCHOOL PEER GROUP

**ROLAND ROGERS ELEMENTARY SCHOOL
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GALLOWAY TWP**

GRADE SPAN KG-06

MONMOUTH	EATONTOWN BORO	MARGARET L VETTER	25-1260-060	KG-06	69.5%	12.6%	19%
MONMOUTH	HIGHLANDS BORO	HIGHLANDS ELEMENTARY SCHOOL	25-2160-050	PK-06	60.6%	2.9%	25.2%
MONMOUTH	NEPTUNE TWP	SHARK RIVER HILLS ELEMENTARY SCHOOL	25-3510-090	PK-05	35.7%	0%	8.4%
MONMOUTH	NEPTUNE TWP	SUMMERFILED ELEMENTARY SCHOOL	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	MARIE V. DUFFY ELEMENTARY SCHOOL	27-5770-040	PK-05	58.2%	8.2%	17.4%
OCEAN	LITTLE EGG HARBOR TWP	FROG POND ELEMENTARY SCHOOL	29-2690-030	KG-06	53.8%	1.4%	24.5%
OCEAN	LITTLE EGG HARBOR TWP	GEORGE J. MITCHELL ELEMENTARY SCHOOL	29-2690-050	PK-06	40.5%	0.3%	12%
PASSAIC	WOODLAND PARK	BEATRICE GILMORE SCHOOL	31-5690-060	03-04	44.4%	2.9%	11.7%
SOMERSET	MANVILLE BORO	WESTON ELEMENTARY SCHOOL	35-3000-090	PK-03	49.5%	5.4%	12.9%
SUSSEX	NEWTON TOWN	MERRIAM AVENUE SCHOOL	37-3590-070	PK-04	53.2%	3.7%	15.9%



State of New Jersey

2014-15

01-1690-048

OVERVIEW

ATLANTIC
GALLOWAY TWP

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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

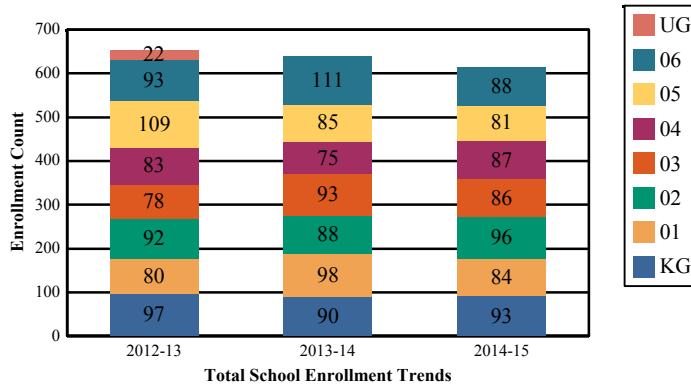
ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

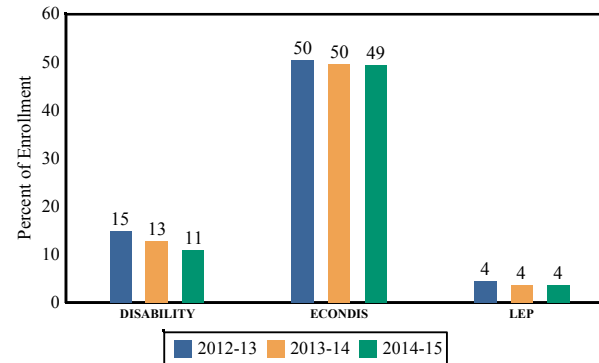
This graph presents the count of students who were 'on roll' by grade in October of each school year.



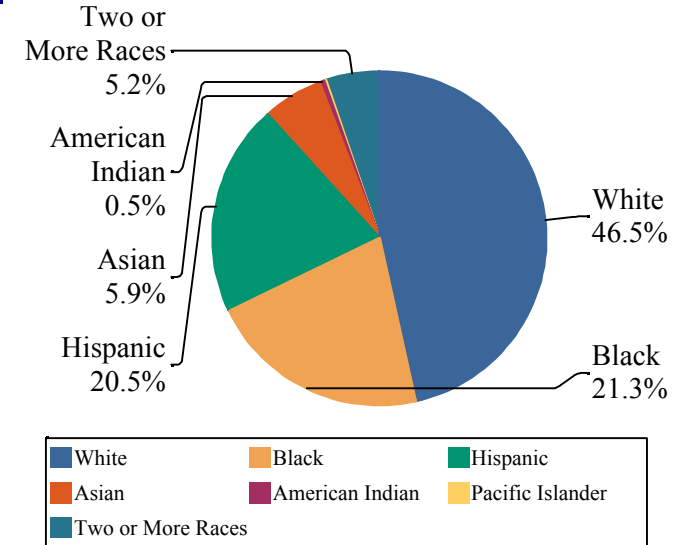
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

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.



