



State of New Jersey  
2015-2016

Grade Span KF-04

19-1510-030  
HUNTERDON  
FLEMINGTON-RARITAN REG  
Barley Sheaf Elementary School  
80 BARLEY SHEAF ROAD  
FLEMINGTON, NJ 08822-9180

## 2015-2016 School Performance Reports

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

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

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

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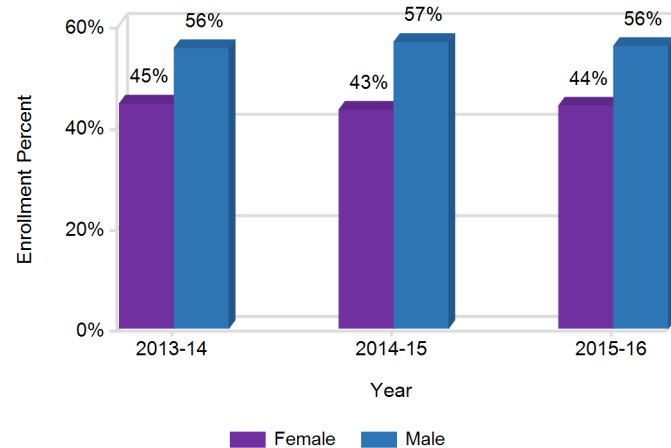
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	64	65	56
Grade 01	72	66	66
Grade 02	69	71	66
Grade 03	75	69	73
Grade 04	77	75	69
UG	18	7	3
<b>Total</b>	<b>375</b>	<b>353</b>	<b>333</b>

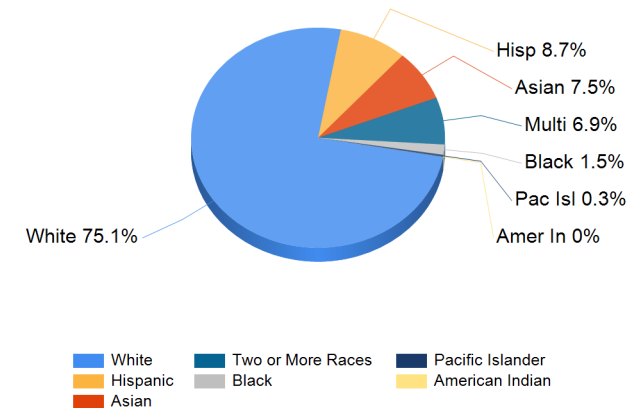
## Enrollment by Gender

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



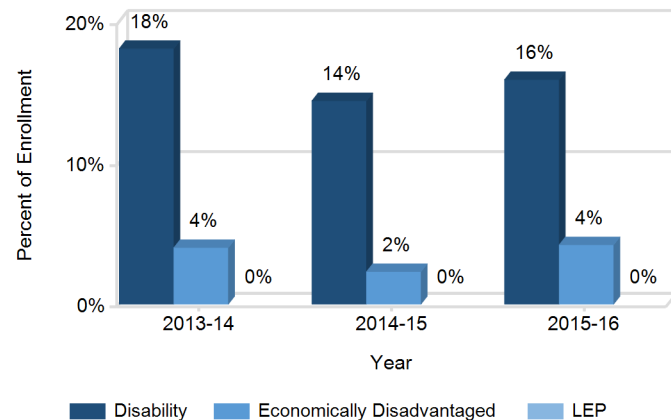
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	96.1%
Polish	0.9%
Spanish	0.9%
Gujarati	0.6%
Korean	0.3%
Other	1.2%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	100	85
Mathematics Met or Exceeded Expectations	80%	100	96

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	146	75%	85	97%	✓	145	80%	96	97%	✓
White	104	74%	76	98%	✓	103	81%	91	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	75	761	751	746	N	13%	19%	67%	1%	68%	48%
White	50	763	756	756	N	12%	18%	68%	2%	70%	58%
African American	S	S	722	727	S	S	S	S	S	S	30%
Hispanic	12	761	732	730	N	8%	25%	67%	N	67%	31%
Asian	S	S	763	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	742	753	S	S	S	S	S	S	55%
Students with Disability	11	755	726	718	N	27%	9%	64%	N	64%	22%
English Language Learners	S	S	713	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	723	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	75	767	761	749	N	7%	13%	60%	20%	80%	52%
White	50	771	765	757	N	2%	12%	64%	22%	86%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	12	755	746	736	N	8%	25%	58%	8%	67%	35%
Asian	S	S	769	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	11	766	732	727	N	9%	N	73%	18%	91%	28%
English Language Learners	S	S	735	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	75	767	759	750	1%	1%	16%	64%	17%	81%	54%
White	58	764	763	759	2%	2%	21%	60%	16%	76%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	S	S	737	737	S	S	S	S	S	S	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	772	756	S	S	S	S	S	S	62%
Students with Disability	13	749	728	723	8%	N	46%	31%	15%	46%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	730	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	74	768	763	745	N	3%	18%	69%	11%	80%	47%
White	57	764	767	752	N	4%	21%	68%	7%	75%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	S	S	782	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	770	750	S	S	S	S	S	S	54%
Students with Disability	12	749	731	724	N	17%	33%	50%	N	50%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	733	730	S	S	S	S	S	S	27%

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



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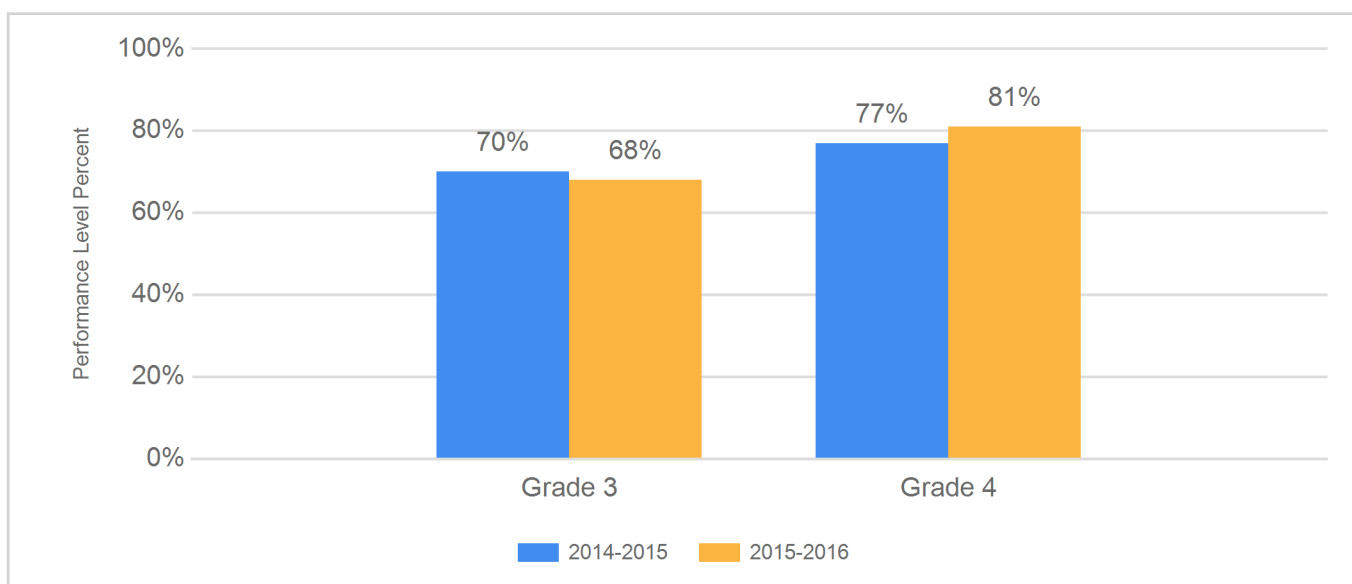
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## PARCC ELA Performance Trends

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





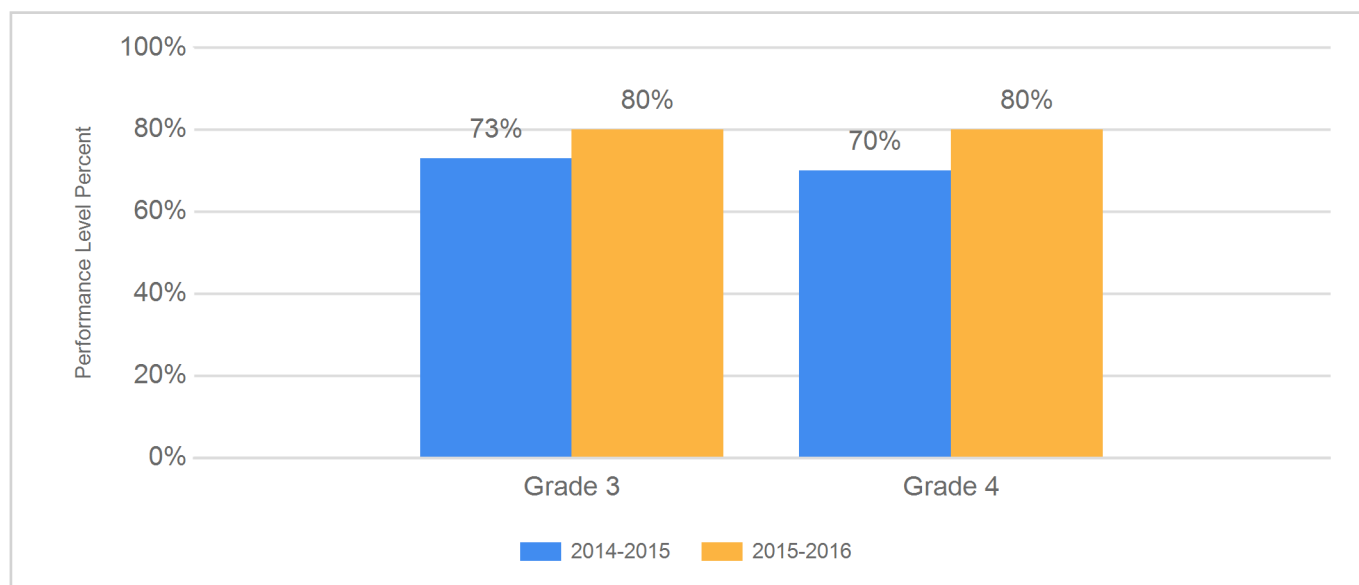
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## PARCC Math Performance Trends

