

**OVERVIEW**

MONMOUTH

MATAWAN-ABERDEEN REGIONAL

GRADE SPAN KG-03

STRATHMORE ELEMENTARY SCHOOL

282 CHURCH STREET

ABERDEEN, NEW JERSEY 07747-1599

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	96	90	100%
College and Career Readiness	94	90	100%
Student Growth	--	--	N/A

**Improvement Status**

N/A

**Rationale**

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

**Academic Achievement**

This school outperforms **90%** of schools statewide as noted by its statewide percentile and **96%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

**College and Career Readiness**

This school outperforms **90%** of schools statewide as noted by its statewide percentile and **94%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

### DEMOGRAPHIC INFORMATION

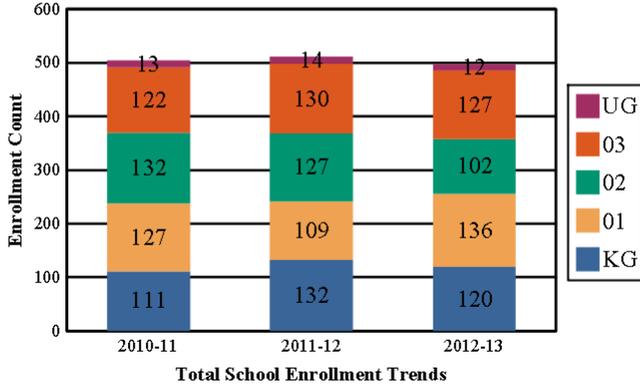
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GRADE SPAN KG-03

#### Enrollment by Grade, in Full Time Equivalent

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

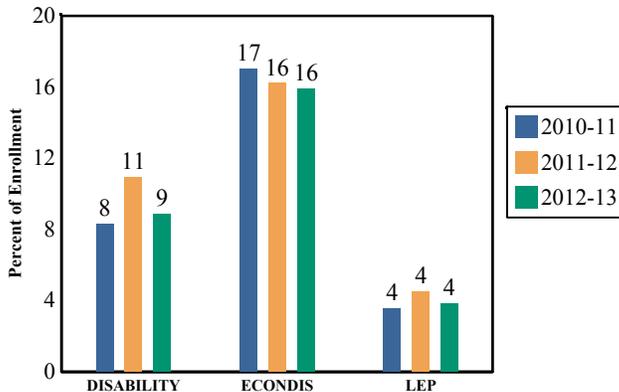


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

#### Total School Enrollment in Full Time Equivalent

<b>2011-12</b>	<b>512</b>
<b>2012-13</b>	<b>497</b>

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	44	9%
Economically Disadvantaged Students	79	16%
Limited English Proficient Students	19	4%

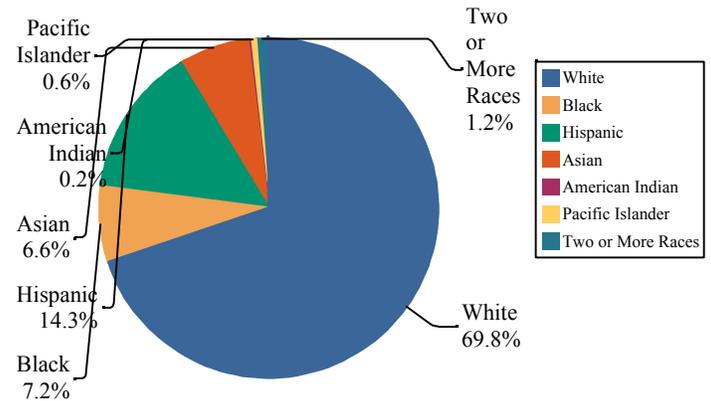
#### Language Diversity

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

2012-13	Percent
English	90.2%
Spanish	7.2%
Chinese	0.4%
German	0.4%
Gujarati	0.4%
Russian	0.4%
Other	1.0%