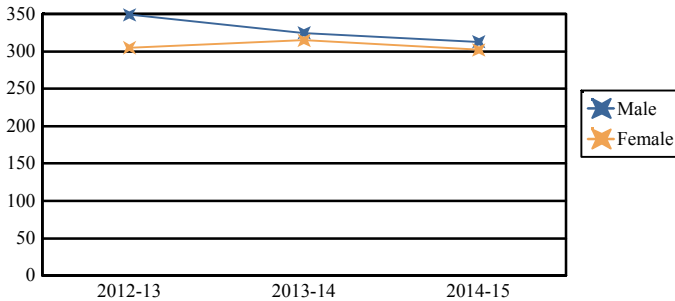
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	654
2013-14	640
2014-15	615

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	349	305
2013-14	325	315
2014-15	313	302

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	67	11%
Economically Disadvantaged Students	304	49.4%
English Language Learners	23	3.7%

Language Diversity

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

2014-15	Percent
English	82.1%
Spanish	10.8%
Urdu	1.8%
Chinese	1.5%
Creoles and pidgins, French-based	0.8%
Portuguese	0.6%
Other	2.4%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
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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	45%	88	35
Math Met or Exceeded Expectation	44%		

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	306	44.8%	95%	93.4%	YES*
White	151	54.3%	95%	92.5%	YES*
African American	54	24.1%	95%	94%	YES*
Hispanic	66	37.9%	95%	96.3%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	58	29.3%	95%	95.2%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	148	31.8%	95%	97.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

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	306	44.1%	95%	93.5%	YES*
White	151	53.6%	95%	92.5%	YES*
African American	54	27.8%	95%	94%	YES*
Hispanic	66	28.8%	95%	96.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	58	27.6%	95%	95.2%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	148	32.5%	95%	97.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
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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	751	744	8%	11%	30%	47%	4%	51%	44%
White	34	756	753	3%	12%	32%	44%	9%	53%	55%
African American	14	738	725	29%	7%	29%	36%	0%	36%	26%
Hispanic	19	754	727	5%	16%	21%	58%	0%	58%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	758	718	9%	9%	27%	36%	18%	55%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	33	743	724	15%	9%	33%	42%	0%	42%	24%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	743	751	10%	13%	39%	31%	8%	39%	52%
White	39	752	758	8%	3%	41%	36%	13%	49%	63%
African American	16	729	733	13%	38%	31%	19%	0%	19%	30%
Hispanic	13	734	737	8%	23%	31%	38%	0%	38%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	17	722	725	29%	18%	24%	29%	0%	29%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	41	732	734	17%	20%	27%	34%	2%	37%	31%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	749	751	4%	9%	44%	40%	4%	44%	53%
White	40	754	757	5%	10%	30%	48%	8%	55%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	21	741	737	5%	10%	62%	24%	0%	24%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	18	728	723	17%	28%	33%	22%	0%	22%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	37	741	734	3%	11%	62%	22%	3%	24%	31%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
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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	75	749	749	4%	19%	31%	40%	7%	47%	50%
White	38	759	755	0%	11%	29%	47%	13%	61%	59%
African American	15	731	732	7%	40%	40%	13%	0%	13%	29%
Hispanic	13	739	736	8%	31%	31%	31%	0%	31%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	12	728	718	17%	42%	25%	17%	0%	17%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	736	733	8%	27%	41%	24%	0%	24%	30%

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	756	746	0%	12%	33%	47%	8%	55%	46%
White	34	757	752	0%	18%	24%	50%	9%	59%	56%
African American	14	749	728	0%	14%	36%	50%	0%	50%	25%
Hispanic	19	755	733	0%	5%	42%	42%	11%	53%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	758	727	0%	9%	36%	55%	0%	55%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	33	750	730	0%	15%	42%	39%	3%	42%	26%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

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	80	738	744	6%	20%	43%	30%	1%	31%	42%
White	39	745	749	8%	10%	38%	44%	0%	44%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	13	732	732	0%	31%	54%	15%	0%	15%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	713	724	29%	24%	29%	18%	0%	18%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	41	730	730	10%	29%	37%	22%	2%	24%	23%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