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





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

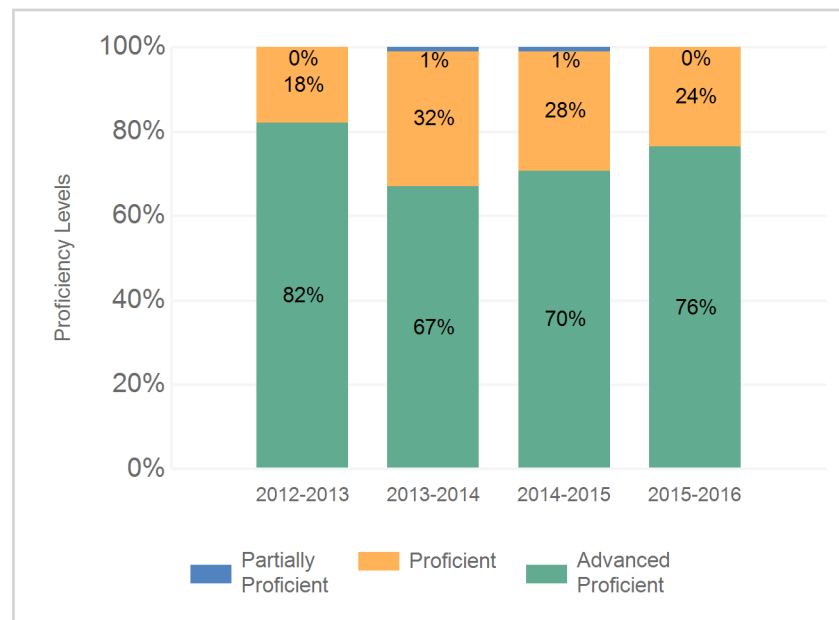
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	76%	24%	N
White	74%	26%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	59%	41%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	54	50
Student Growth on Math	62	58	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	6%	7%	0%
Met (L4)	21%	24%	22%
Exceeded (L5)	1%	4%	13%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	1%
Approached (L3)	6%	6%	3%
Met (L4)	15%	24%	33%
Exceeded (L5)	0%	3%	9%



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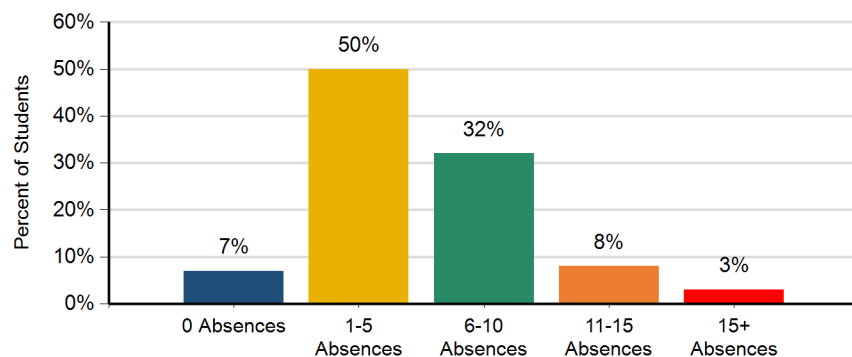
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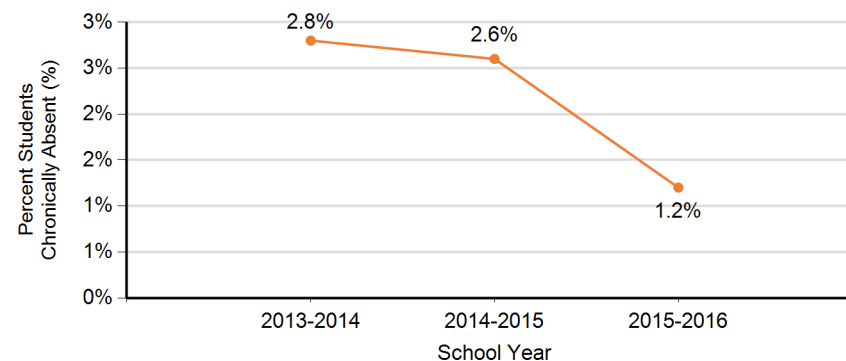
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	167:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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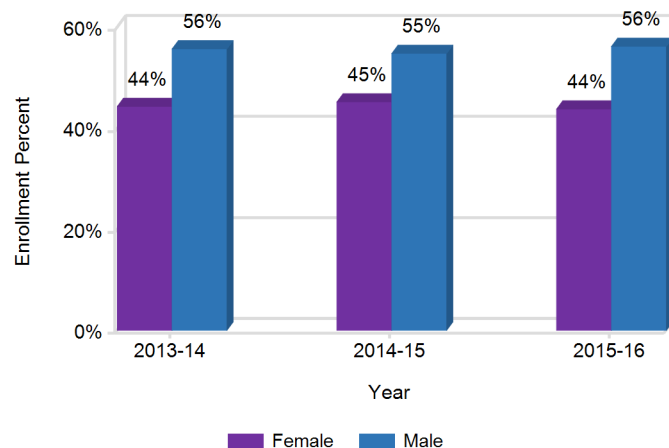
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	2013-14	2014-15	2015-16
Grade PK	16	34	11
Grade KG	66	72	59
Grade 01	96	84	69
Grade 02	102	88	77
Grade 03	115	103	86
Grade 04	117	118	101
UG	14	8	65
<b>Total</b>	<b>526</b>	<b>507</b>	<b>468</b>

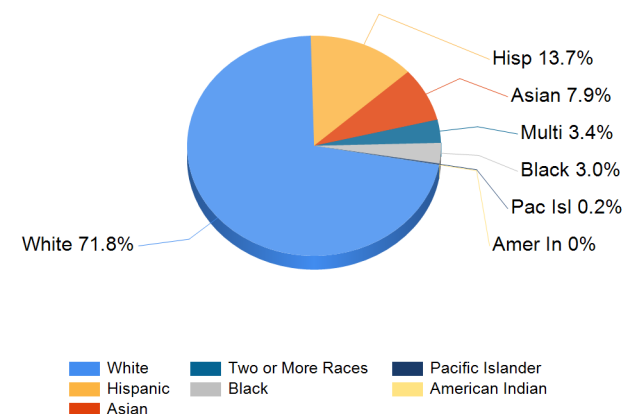
## Enrollment by Gender

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



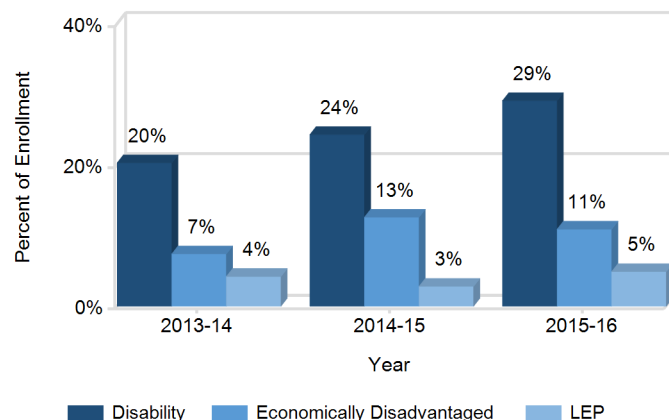
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This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	85.3%
Spanish	9.0%
Arabic	1.3%
Polish	0.9%
Russian	0.6%
Other	2.8%

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



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## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	64%	50	66
Mathematics Met or Exceeded Expectations	78%	83	92

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	168	64%	66	98%	✓	169	78%	92	98%	✓
White	137	65%	59	99%	✓	137	80%	91	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	82	748	751	746	5%	18%	24%	50%	2%	52%	48%
White	67	748	756	756	5%	18%	25%	51%	2%	52%	58%
African American	S	S	722	727	S	S	S	S	S	S	30%
Hispanic	S	S	732	730	S	S	S	S	S	S	31%
Asian	S	S	763	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	742	753	S	S	S	S	S	S	55%
Students with Disability	14	722	726	718	21%	21%	43%	14%	N	14%	22%
English Language Learners	S	S	713	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	723	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	83	762	761	749	5%	6%	16%	58%	16%	74%	52%
White	68	764	765	757	3%	3%	18%	62%	15%	77%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	746	736	S	S	S	S	S	S	35%
Asian	S	S	769	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	14	723	732	727	29%	14%	21%	36%	N	36%	28%
English Language Learners	S	S	735	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	32%

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





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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	93	764	759	750	4%	7%	15%	50%	25%	74%	54%
White	72	765	763	759	3%	7%	13%	53%	25%	78%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	S	S	S	737	S	S	S	S	S	S	37%
Asian	S	S	771	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	772	756	S	S	S	S	S	S	62%
Students with Disability	22	735	728	723	18%	18%	18%	36%	9%	46%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	730	734	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	94	769	763	745	4%	7%	9%	60%	20%	80%	47%
White	72	772	767	752	3%	6%	7%	64%	21%	85%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	S	S	741	733	S	S	S	S	S	S	30%
Asian	S	S	782	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	770	750	S	S	S	S	S	S	54%
Students with Disability	22	740	731	724	14%	27%	9%	46%	5%	50%	22%
English Language Learners	S	S	701	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	733	730	S	S	S	S	S	S	27%

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



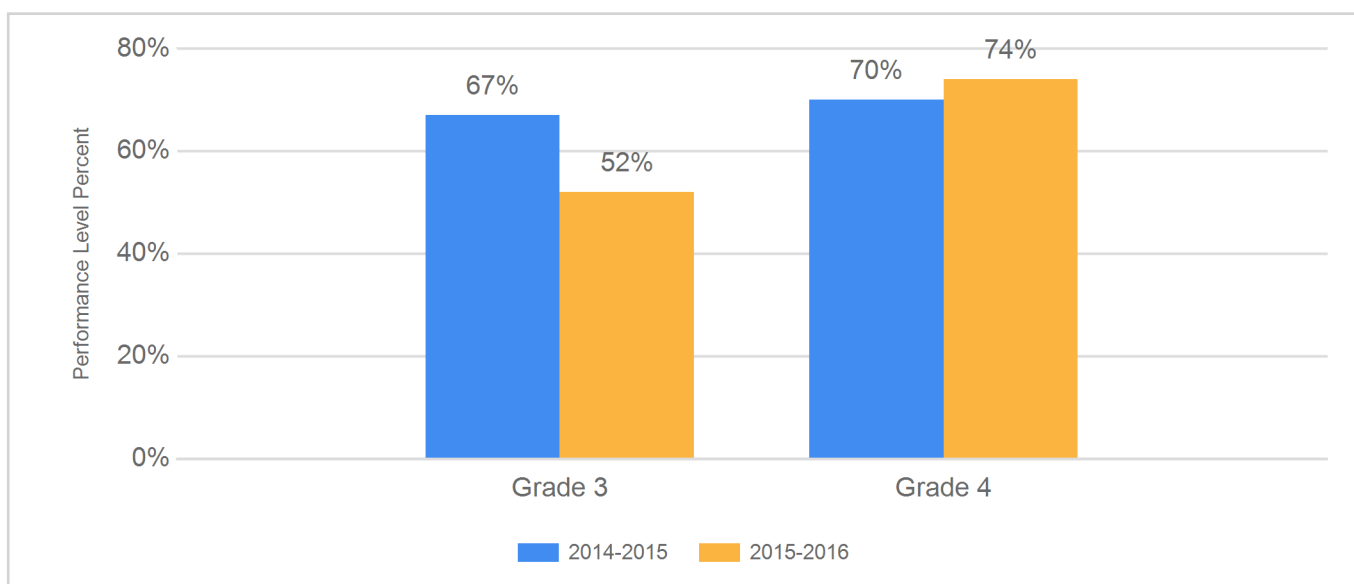
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### PARCC ELA Performance Trends

