

OVERVIEW

MONMOUTH
EATONTOWN BORO

GRADE SPAN 07-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	68	50	33%
College and Career Readiness	63	36	50%
Student Growth	57	45	100%

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 **50%** of schools statewide as noted by its statewide percentile and **68%** 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 **33%** 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 (NJ ASK). 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 **36%** of schools statewide as noted by its statewide percentile and **63%** 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 **50%** 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.

Student Growth

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **57%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

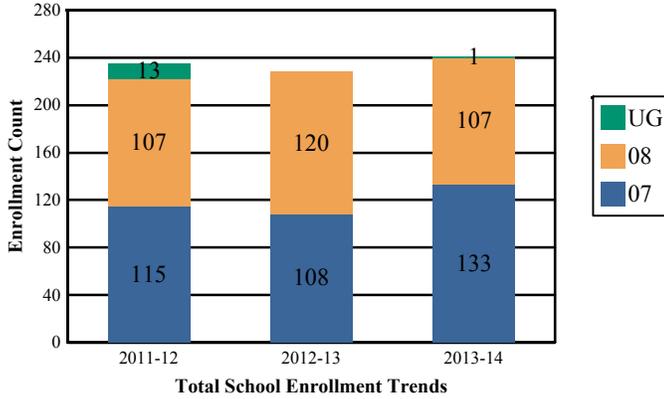
MONMOUTH

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Enrollment by Grade

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



Language Diversity

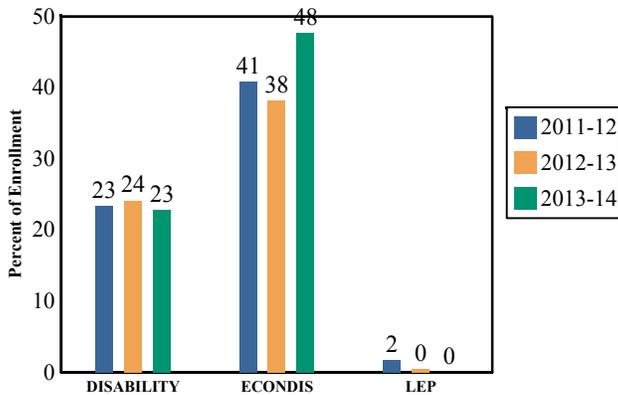
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	76.2%
Spanish	10.9%
Vietnamese	3.6%
Tagalog	3.2%
Chinese	1.6%
Arabic	1.6%
Other	2.8%

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

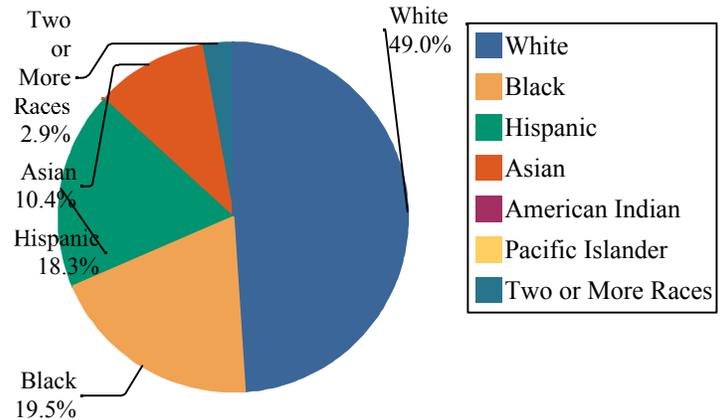
Total School Enrollment	
2011-12	235
2012-13	228
2013-14	241

Enrollment Trends by Program Participation



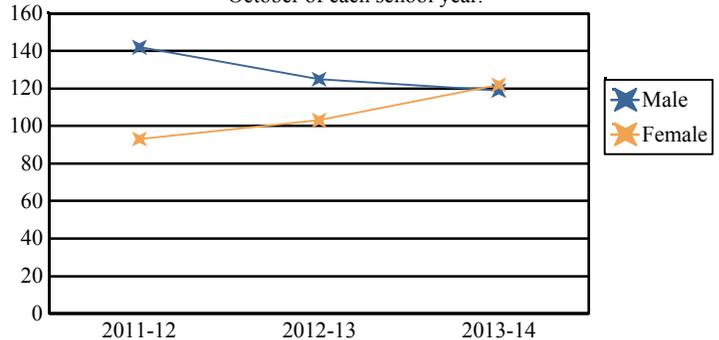
Enrollment by Ethnic/Racial Subgroup

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.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	55	23%
Economically Disadvantaged Students	115	47.7%
Limited English Proficient Students	0	0.0%

	Male	Female
2011-12	142	93
2012-13	125	103
2013-14	119	122

ACADEMIC ACHIEVEMENT

MEMORIAL MIDDLE SCHOOL

MONMOUTH

7 GRANT AVENUE

EATONTOWN BORO

GRADE SPAN 07-08

EATONTOWN, NJ 07724-1398

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 rank 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	80%	94	70	67%
NJASK Math Proficiency and above	64%	42	29	0%
SUMMARY - Academic Achievement		68	50	33%

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.