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	78	744	744	1%	19%	32%	46%	1%	47%	42%
White	40	747	749	3%	15%	25%	58%	0%	58%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	21	733	733	0%	33%	48%	19%	0%	19%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	18	728	724	6%	39%	28%	28%	0%	28%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	37	737	731	0%	27%	41%	32%	0%	32%	23%

ACADEMIC ACHIEVEMENT

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

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	75	744	743	5%	17%	33%	40%	4%	44%	42%
White	38	750	749	3%	13%	29%	53%	3%	55%	50%
African American	15	730	726	7%	27%	47%	20%	0%	20%	19%
Hispanic	13	729	731	15%	31%	31%	23%	0%	23%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	12	731	718	8%	42%	33%	8%	8%	17%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	37	734	729	11%	24%	32%	32%	0%	32%	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

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

NJASK Results - Science Grade Level - 04

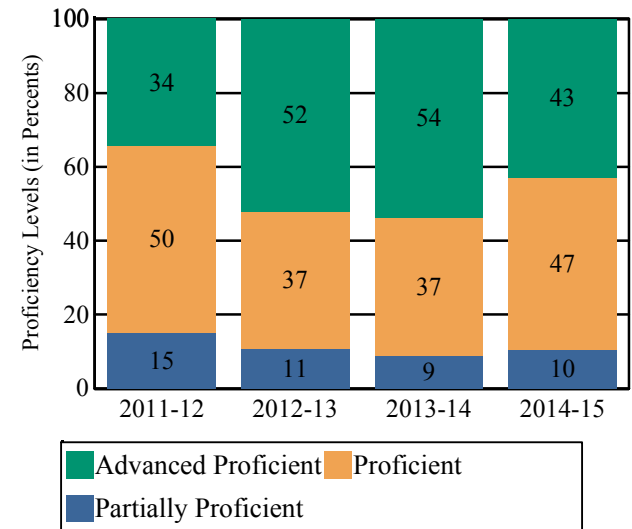
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	43%	47%	10%
White	62%	35%	3%
African American	35%	47%	18%
Hispanic	-	-	-
American Indian	-	-	-
Asian	33%	67%	0%
Two or More Races	-	-	-
Students with Disability	38%	31%	31%
English Language Learners	-	-	-
Economically Disadvantaged Students	31%	50%	19%

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

ATLANTIC
GALLOWAY TWP

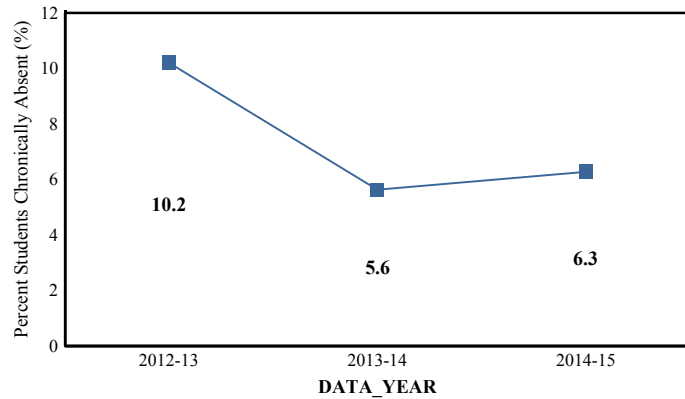
SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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.

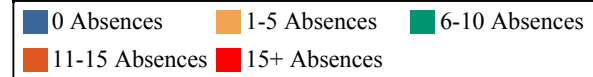
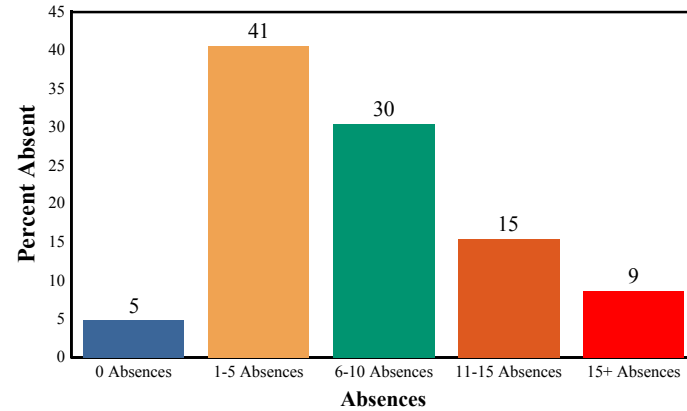