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





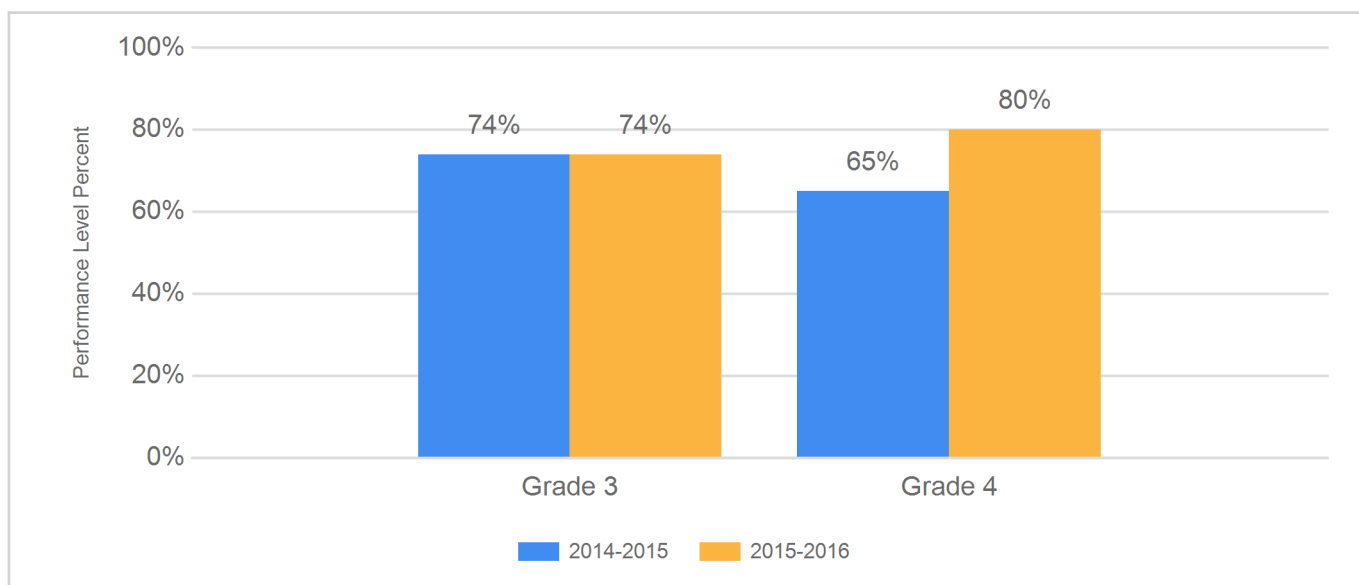
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## PARCC Math Performance Trends

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





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

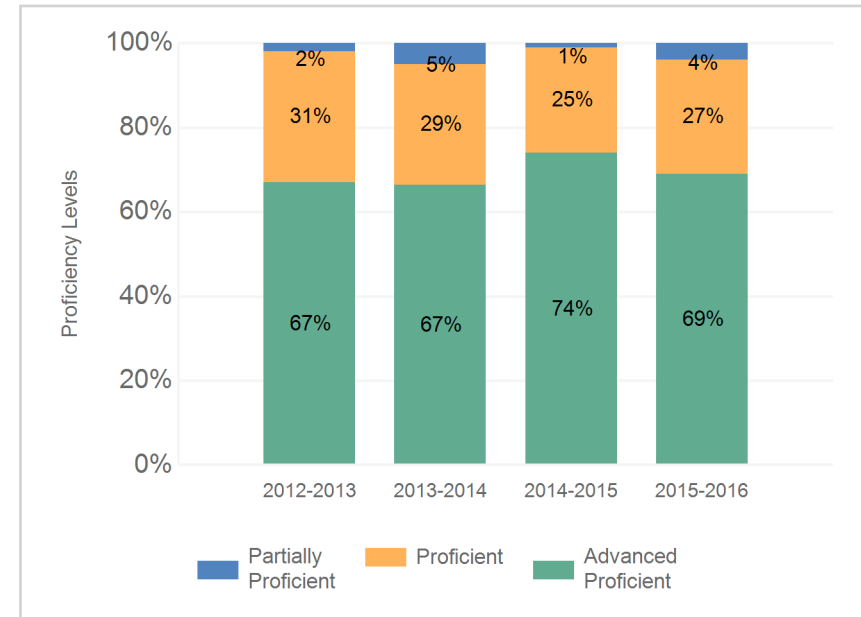
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	69%	27%	4%
White	72%	26%	3%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	39%	52%	9%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

### NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	54	50
Student Growth on Math	63	58	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	1%	3%	2%
Approached (L3)	8%	3%	4%
Met (L4)	16%	22%	12%
Exceeded (L5)	0%	8%	17%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	5%	1%	1%
Approached (L3)	3%	3%	2%
Met (L4)	8%	27%	26%
Exceeded (L5)	0%	0%	20%



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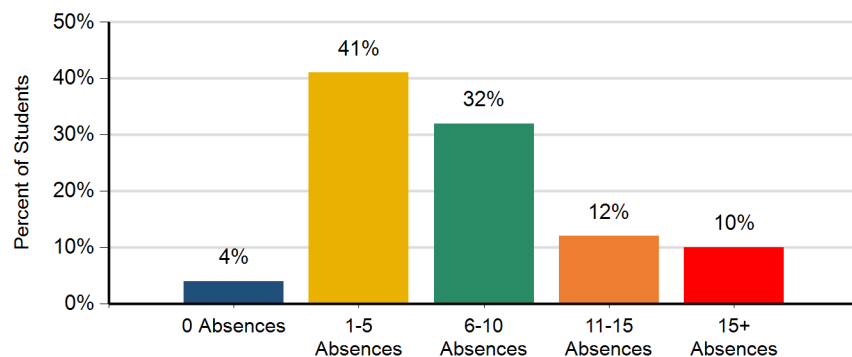
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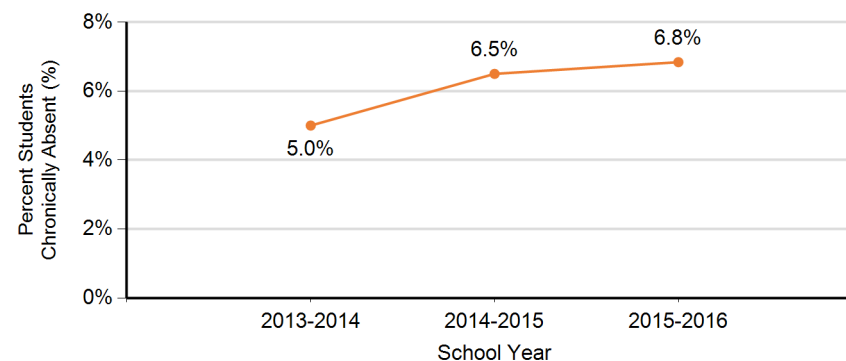
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	7:1
Administrator	156:1

### Student Suspension Rate

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

	School
2015-16	0.6%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%





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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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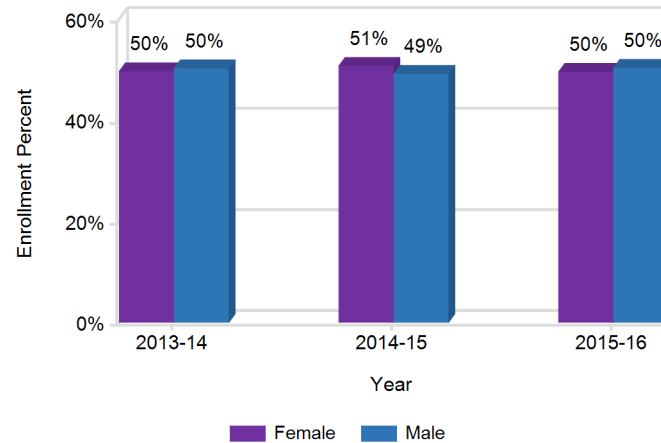
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	64	101	66
Grade 01	101	81	100
Grade 02	103	97	88
Grade 03	98	104	99
Grade 04	89	89	101
UG	0	2	0
Total	455	474	454

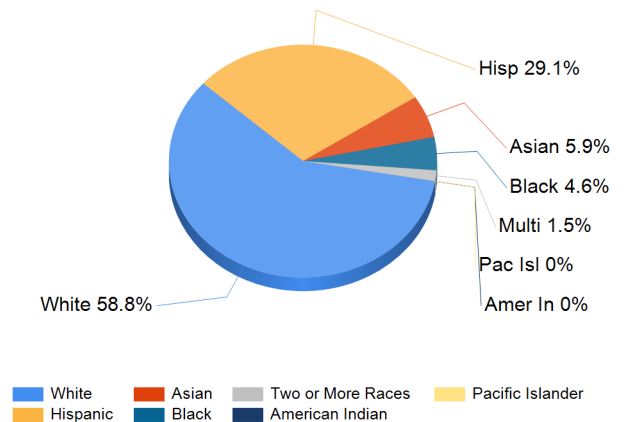
## Enrollment by Gender

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



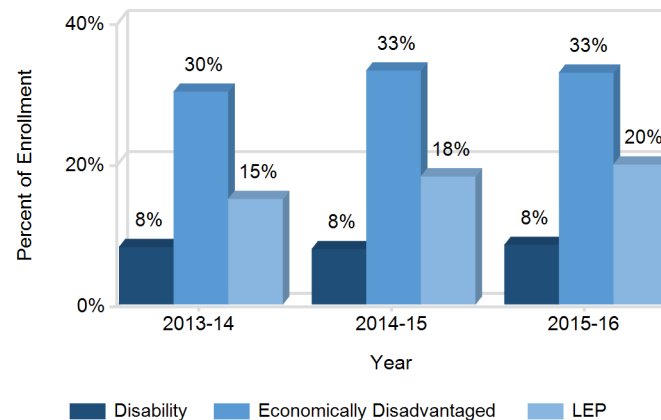
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	71.1%
Spanish	24.0%
Arabic	2.2%
Tagalog	0.7%
Hindi	0.4%
Other	1.4%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	17	43
Mathematics Met or Exceeded Expectations	58%	17	64

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	190	51%	43	100%	✓	190	58%	64	100%	✓
White	113	64%	57	99%	✓	113	72%	79	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	53	26%	20	100%	✓	53	34%	44	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	51	14%	7	100%	✓	51	29%	47	100%	✓



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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	99	746	751	746	10%	20%	21%	43%	5%	49%	48%
White	56	760	756	756	2%	13%	23%	57%	5%	63%	58%
African American	S	S	722	727	S	S	S	S	S	S	30%
Hispanic	25	726	732	730	24%	28%	20%	24%	4%	28%	31%
Asian	S	S	763	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	742	753	S	S	S	S	S	S	55%
Students with Disability	S	S	726	718	S	S	S	S	S	S	22%
English Language Learners	S	S	713	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	29	718	723	727	28%	38%	17%	17%	N	17%	28%
PARCC MATH											
<b>Schoolwide</b>	99	758	761	749	1%	12%	29%	41%	16%	58%	52%
White	56	763	765	757	N	9%	23%	52%	16%	68%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	25	748	746	736	N	16%	44%	28%	12%	40%	35%
Asian	S	S	769	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	S	S	732	727	S	S	S	S	S	S	28%
English Language Learners	11	734	735	724	N	18%	55%	27%	N	27%	20%
Economically Disadvantaged Students	29	739	736	732	3%	24%	35%	38%	N	38%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	100	750	759	750	7%	22%	18%	39%	14%	53%	54%
White	60	761	763	759	2%	15%	17%	48%	18%	67%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	31	726	737	737	19%	36%	19%	23%	3%	26%	37%
Asian	S	S	771	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	772	756	S	S	S	S	S	S	62%
Students with Disability	17	709	728	723	29%	53%	6%	12%	N	12%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	26	720	730	734	23%	39%	27%	12%	N	12%	33%
PARCC MATH											
<b>Schoolwide</b>	101	753	763	745	7%	10%	28%	47%	9%	55%	47%
White	61	764	767	752	2%	5%	23%	59%	12%	71%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	31	731	741	733	16%	16%	42%	23%	3%	26%	30%
Asian	S	S	782	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	770	750	S	S	S	S	S	S	54%
Students with Disability	17	711	731	724	41%	29%	18%	12%	N	12%	22%
English Language Learners	S	S	701	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	27	724	733	730	19%	26%	37%	19%	N	19%	27%