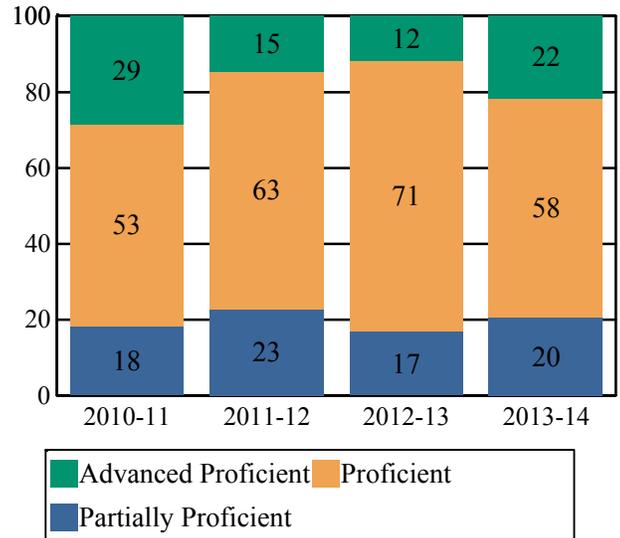
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	230	79.5	86.2	NO
White	117	84.6	90	YES*
Black	39	66.7	76.6	YES*
Hispanic	42	76.2	76.7	YES*
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	51	39.2	61.7	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	96	70.8	78.4	YES*

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.

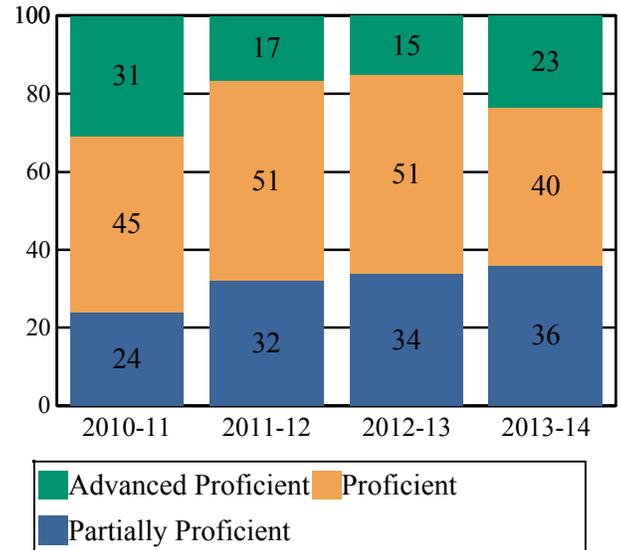
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	230	63.9	82.1	NO
White	117	73.5	84.9	NO
Black	39	38.4	57.3	NO
Hispanic	42	59.6	78.3	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	51	23.6	58.6	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	96	45.8	75.1	NO

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 - 07

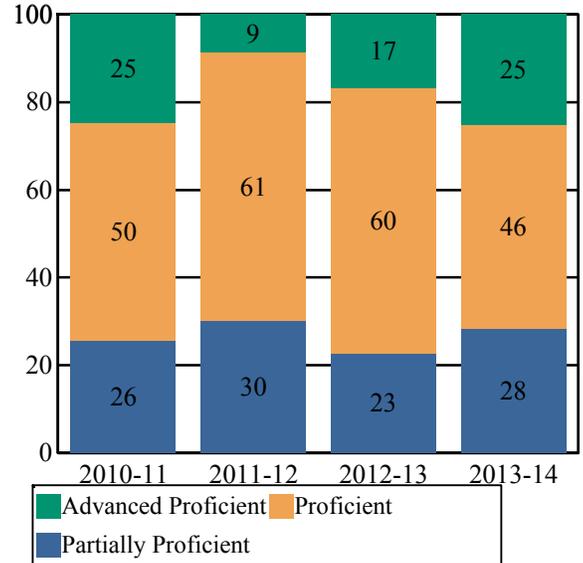
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	46%	28%
White	30%	47%	23%
Black	14%	36%	50%
Hispanic	18%	50%	32%
American Indian	-	-	-
Asian	40%	53%	7%
Two or More Races	-	-	-
Students with Disability	0%	24%	76%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	46%	39%