Chronic Absenteeism for 2014-15

6.28%

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

ATLANTIC

GALLOWAY TWP

SMITHVILLE ELEMENTARY SCHOOL

37 S OLD PORT REPUBLIC ROAD

GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	60	84	77	35	YES
Student Growth on Math	52	60	50	35	YES
		72	64		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	5%	2%	0%
Partially Met	6%	5%	3%
Approached	8%	15%	15%
Met	3%	14%	19%
Exceeded	0%	0%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	10%	7%	4%
Approached	13%	13%	11%
Met	6%	12%	17%
Exceeded	0%	0%	2%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
GALLOWAY TWP

GRADE SPAN KG-06

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

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	823	850
75th	778	770
50th	748	743
25th	727	715
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	811	850
75th	772	767
50th	750	745
25th	733	722
0th	681	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
GALLOWAY TWP

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	802	850
75th	765	773
50th	742	750
25th	725	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	803	850
75th	765	773
50th	745	751
25th	732	728
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	795	850
75th	753	764
50th	738	742
25th	720	721
0th	650	650

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	758	763
50th	741	743
25th	724	723
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
GALLOWAY TWP

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	800	850
75th	770	770
50th	748	749
25th	729	726
0th	686	650

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

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	761	763
50th	742	742
25th	726	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	42

SCHOOL CLIMATE

ATLANTIC

GALLOWAY TWP

GRADE SPAN KG-06

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. 30 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	2.6%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 0 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	308

SCHOOL PEER GROUP

ATLANTIC
GALLOWAY TWP

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

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	BRIGANTINE CITY	BRIGANTINE ELEMENTARY SCHOOL	01-0570-010	PK-04	49%	3.2%	10.2%
ATLANTIC	BUENA REGIONAL	DR. J.P. CLEARY ELEMENTARY	01-0590-300	04-05	64.9%	1.1%	29.1%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045	04-05	48.7%	1.4%	13.1%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048	KG-06	49.4%	3.7%	10.1%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020	PK-04	47%	0%	13.8%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205	PK-05	69%	7.1%	24.2%
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060	KG-06	49.3%	8.1%	3.8%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050	03-05	61.6%	3.1%	23.9%
CAMDEN	COLLINGSWOOD BORO	THOMAS SHARP ELEMENTARY SCHOOL	07-0940-070	PK-05	53.3%	3%	16.8%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070	KG-05	45.4%	0%	13.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FIVE	07-5820-070	04-06	56.2%	0.8%	20.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060	PK-03	47.5%	2.6%	10.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAPE MAY	CAPE MAY CITY	CAPE MAY CITY ELEMENTARY SCHOOL	09-0710-050	PK-06	49.7%	0%	17%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS7	13-0250-070	PK-06	54.7%	6.5%	12.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130	KG-05	42.6%	0%	8%
GLOUCESTER	CLAYTON BORO	HERMA S. SIMMONS ELEMENTARY SCHOOL	15-0860-040	PK-05	55.7%	5.3%	13.2%



State of New Jersey
2014-15

01-1690-048

SCHOOL PEER GROUP

ATLANTIC
GALLOWAY TWP

SMITHVILLE ELEMENTARY SCHOOL
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

GRADE SPAN KG-06

GLOUCESTER	DEPTFORD TWP	SHADY LANE ELEMENTARY SCHOOL	15-1100-140	02-06	52.8%	0%	17.4%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050	PK-06	50.6%	0.4%	14.4%
MERCER	HAMILTON TWP	KISTHARDT ELEMENTARY SCHOOL	21-1950-150	PK-05	60.4%	5.4%	17.2%
MIDDLESEX	EDISON TWP	LINDENEAU ELEMENTARY SCHOOL	23-1290-103	KG-05	49.2%	0%	13.8%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090	PK-05	50%	6.8%	6.8%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL STREET ELEMENTARY SCHOOL	23-5850-100	KG-05	37.9%	0.4%	3.9%
MIDDLESEX	WOODBRIIDGE TWP	MENLO PARK TERRACE ELEMENTARY SCHOOL	23-5850-230	KG-05	40.1%	0.3%	4.2%
UNION	LINDEN CITY	NUMBER 2	39-2660-090	PK-05	67.7%	15.3%	11.4%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080	PK-06	67.2%	15.2%	11.5%
UNION	UNION TWP	FRANKLIN ELEMENTARY	39-5290-100	PK-04	49.6%	7%	5.7%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105	03-05	69.4%	4.2%	30.3%