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



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19-1510-035

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FLEMINGTON-RARITAN REG

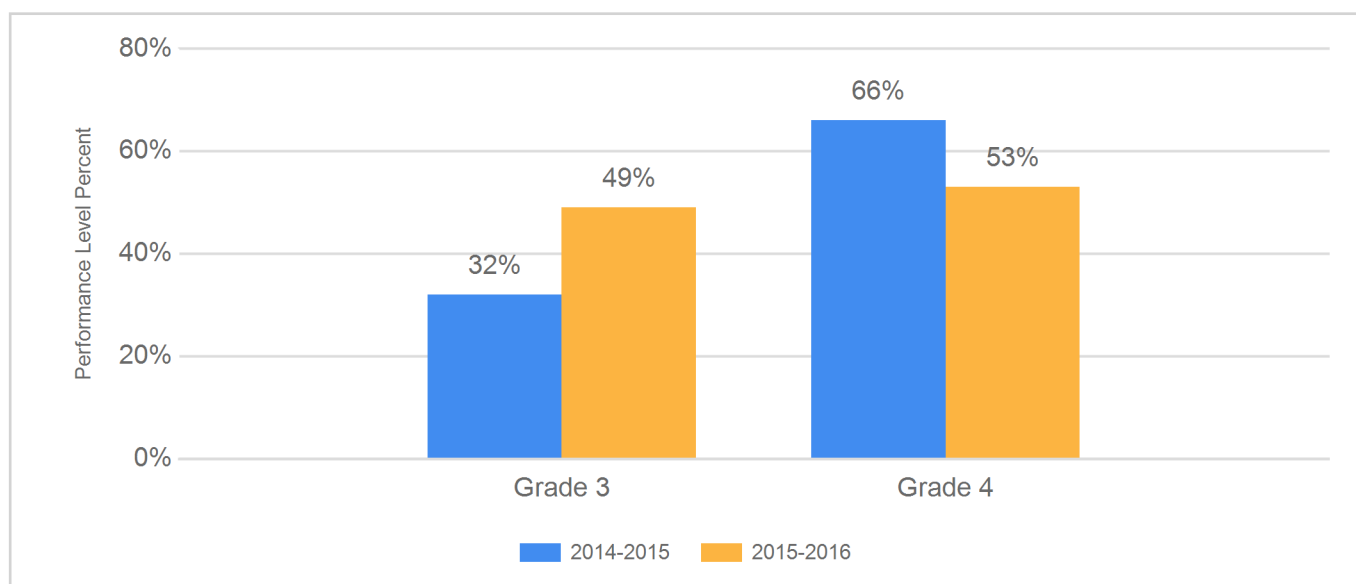
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## PARCC ELA Performance Trends

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





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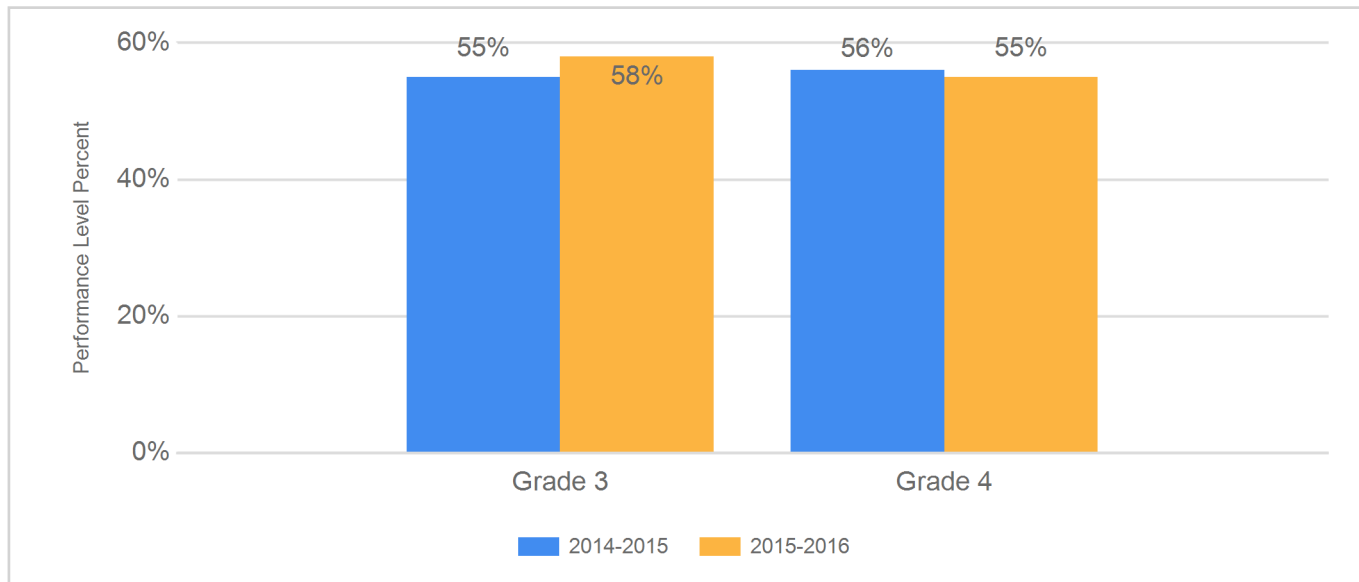
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## PARCC Math Performance Trends

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





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

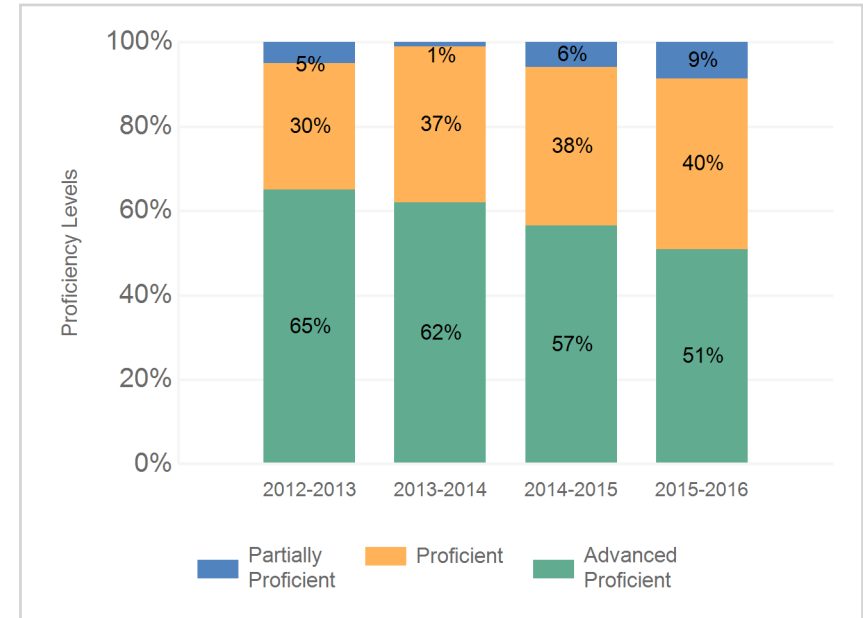
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	51%	40%	9%
White	69%	26%	5%
African American	S	S	S
Hispanic	16%	69%	16%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	22%	56%	22%
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	71%	21%

### NJASK Proficiency Trends Science - Grade Level 04

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







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	54	50
Student Growth on Math	65	58	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	0%	0%
Partially Met (L2)	10%	9%	4%
Approached (L3)	9%	6%	3%
Met (L4)	7%	10%	21%
Exceeded (L5)	0%	3%	12%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	0%	0%
Partially Met (L2)	7%	2%	0%
Approached (L3)	13%	3%	10%
Met (L4)	3%	16%	30%
Exceeded (L5)	0%	1%	9%



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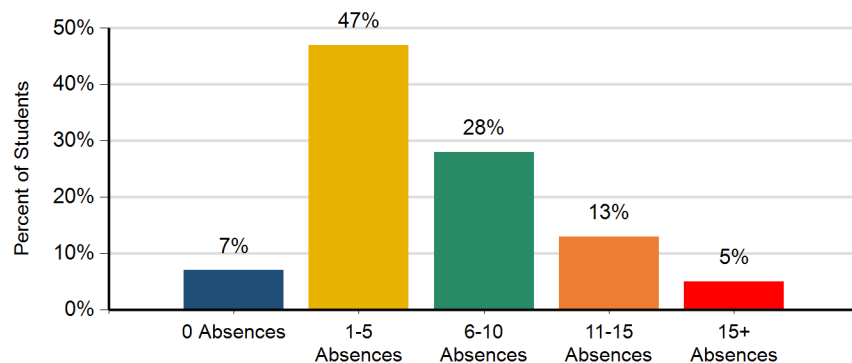
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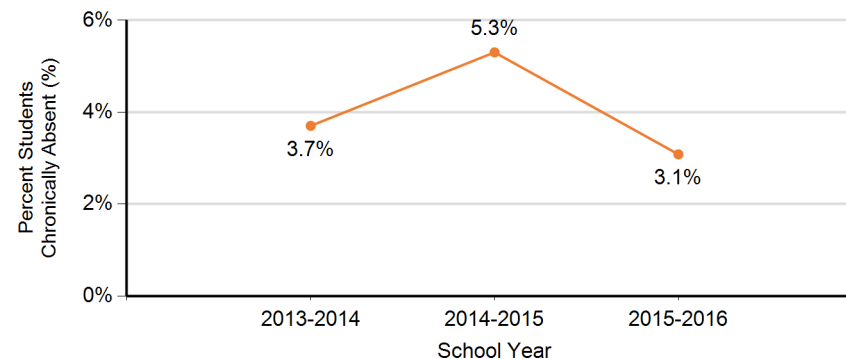
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	227:1

### Student Suspension Rate

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

	School
2015-16	1.1%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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



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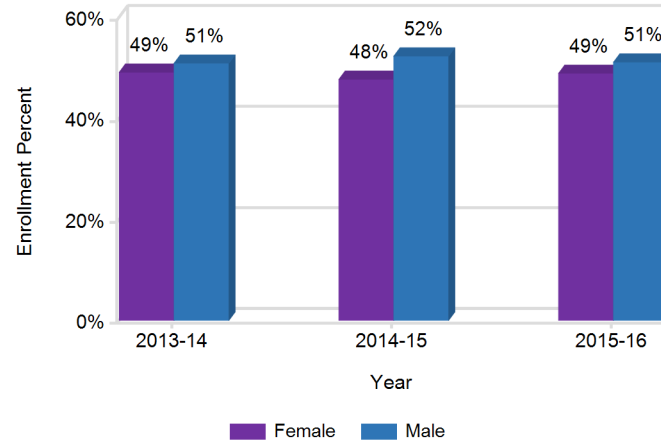
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 07	436	395	409
Grade 08	410	444	389
UG	1	1	12
<b>Total</b>	<b>847</b>	<b>840</b>	<b>810</b>