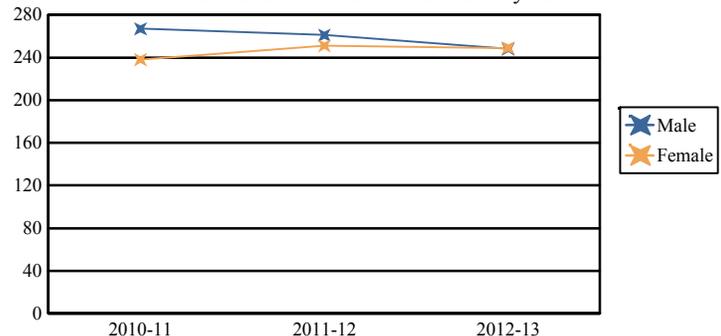
#### Enrollment by Ethnic/Racial Subgroup

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



#### Enrollment by Gender

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



	Male	Female
<b>2010-11</b>	<b>267</b>	<b>238</b>
<b>2011-12</b>	<b>261</b>	<b>251</b>
<b>2012-13</b>	<b>248</b>	<b>249</b>

### ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	85%	97	89	100%
NJASK Math Proficiency and above	94%	94	90	100%
<b>SUMMARY - Academic Achievement</b>		96	90	100%

### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

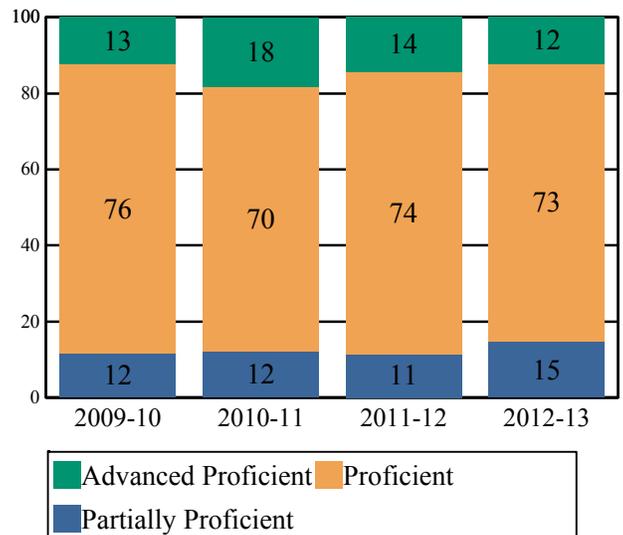
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	123	85.4	89.9	YES*
White	95	86.3	90	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

**YES\* = Met Progress Target(Confidence Interval Applied)**

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

### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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**NCLB Progress Targets - Math**

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

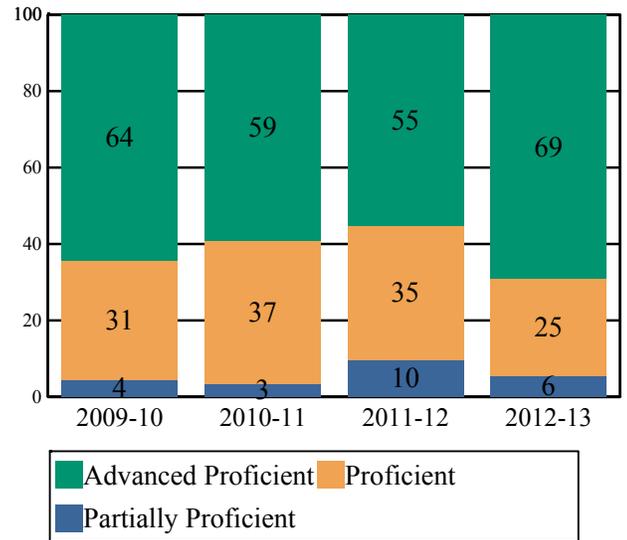
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	123	94.3	90	YES
White	95	96.8	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

**YES\* = Met Progress Target(Confidence Interval Applied)**

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

**Proficiency Trends - Math**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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**NJASK Results - Language Arts Literacy Grade Level - 03**