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

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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



NJASK Results - Language Arts Literacy Grade Level - 08

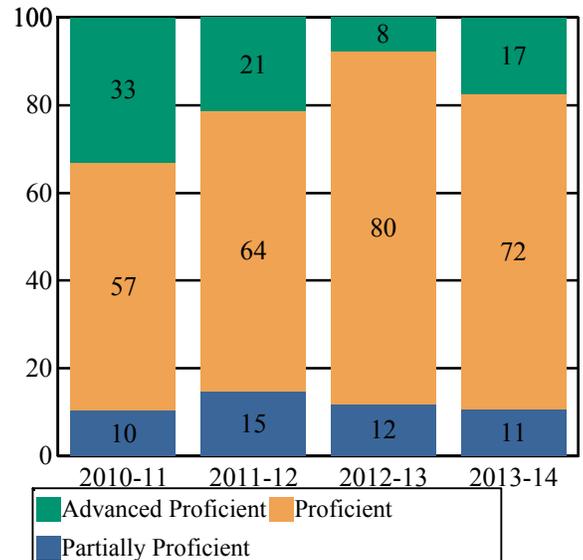
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	72%	11%
White	21%	74%	6%
Black	6%	82%	12%
Hispanic	15%	70%	15%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	59%	41%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	79%	17%

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

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

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



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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/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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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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 - 07

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	16%	43%	41%
White	17%	50%	33%
Black	14%	23%	64%
Hispanic	0%	55%	45%
American Indian	-	-	-
Asian	40%	33%	27%
Two or More Races	-	-	-
Students with Disability	3%	17%	79%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	9%	37%	54%

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

NJASK Results - MATH Grade Level - 08

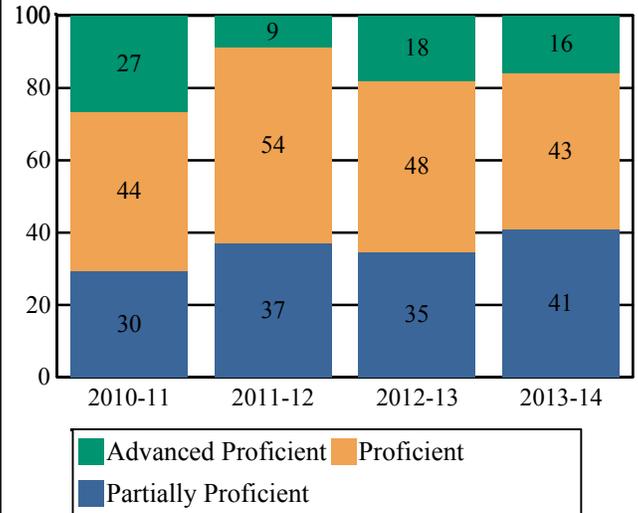
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	37%	30%
White	36%	45%	19%
Black	12%	29%	59%
Hispanic	35%	30%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	27%	73%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	17%	29%	55%

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

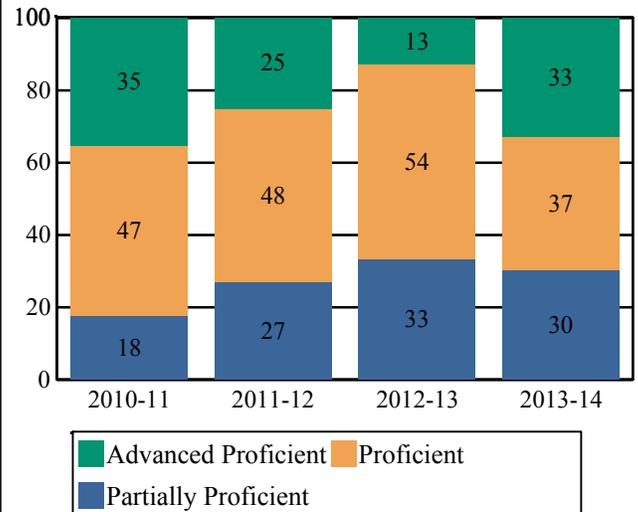
NJASK Proficiency Trends - Math - Grade Level - 07

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



NJASK Proficiency Trends - Math - Grade Level - 08

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



ACADEMIC ACHIEVEMENT

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2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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

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 :

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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