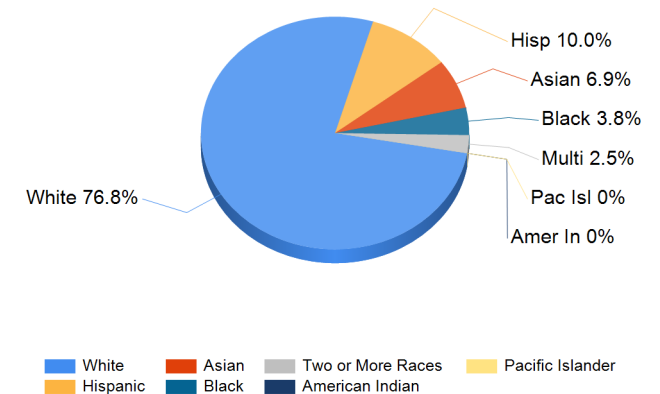
## Enrollment by Gender

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



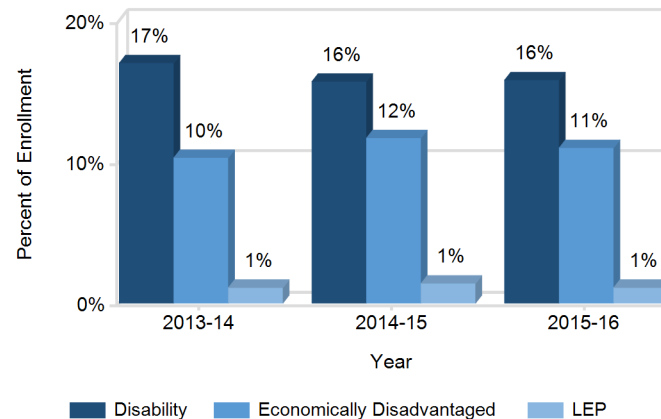
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	91.7%
Spanish	4.9%
Chinese	0.6%
Gujarati	0.5%
Arabic	0.4%
Other	1.5%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	83	83
Mathematics Met or Exceeded Expectations	65%	50	79

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	777	73%	83	98%	✓	774	65%	79	98%	✓
White	599	76%	81	98%	✓	598	67%	77	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	79	53%	71	98%	✓	77	39%	57	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	51	90%	68	100%	✓	51	88%	70	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	129	28%	70	97%	✓	128	24%	65	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	78	39%	55	98%	✓	77	33%	60	97%	✓



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## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	402	768	768	753	3%	8%	14%	42%	33%	74%	56%
White	303	771	771	760	1%	8%	14%	41%	36%	77%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	50	752	752	739	10%	8%	24%	40%	18%	58%	41%
Asian	24	784	784	781	N	N	N	63%	38%	100%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	67	734	734	716	12%	30%	27%	27%	5%	31%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	47	737	737	735	15%	13%	36%	26%	11%	36%	37%
PARCC MATH											
<b>Schoolwide</b>	335	751	751	740	3%	12%	28%	54%	3%	57%	39%
White	248	753	753	747	2%	9%	27%	57%	4%	61%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	47	740	740	729	6%	21%	38%	34%	N	34%	23%
Asian	19	764	764	763	N	N	16%	79%	5%	84%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	65	727	727	713	11%	39%	26%	25%	N	25%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	46	731	731	727	7%	35%	37%	22%	N	22%	21%

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





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## PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	384	766	766	753	5%	7%	15%	49%	24%	73%	55%
White	301	768	768	759	4%	7%	13%	52%	24%	76%	63%
African American	12	759	759	732	N	8%	33%	50%	8%	58%	34%
Hispanic	30	741	741	740	23%	10%	20%	30%	17%	47%	43%
Asian	29	785	785	780	N	3%	17%	28%	52%	79%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	12	758	758	756	N	8%	25%	67%	N	67%	59%
Students with Disability	54	722	722	715	22%	33%	20%	22%	2%	24%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	35	741	741	736	17%	14%	29%	34%	6%	40%	38%
**PARCC MATH											
<b>Schoolwide</b>	247	752	752	726	9%	14%	25%	39%	14%	52%	26%
White	193	754	754	732	7%	15%	25%	38%	15%	53%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	26	733	733	721	31%	8%	27%	27%	8%	35%	20%
Asian	13	776	776	745	N	8%	8%	62%	23%	85%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	51	716	716	704	35%	31%	16%	18%	N	18%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	29	734	734	718	24%	17%	21%	31%	7%	38%	18%

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

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

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



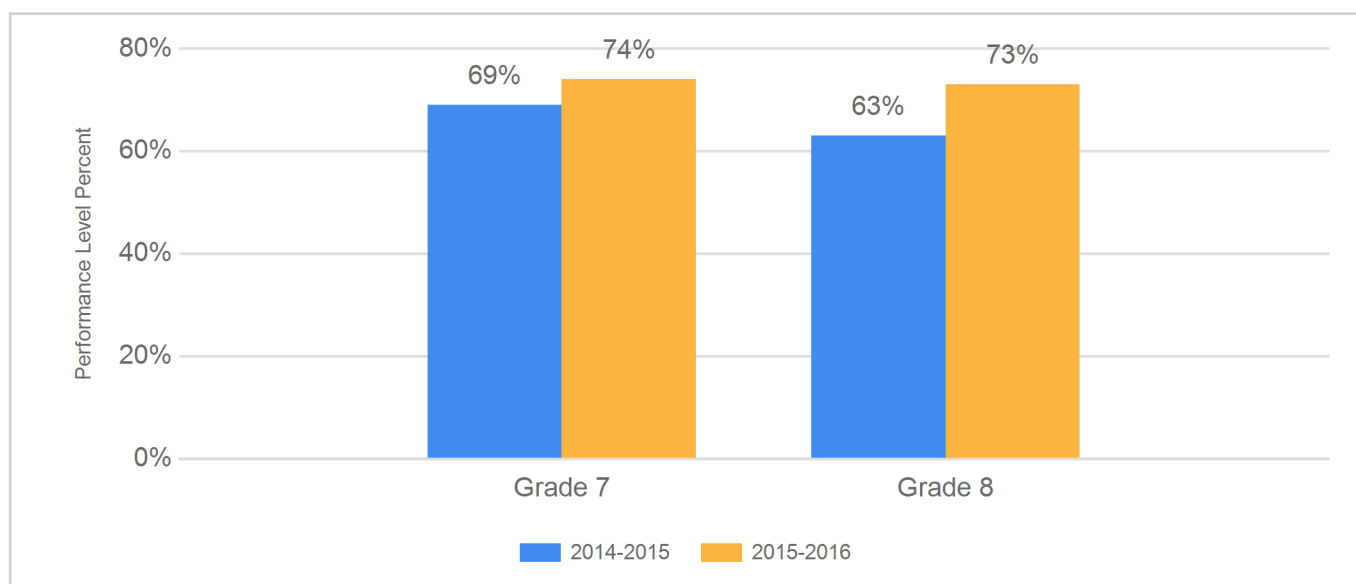
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### PARCC ELA Performance Trends

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





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## PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>186</b>	<b>789</b>	<b>789</b>	<b>769</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>71%</b>	<b>25%</b>	<b>96%</b>	<b>41%</b>
White	151	788	788	772	1%	N	3%	75%	22%	97%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	19	792	792	789	N	5%	N	47%	47%	95%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



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## PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>18</b>	<b>791</b>	<b>791</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>28%</b>	<b>72%</b>	<b>100%</b>	<b>27%</b>
White	11	794	794	772	N	N	N	27%	73%	100%	34%
African American	S	S	S	755	S	S	S	S	S	S	9%
Hispanic	S	S	S	761	S	S	S	S	S	S	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	S	778	S	S	S	S	S	S	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

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



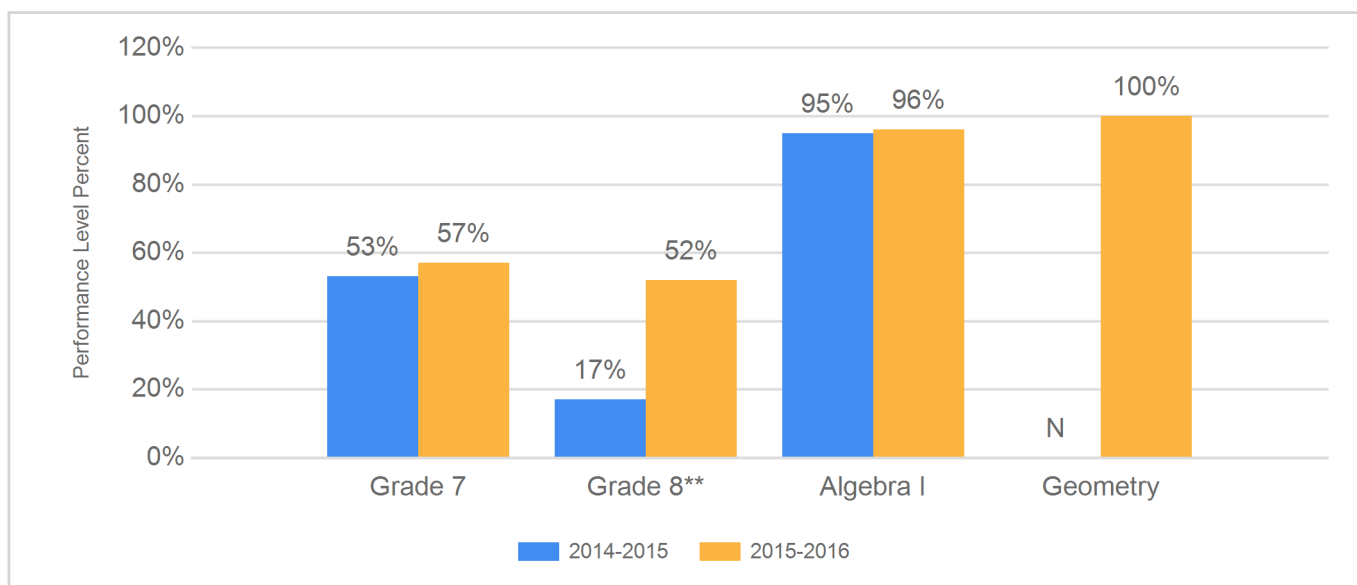
State of New Jersey  
2015-2016

Grade Span 07-08

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FLEMINGTON-RARITAN REG  
J.P. Case Middle School  
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## PARCC Math Performance Trends