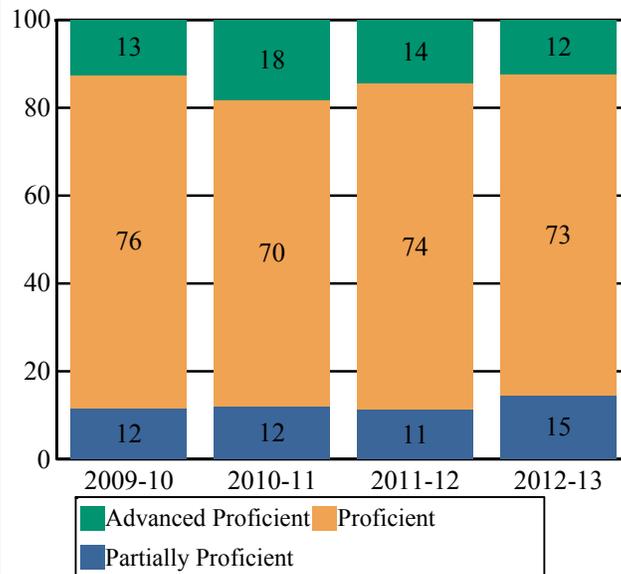
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	73%	15%
White	13%	74%	14%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	10%	43%	48%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	76%	24%

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

**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03**

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



**2013 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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**Proficiency Percentages**

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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**NJASK Results - MATH Grade Level - 03**

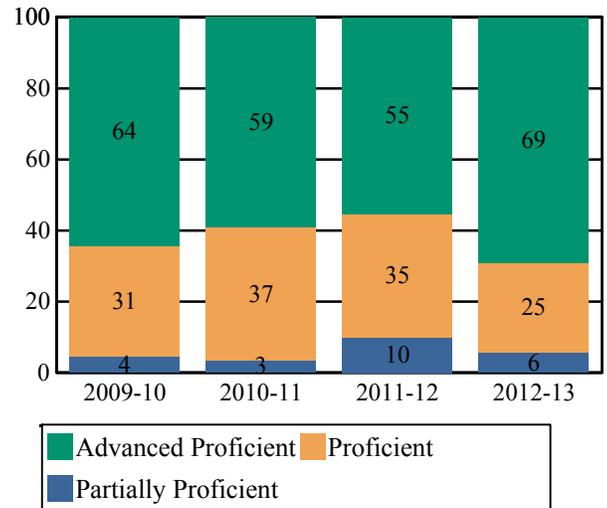
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	69%	25%	6%
White	73%	24%	3%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	43%	38%	19%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	29%	59%	12%

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

**NJASK Proficiency Trends - Math - Grade Level - 03**

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



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<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

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**Proficiency Percentages**

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

**COLLEGE AND CAREER READINESS**

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

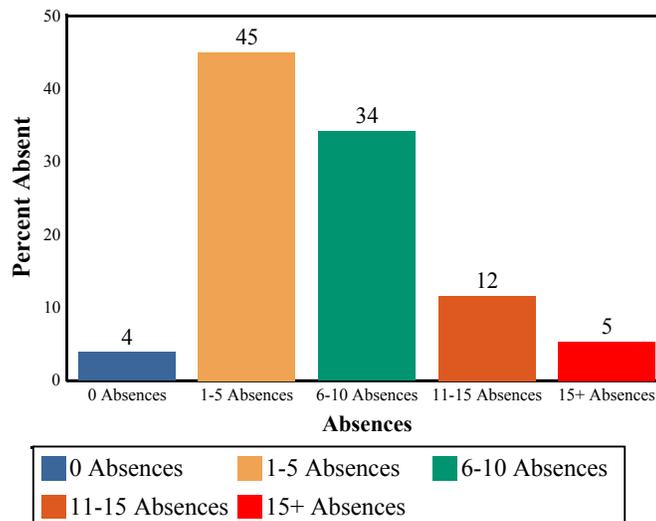
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	3%	94	90	6%	YES
Summary					100%

**Chronic Absenteeism** - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

**Absenteeism**

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



**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 03**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	263	300
75th	234	221
50th	218	204
25th	204	191
0th	165	100

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

**Grade Level - 03**

**NJ ASK Math 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	286	264
50th	269	235
25th	231	201
0th	137	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	63