NJASK Results - Science Grade Level - 08

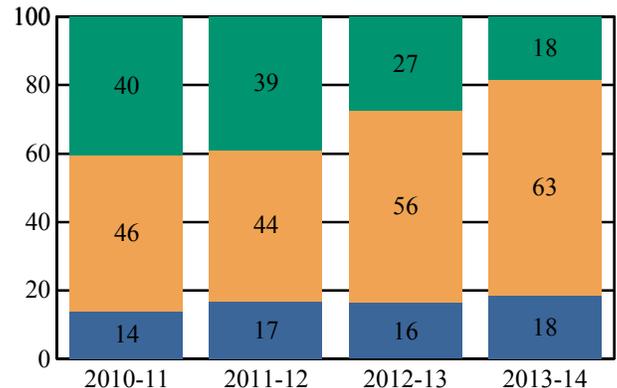
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	63%	18%
White	19%	72%	9%
Black	6%	65%	29%
Hispanic	15%	50%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	50%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	60%	33%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

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. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also 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 10% or more 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 is 65 in Algebra I Enrollment has a higher Algebra I Enrollment 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 Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	21%	65	37	20%	YES
Chronic Absenteeism (%)	9%	60	35	6%	NO
Summary		63	36		50%

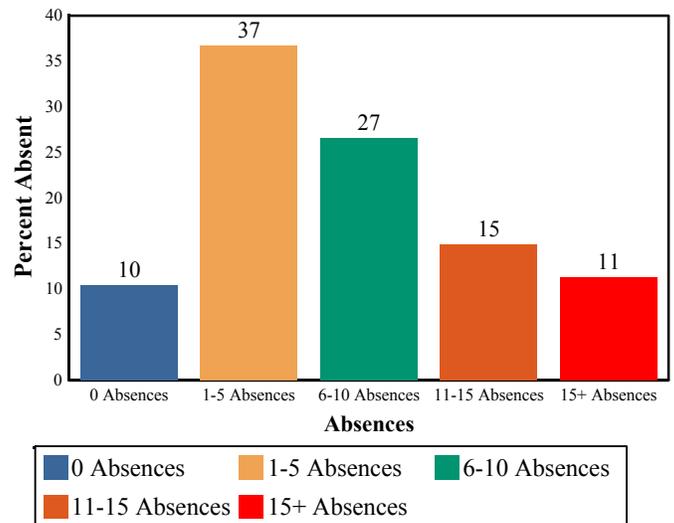
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	21%
Algebra grade (C or better)	100%

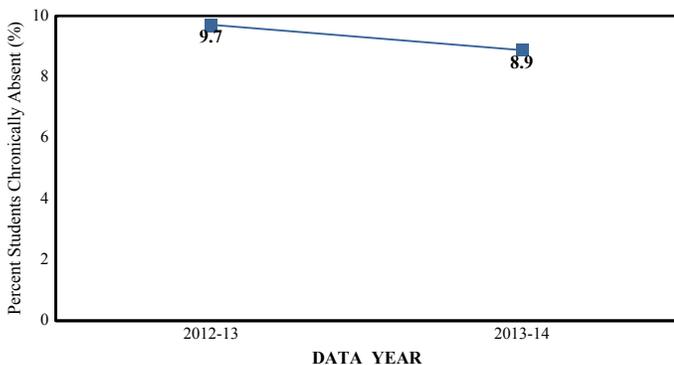
Absenteeism

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.



Chronic Absenteeism Trend

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



STUDENT GROWTH

MONMOUTH

EATONTOWN BORO

GRADE SPAN 07-08

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

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	54	84	73	35	YES
Student Growth on Math	39	30	16	35	YES
		57	45		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	12%	9%	2%
Proficient	14%	24%	18%
Advanced Proficient	1%	4%	15%

	GROWTH		
	Low	Typical	High
Partially Proficient	25%	10%	2%
Proficient	16%	16%	9%
Advanced Proficient	7%	3%	12%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

MEMORIAL MIDDLE SCHOOL
7 GRANT AVENUE
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EATONTOWN BORO

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 - 07

Grade Level - 07

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

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.

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	293	300
75th	246	234
50th	214	211
25th	186	188
0th	121	100

Percentile	School Scale Score	State Scale Score
99th	277	300
75th	225	250
50th	204	214
25th	179	184
0th	106	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	46

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	66

Grade Level - 08

Grade Level - 08

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

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.

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	277	300
75th	239	238
50th	224	221
25th	212	204
0th	162	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	251	259
50th	221	227
25th	185	192
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	34

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	66	67

SCHOOL CLIMATE

MONMOUTH

EATONTOWN BORO

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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
2013-14	6 Hrs. 29 Mins.

Student Suspension Rate

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

	School
2013-14	4.6%

Instructional Time

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

2013-14	School
Full Time	5 Hrs. 32 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
2013-14	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.