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



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



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

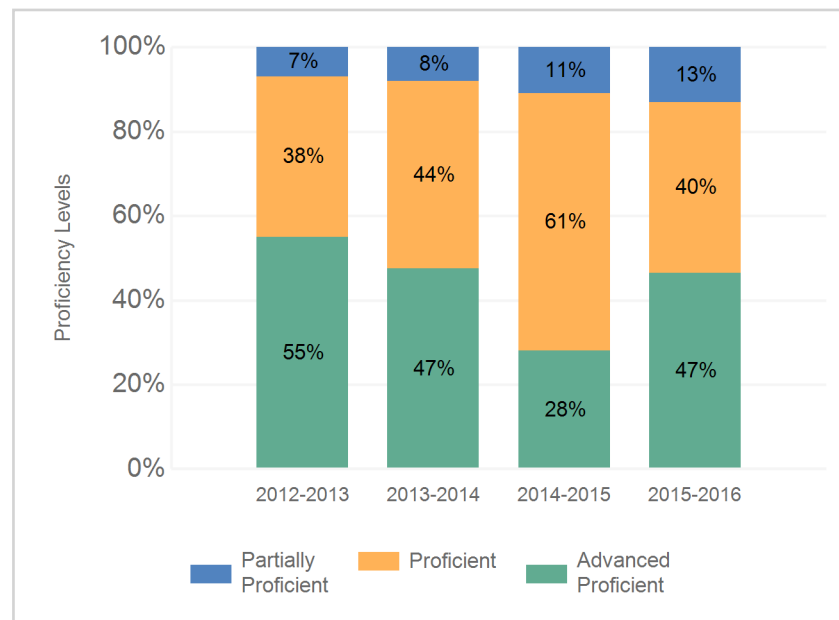
### NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	47%	40%	13%
White	49%	40%	11%
African American	39%	31%	31%
Hispanic	16%	47%	38%
American Indian	N	N	N
Asian	67%	30%	3%
Two or More Races	31%	69%	N
Students with Disability	22%	28%	51%
English Language Learners	S	S	S
Economically Disadvantaged Students	24%	49%	27%

### NJASK Proficiency Trends Science - Grade Level 08

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	54	50
Student Growth on Math	53	58	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	4%	2%	2%
Approached (L3)	5%	6%	3%
Met (L4)	12%	20%	14%
Exceeded (L5)	2%	8%	19%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	7%	5%	1%
Approached (L3)	12%	11%	7%
Met (L4)	8%	18%	23%
Exceeded (L5)	0%	1%	1%





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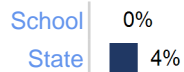
## Visual and Performing Arts

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

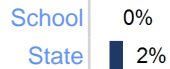
### MUSIC



### DRAMA



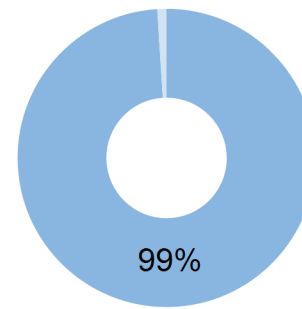
### DANCE



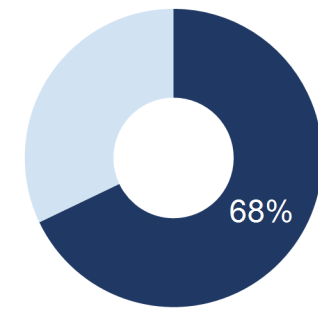
### VISUAL ARTS



### Any Visual and Performing Arts



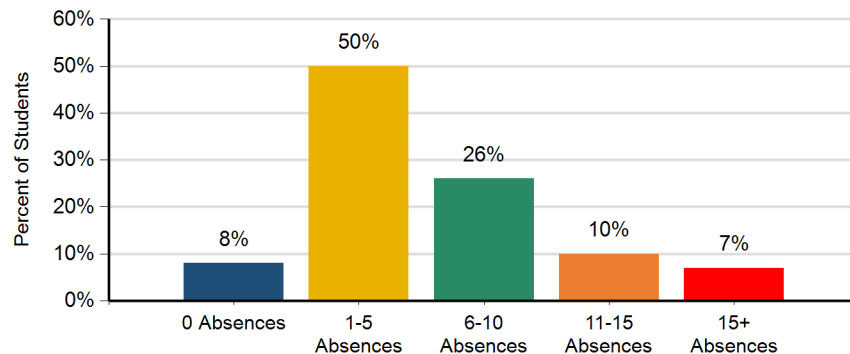
School



State

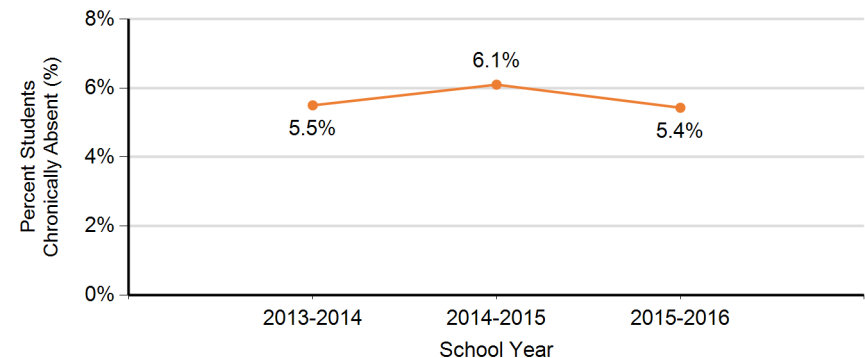
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 49 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 46 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	270:1

### Student Suspension Rate

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

	School
2015-16	1.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



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## 2015-2016 School Performance Reports

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

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

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

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

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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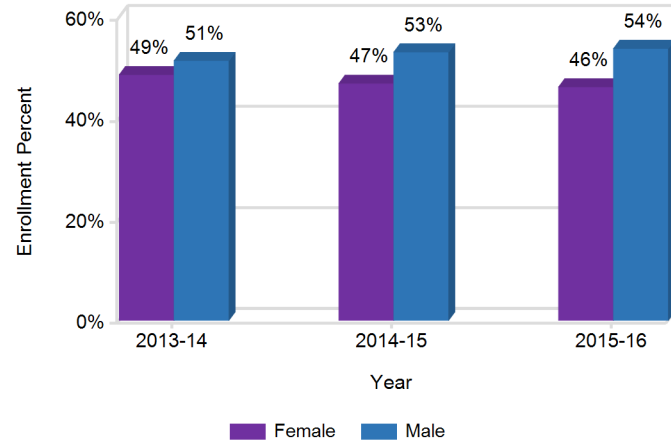
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 05	395	371	382
Grade 06	393	407	364
UG	4	4	10
Total	792	782	756

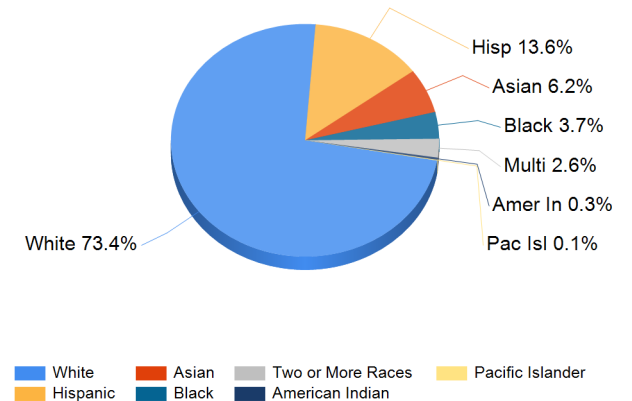
## Enrollment by Gender

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



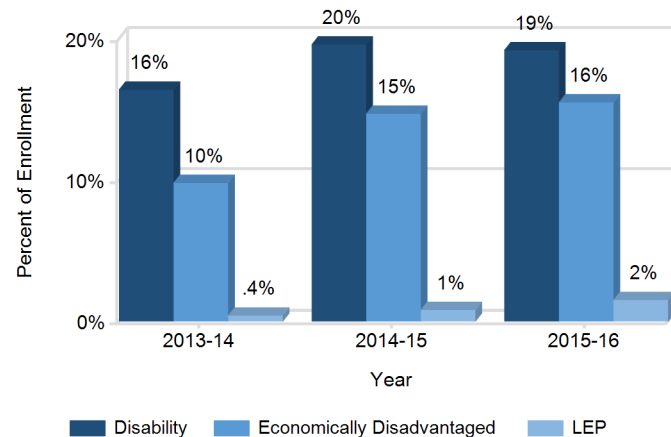
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	89.9%
Spanish	7.0%
Arabic	0.7%
Gujarati	0.5%
Portuguese	0.3%
Other	1.3%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	67	75
Mathematics Met or Exceeded Expectations	71%	67	87

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	710	68%	75	98%	✓	707	71%	87	97%	✓
White	528	72%	73	98%	✓	524	74%	84	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	94	43%	52	98%	✓	95	54%	82	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	43	79%	49	100%	✓	43	93%	76	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	140	21%	56	96%	✓	138	28%	71	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	96	32%	39	96%	✓	96	47%	84	95%	✓



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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	370	764	764	751	2%	9%	19%	58%	12%	70%	53%
White	273	765	765	758	2%	7%	18%	63%	10%	73%	64%
African American	11	746	746	733	18%	9%	36%	27%	9%	36%	32%
Hispanic	46	750	750	738	N	26%	24%	46%	4%	50%	37%
Asian	27	775	775	773	N	7%	15%	48%	30%	78%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	13	789	789	759	N	N	N	62%	39%	100%	63%
Students with Disability	64	731	731	723	11%	31%	31%	27%	N	27%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	46	739	739	735	7%	28%	30%	33%	2%	35%	33%
PARCC MATH											
<b>Schoolwide</b>	369	763	763	747	2%	9%	17%	52%	20%	72%	47%
White	270	763	763	753	2%	8%	17%	54%	19%	73%	57%
African American	11	739	739	728	N	36%	36%	9%	18%	27%	24%
Hispanic	48	753	753	735	N	19%	23%	50%	8%	58%	31%
Asian	27	782	782	774	N	N	7%	44%	48%	93%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	13	777	777	754	N	N	15%	62%	23%	85%	56%
Students with Disability	63	731	731	725	10%	37%	25%	25%	3%	29%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	47	746	746	732	4%	23%	21%	43%	9%	51%	28%

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



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## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	361	758	758	750	6%	8%	20%	52%	15%	67%	52%
White	271	761	761	756	3%	8%	18%	55%	16%	71%	61%
African American	14	745	745	732	21%	N	29%	36%	14%	50%	31%
Hispanic	49	737	737	738	20%	12%	29%	31%	8%	39%	37%
Asian	20	773	773	772	N	N	20%	65%	15%	80%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	75	722	722	719	27%	27%	32%	12%	3%	15%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	51	729	729	735	26%	18%	28%	29%	N	29%	33%
PARCC MATH											
<b>Schoolwide</b>	361	760	760	743	7%	8%	14%	52%	19%	72%	43%
White	270	762	762	750	4%	6%	15%	57%	17%	74%	53%
African American	14	741	741	724	21%	14%	21%	36%	7%	43%	20%
Hispanic	50	741	741	730	20%	16%	14%	36%	14%	50%	26%
Asian	20	786	786	768	N	N	5%	40%	55%	95%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	74	724	724	717	28%	27%	18%	26%	1%	27%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	52	729	729	728	33%	12%	15%	37%	4%	40%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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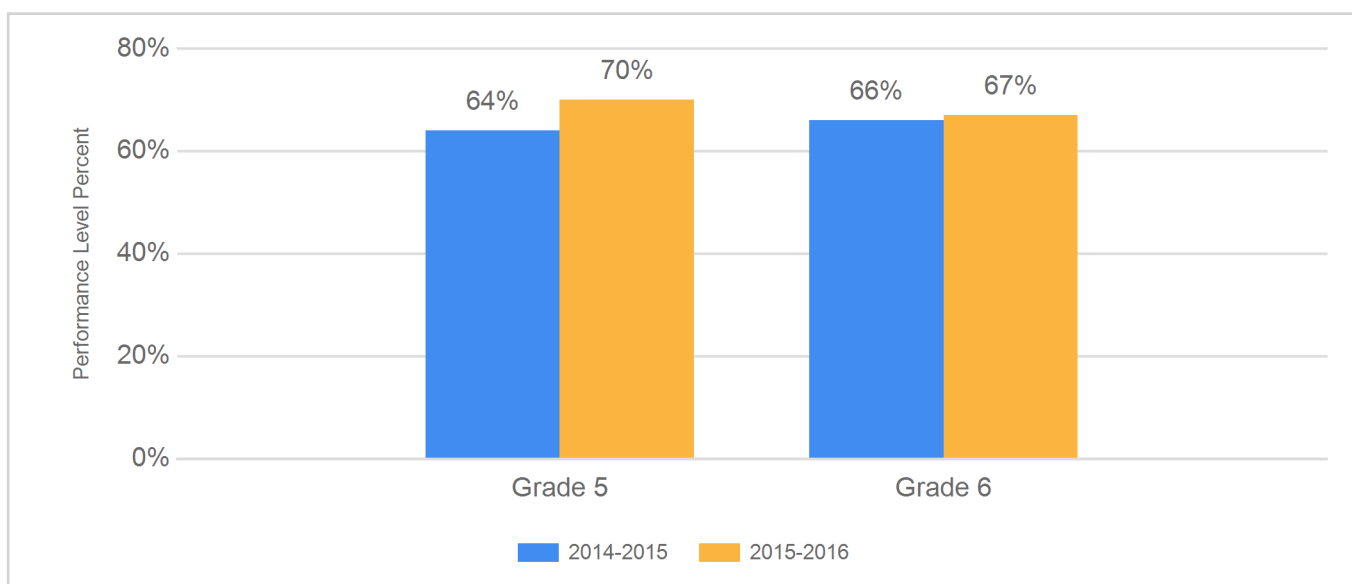
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## PARCC ELA Performance Trends

