

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

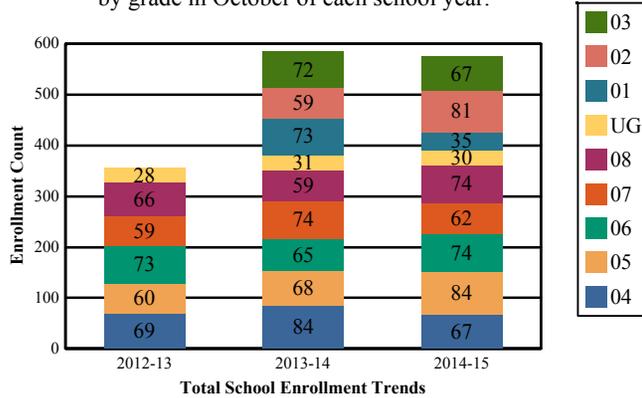
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Enrollment by Ethnic/Racial Subgroup

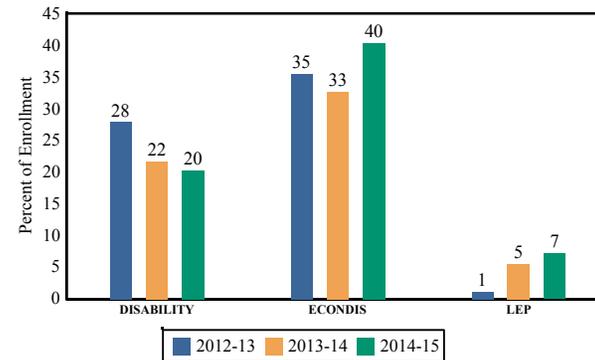
Enrollment by Grade

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

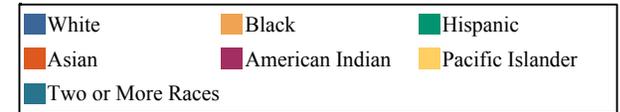
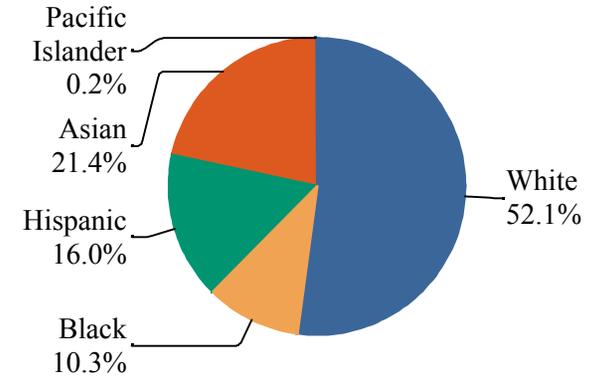


Enrollment Trends by Program Participation

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



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



Language Diversity

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

2014-15	Percent
English	70.8%
Spanish	12.1%
Urdu	9.6%
Punjabi	1.6%
Turkish	1.3%
Hindi	1.0%
Other	3.7%

Current Year Enrollment by Program Participation

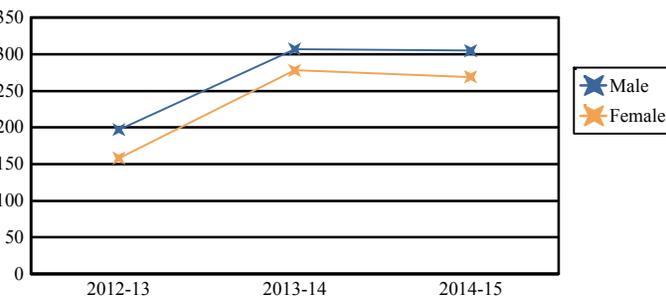
2014-15	Count of Students	% of Enrollment
Students with Disability	116	20%
Economically Disadvantaged Students	232	40.4%
English Language Learners	41	7.1%