2013-14	School
Faculty	9
Administrators	241

SCHOOL PEER GROUP**MEMORIAL MIDDLE SCHOOL****25-1260-070**

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>
ATLANTIC	BRIGANTINE CITY	BRIGANTINE NORTH MIDDLE SCHOOL	01-0570-030	05-08	51.2%	1.1%	19.9%
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL MIDDLE SCHOOL	01-0590-030	06-08	49.2%	0.0%	20.7%
ATLANTIC	GALLOWAY TWP	GALLOWAY TOWNSHIP MIDDLE SCHOOL	01-1690-016	07-08	50.3%	0.9%	19.7%
ATLANTIC	VENTNOR CITY	VENTNOR MIDDLE SCHOOL	01-5350-040	05-08	67.0%	2.5%	12.2%
ATLANTIC	WEYMOUTH TWP	WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL	01-5760-020	PK-08	47.4%	0.0%	18.8%
BURLINGTON	MOUNT HOLLY TWP	F. W. HOLBEIN MIDDLE SCHOOL	05-3430-060	06-08	59.9%	1.9%	23.3%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO MEMORIAL MIDDLE SCHOOL	05-5805-057	06-08	63.7%	0.9%	21.3%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL	07-0580-010	PK-08	55.6%	0.0%	14.3%
CAMDEN	CLEMENTON BORO	CLEMENTON ELEMENTARY SCHOOL	07-0880-010	PK-08	64.3%	2.2%	16.2%
CAMDEN	PENNSAUKEN TWP	HOWARD M PHIFER MIDDLE SCHOOL	07-4060-055	07-08	68.8%	1.8%	21.8%
CAMDEN	PINE HILL BORO	PINE HILL MIDDLE SCHOOL	07-4110-100	06-08	51.6%	0.3%	22.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP MIDDLE SCHOOL	07-5820-020	07-08	59.0%	0.4%	17.6%
CAPE MAY	LOWER CAPE MAY REGIONAL	RICHARD M. TEITELMAN MIDDLE SCHOOL	09-2820-060	07-08	46.0%	0.2%	23.2%
CAPE MAY	WOODBINE BORO	WOODBINE ELEMENTARY SCHOOL	09-5840-050	PK-08	69.7%	3.2%	26.2%
CHARTERS	CENTRAL JERSEY ARTS CS	CENTRAL JERSEY ARTS CHARTER SCHOOL	80-6217-910	KG-08	59.4%	0.0%	6.7%
CHARTERS	GRAY CS	THE GRAY CHARTER SCHOOL	80-6665-930	KG-08	68.6%	0.0%	0.0%
CHARTERS	GREAT OAKS CHARTER SCHOOL	GREAT OAKS CHARTER SCHOOL	80-6053-917	06-09	67.2%	0.0%	13.0%
CUMBERLANI	DOWNE TWP	DOWNE TOWNSHIP ELEMENTARY SCHOOL	11-1120-045	PK-08	51.0%	0.0%	14.3%
CUMBERLANI	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL	11-5390-065	06-08	56.4%	0.9%	19.1%
HUDSON	BAYONNE CITY	HENRY E. HARRIS #1	17-0220-050	PK-08	57.3%	0.0%	13.5%
HUDSON	BAYONNE CITY	JOHN M. BAILEY #12	17-0220-040	PK-08	62.6%	0.3%	16.2%
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5	17-0220-070	PK-08	65.7%	0.0%	13.8%
HUDSON	BAYONNE CITY	WASHINGTON COMMUNITY SCHOOL #9	17-0220-120	PK-08	60.9%	0.0%	26.5%
HUDSON	JERSEY CITY	ACADEMY I	17-2390-095	06-08	69.9%	1.5%	6.9%
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL	17-3610-100	KG-08	60.1%	0.9%	14.8%
MIDDLESEX	NEW BRUNSWICK CITY	WOODROW WILSON ELEMENTARY SCHOOL	23-3530-140	PK-08	69.4%	3.2%	16.3%
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070	07-08	47.7%	0.0%	22.8%
MONMOUTH	NEPTUNE TWP	NEPTUNE MIDDLE SCHOOL	25-3510-055	06-08	59.1%	1.2%	19.7%
OCEAN	LAKEHURST BORO	LAKEHURST ELEMENTARY SCHOOL	29-2500-050	PK-08	54.6%	1.2%	21.6%
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE MIDDLE SCHOOL	33-4070-105	06-08	67.4%	2.2%	25.3%
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG MIDDLE SCHOOL	41-4100-110	06-08	69.9%	0.9%	24.0%