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







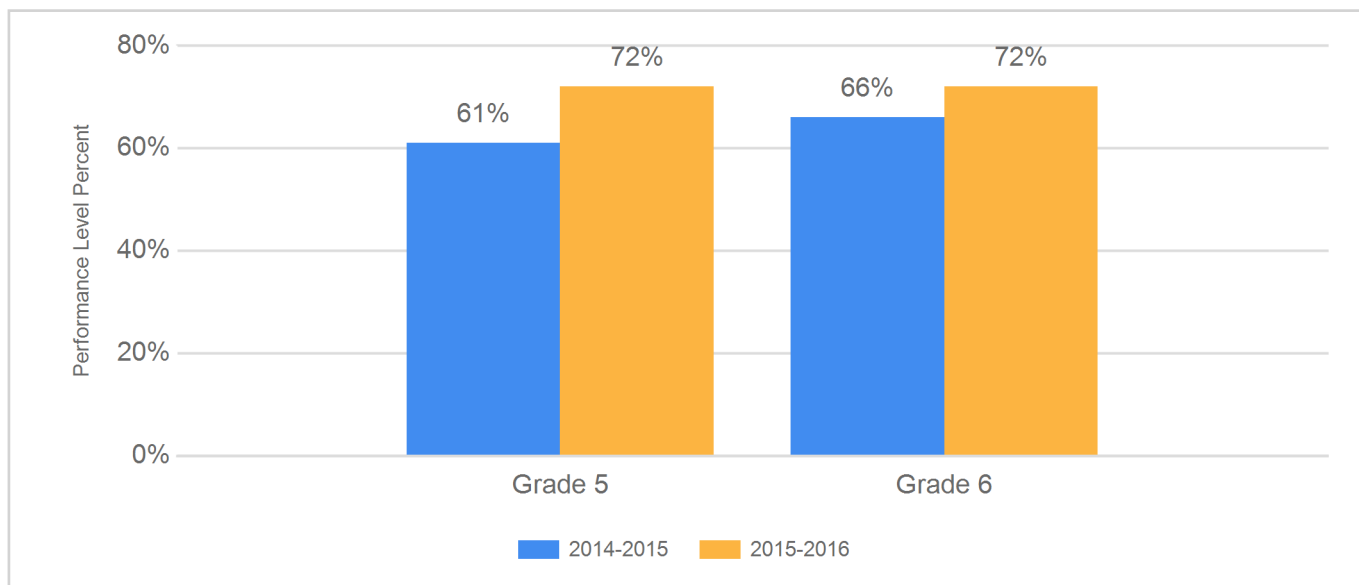
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## PARCC Math Performance Trends

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



State of New Jersey  
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HUNTERDON

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Reading-Fleming Intermediate School

50 COURT STREET

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	54	50
Student Growth on Math	59	58	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	4%	3%	0%
Approached (L3)	9%	6%	4%
Met (L4)	13%	22%	20%
Exceeded (L5)	1%	2%	11%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	5%	3%	1%
Approached (L3)	5%	6%	5%
Met (L4)	11%	18%	24%
Exceeded (L5)	2%	6%	12%



State of New Jersey  
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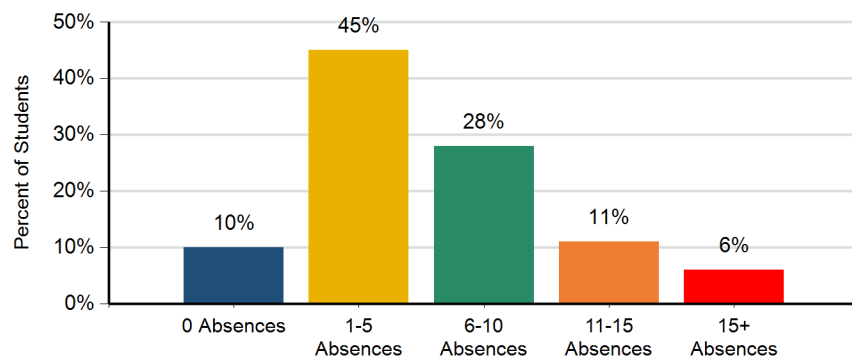
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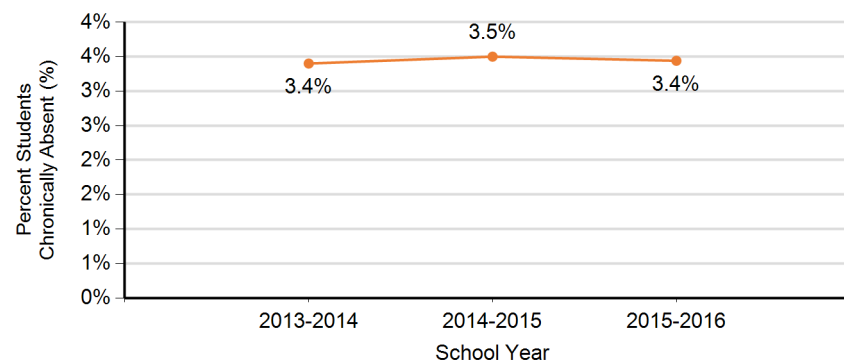
## Absenteeism

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



## Chronic Absenteeism Trend

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





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### Length of School Day

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

	School
2015-16	6 Hrs. 47 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	252:1

### Student Suspension Rate

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

	School
2015-16	0.1%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



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## 2015-2016 School Performance Reports

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

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

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

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



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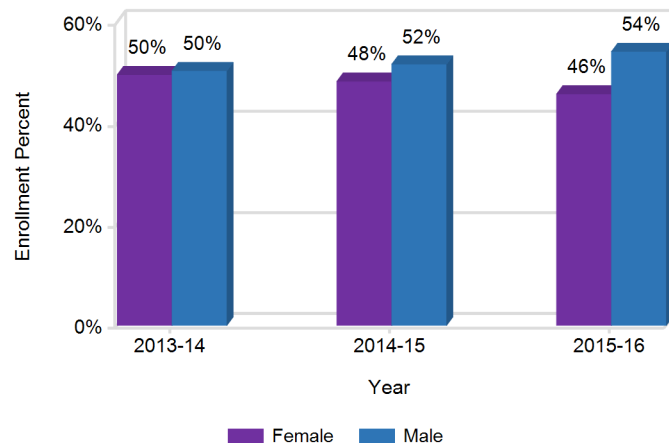
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	51	57	58
Grade 01	80	61	63
Grade 02	88	81	54
Grade 03	89	91	86
Grade 04	71	92	81
UG	14	1	14
Total	393	383	356

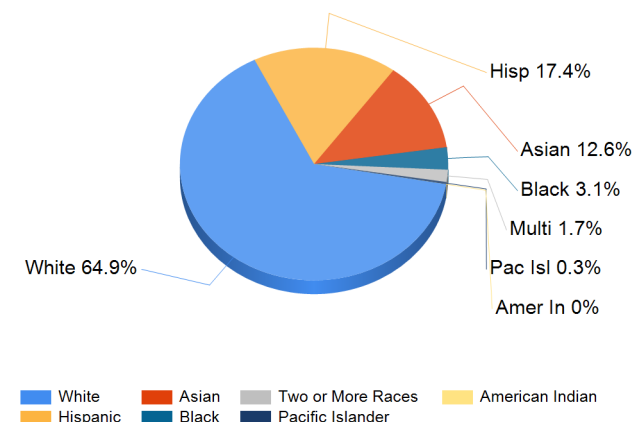
## Enrollment by Gender

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



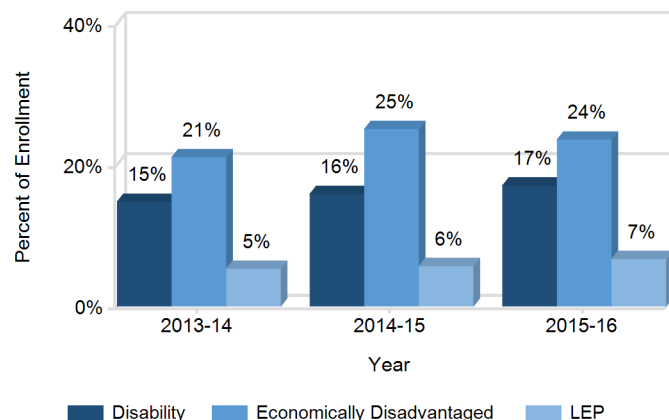
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
English	84.6%
Spanish	11.8%
Chinese	0.6%
Gujarati	0.6%
Telugu	0.6%
Other	2.1%

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



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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	33	57
Mathematics Met or Exceeded Expectations	63%	33	76

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	168	58%	57	99%	✓	168	63%	76	99%	✓
White	103	63%	55	98%	✓	103	69%	78	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	44	30%	31	100%	✓	44	32%	54	100%	✓





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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	89	750	751	746	7%	17%	29%	39%	8%	47%	48%
White	53	756	756	756	2%	17%	28%	43%	9%	53%	58%
African American	S	S	722	727	S	S	S	S	S	S	30%
Hispanic	17	721	732	730	24%	29%	29%	18%	N	18%	31%
Asian	13	771	763	772	N	N	39%	46%	15%	62%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	742	753	S	S	S	S	S	S	55%
Students with Disability	19	720	726	718	32%	21%	21%	26%	N	26%	22%
English Language Learners	S	S	713	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	29	729	723	727	14%	31%	31%	24%	N	24%	28%
PARCC MATH											
<b>Schoolwide</b>	89	757	761	749	7%	12%	23%	37%	21%	58%	52%
White	53	761	765	757	4%	13%	19%	38%	26%	64%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	17	736	746	736	18%	18%	35%	24%	6%	29%	35%
Asian	13	768	769	777	N	N	23%	62%	15%	77%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	755	754	S	S	S	S	S	S	57%
Students with Disability	19	721	732	727	32%	26%	21%	11%	11%	21%	28%
English Language Learners	S	S	735	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	29	737	736	732	10%	21%	41%	24%	3%	28%	32%