**SCHOOL CLIMATE**

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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
2012-13	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2012-13	0.0%

**Instructional Time**

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

2012-13	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2012-13	0

**Student to Staff Ratio**

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

2012-13	School
Faculty	15
Administrators	497

**SCHOOL PEER GROUP**

Strathmore Elementary School

25-3040-080

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	FORT LEE BORO	SCHOOL NO. 2	03-1550-070	KG-06	25.8%	9.2%	11.4%
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	20.0%	4.1%	13.6%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	26.8%	1.4%	25.0%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	19.6%	0.6%	16.9%
BURLINGTON	WESTAMPTON	HOLLY HILLS ELEMENTARY SCHOOL	05-5720-020	KG-04	21.2%	3.0%	14.9%
CAMDEN	GLOUCESTER TWP	UNION VALLEY ELEMENTARY SCHOOL	07-1780-180	PK-05	25.4%	5.2%	16.4%
CAMDEN	HADDON TWP	STOY ELEMENTARY SCHOOL	07-1890-080	PK-05	12.7%	0.0%	8.8%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060	PK-05	12.8%	0.0%	9.6%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060	PK-05	22.5%	8.1%	11.1%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.7%	0.0%	6.8%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	21.9%	3.8%	15.3%
GLOUCESTER	LOGAN TWP	LOGAN TOWNSHIP ELEMENTARY SCHOOL	15-2750-040	02-05	21.7%	0.3%	18.8%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040	01-05	18.4%	0.0%	17.1%
HUNTERDON	FLEMINGTON-RARITAN REG	FRANCIS A. DESMARES ELEMENTARY SCHOOL	19-1510-035	KG-04	27.7%	14.9%	7.1%
HUNTERDON	LAMBERTVILLE CITY	LAMBERTVILLE PUBLIC SCHOOL	19-2530-050	PK-06	24.7%	6.8%	14.9%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	12.6%	0.3%	9.2%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	21.0%	7.1%	9.7%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	23.5%	10.5%	9.1%
MIDDLESEX	SOUTH BRUNSWICK TWP	BRUNSWICK ACRES ELEMENTARY SCHOOL	23-4860-055	PK-05	15.5%	2.3%	8.5%
MONMOUTH	HAZLET TWP	LILLIAN DRIVE SCHOOL	25-2105-085	01-04	22.9%	4.4%	14.8%
MONMOUTH	HOWELL TWP	LAND O'PINES ELEMENTARY SCHOOL	25-2290-030	PK-05	17.2%	0.0%	15.4%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	STRATHMORE ELEMENTARY SCHOOL	25-3040-080	KG-03	15.9%	3.8%	7.6%
MONMOUTH	TINTON FALLS	MAHALA F. ATCHISON SCHOOL	25-5185-030	PK-03	19.0%	4.5%	11.6%
MORRIS	MOUNT OLIVE TWP	TINC RD. ELEMENTARY SCHOOL	27-3450-070	KG-05	21.0%	4.2%	14.4%
MORRIS	ROXBURY TWP	NIXON ELEMENTARY SCHOOL	27-4560-085	KG-04	22.5%	2.9%	15.9%
OCEAN	BRICK TWP	DRUM POINT ROAD ELEMENTARY SCHOOL	29-0530-030	KG-06	23.1%	0.0%	21.2%
OCEAN	JACKSON TWP	ELMS ELEMENTARY SCHOOL	29-2360-035	PK-05	12.6%	0.0%	10.0%
OCEAN	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	29-2760-050	03-06	24.4%	7.1%	15.0%
OCEAN	TOMS RIVER REGIONAL	NORTH DOVER ELEMENTARY SCHOOL	29-5190-080	KG-05	15.2%	0.6%	10.0%
PASSAIC	POMPTON LAKES BORO	LENOX SCHOOL	31-4230-060	KG-05	26.4%	5.1%	18.8%
WARREN	HACKETTSTOWN	HATCHERY HILL ELEMENTARY SCHOOL	41-1870-070	PK-04	25.2%	7.8%	13.9%