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



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## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	87	759	759	750	7%	6%	17%	56%	14%	70%	54%
White	54	762	763	759	4%	7%	15%	63%	11%	74%	64%
African American	S	S	738	733	S	S	S	S	S	S	33%
Hispanic	14	746	737	737	14%	7%	21%	50%	7%	57%	37%
Asian	14	771	771	773	7%	N	14%	43%	36%	79%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	772	756	S	S	S	S	S	S	62%
Students with Disability	20	724	728	723	30%	20%	20%	30%	N	30%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	16	735	730	734	19%	19%	25%	31%	6%	38%	33%
PARCC MATH											
<b>Schoolwide</b>	87	764	763	745	5%	8%	18%	54%	15%	69%	47%
White	54	764	767	752	2%	9%	15%	63%	11%	74%	57%
African American	S	S	737	727	S	S	S	S	S	S	24%
Hispanic	14	749	741	733	7%	14%	21%	57%	N	57%	30%
Asian	14	788	782	771	7%	N	14%	29%	50%	79%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	770	750	S	S	S	S	S	S	54%
Students with Disability	20	727	731	724	20%	25%	20%	35%	N	35%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	16	735	733	730	13%	19%	31%	38%	N	38%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



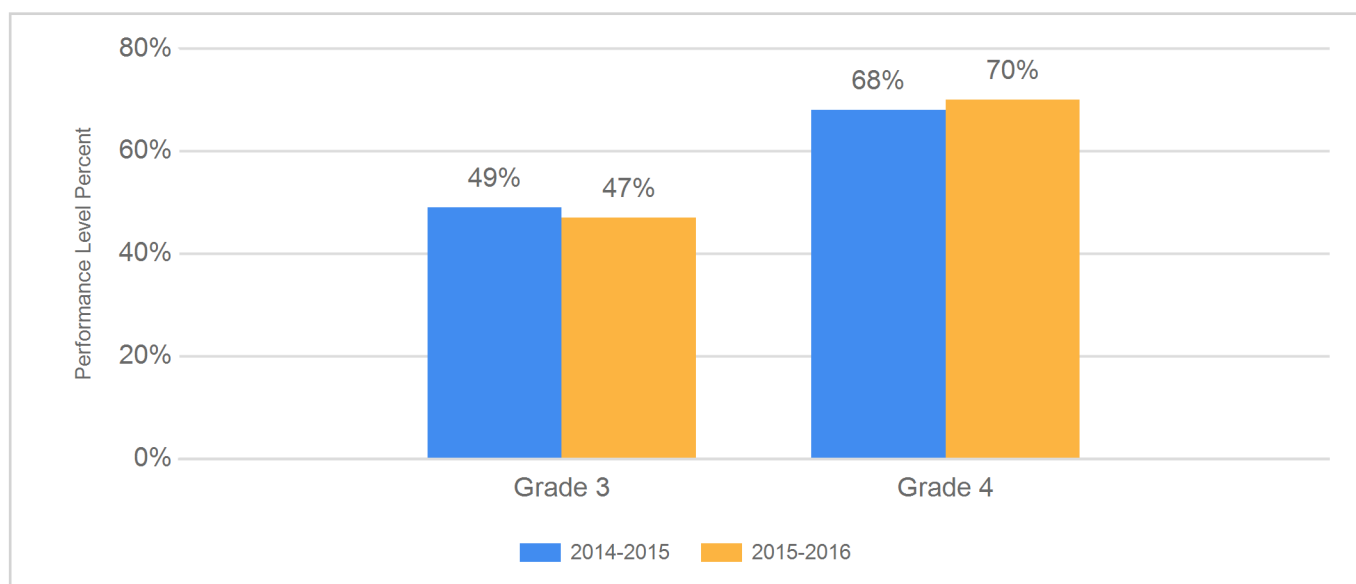
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### PARCC ELA Performance Trends

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





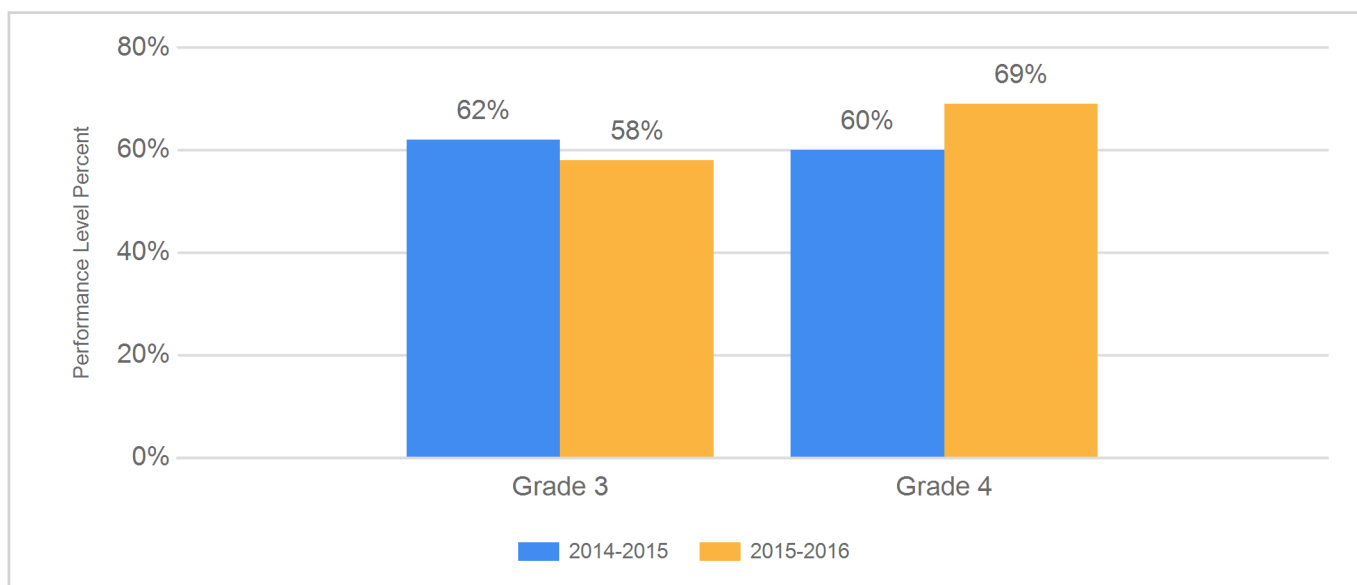
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## PARCC Math Performance Trends

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





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

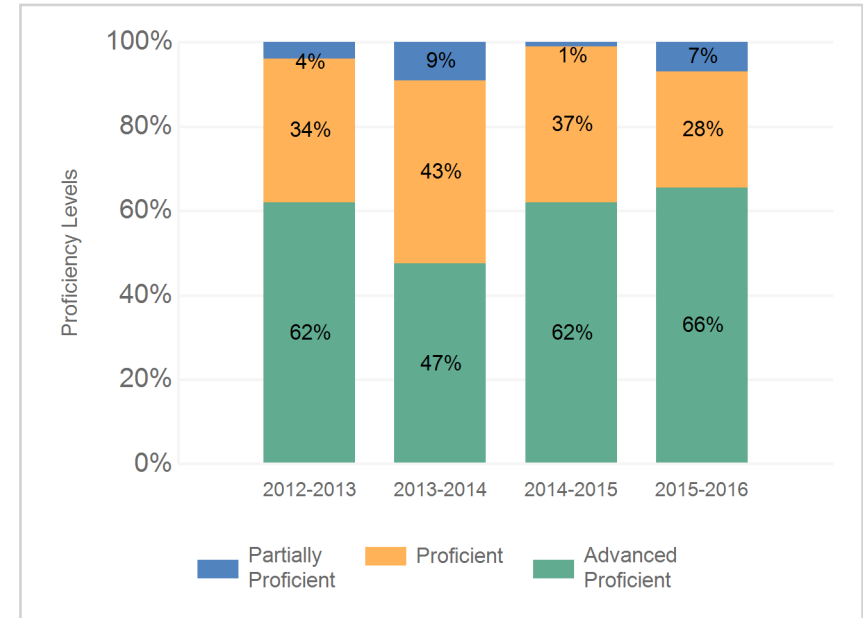
## NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	28%	7%
White	69%	24%	7%
African American	S	S	S
Hispanic	57%	36%	7%
American Indian	N	N	N
Asian	71%	21%	7%
Two or More Races	S	S	S
Students with Disability	29%	43%	29%
English Language Learners	N	N	N
Economically Disadvantaged Students	36%	43%	21%

## NJASK Proficiency Trends Science - Grade Level 04

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





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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## Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	54	50
Student Growth on Math	70	58	50

## Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	4%	0%
Partially Met (L2)	1%	2%	1%
Approached (L3)	2%	8%	7%
Met (L4)	11%	20%	26%
Exceeded (L5)	2%	4%	8%

## Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	2%	4%	2%
Approached (L3)	7%	6%	6%
Met (L4)	7%	13%	35%
Exceeded (L5)	1%	2%	12%



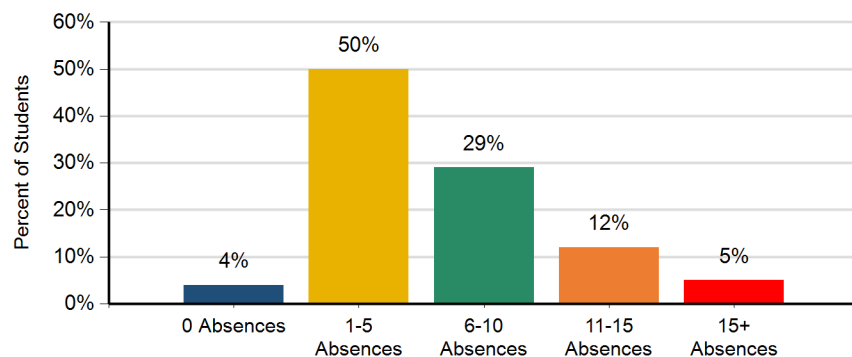
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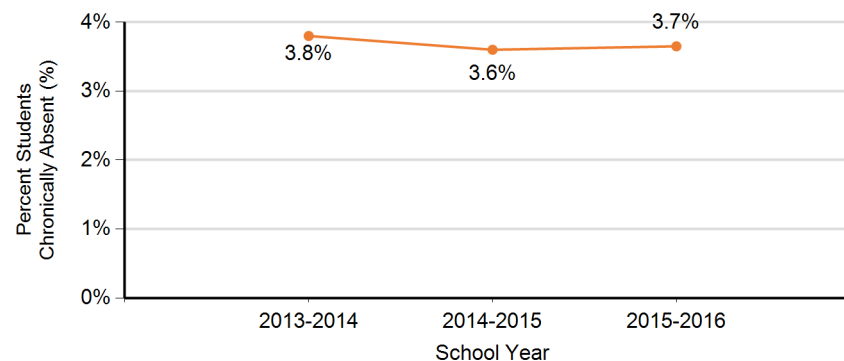
## Absenteeism

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



## Chronic Absenteeism Trend

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







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### Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	9:1
Administrator	178:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%