Total School Enrollment

2012-13	355
2013-14	585
2014-15	574

Enrollment by Gender

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



	Male	Female
2012-13	197	158
2013-14	307	278
2014-15	305	269

ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	60%	94	70
Math Met or Exceeded Expectation	49%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	425	60%	95%	99.3%	YES
White	222	67.5%	95%	100%	YES
African American	46	50%	95%	96.3%	YES
Hispanic	63	39.7%	95%	98.5%	YES
American Indian	-	-	--	--	--
Asian	93	61.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	92	18.5%	95%	98.9%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	171	46.8%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	426	48.8%	95%	99.4%	YES
White	222	57.7%	95%	100%	YES
African American	46	26.1%	95%	96.3%	YES
Hispanic	63	28.6%	95%	98.6%	YES
American Indian	-	-	--	--	--
Asian	94	53.2%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	92	10.9%	95%	98.9%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	171	32.8%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	747	744	11%	25%	17%	42%	6%	48%	44%
White	27	765	753	7%	15%	7%	63%	7%	70%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	12	732	727	17%	33%	25%	17%	8%	25%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	16	741	769	13%	13%	38%	38%	0%	38%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	708	718	40%	33%	13%	13%	0%	13%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	29	728	724	21%	41%	7%	24%	7%	31%	24%

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	752	751	6%	14%	23%	46%	11%	57%	52%
White	38	761	758	0%	11%	24%	53%	13%	66%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	13	745	773	8%	23%	15%	46%	8%	54%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	723	725	18%	36%	27%	9%	9%	18%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	25	735	734	12%	20%	32%	36%	0%	36%	31%

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	758	751	3%	15%	23%	45%	14%	59%	53%
White	41	755	757	2%	15%	24%	51%	7%	59%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	21	762	771	5%	5%	33%	33%	24%	57%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	16	723	723	13%	38%	31%	13%	6%	19%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	27	746	734	4%	30%	26%	30%	11%	41%	31%

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PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	751	749	8%	8%	26%	50%	8%	58%	50%
White	35	757	755	6%	9%	20%	57%	9%	66%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	15	742	736	13%	7%	33%	47%	0%	47%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	14	753	770	7%	0%	36%	43%	14%	57%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	18	718	718	22%	22%	44%	11%	0%	11%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	33	743	733	9%	12%	30%	45%	3%	48%	30%

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PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	765	750	1%	15%	10%	34%	39%	73%	53%
White	35	771	757	0%	11%	11%	34%	43%	77%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	14	768	777	7%	0%	7%	43%	43%	86%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	17	716	713	0%	59%	12%	6%	24%	29%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	750	733	0%	27%	13%	40%	20%	60%	33%

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PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	755	750	11%	9%	16%	46%	18%	64%	53%
White	46	764	757	7%	11%	13%	43%	26%	70%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	15	763	778	7%	0%	13%	67%	13%	80%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	15	708	713	40%	33%	7%	20%	0%	20%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	27	746	732	15%	11%	11%	56%	7%	63%	34%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	759	746	3%	5%	34%	49%	9%	58%	46%
White	27	764	752	7%	0%	22%	52%	19%	70%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	12	750	733	0%	17%	33%	42%	8%	50%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	16	759	772	0%	0%	44%	56%	0%	56%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	29	754	730	3%	3%	48%	41%	3%	45%	26%

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	759	744	3%	14%	23%	55%	5%	60%	42%
White	38	768	749	0%	11%	16%	66%	8%	74%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	13	747	769	8%	23%	23%	46%	0%	46%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	725	724	18%	36%	27%	18%	0%	18%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	25	744	730	4%	24%	36%	36%	0%	36%	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	749	744	8%	12%	28%	44%	9%	53%	42%
White	41	748	749	5%	17%	27%	46%	5%	51%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	21	754	768	5%	10%	29%	38%	19%	57%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	738	731	15%	11%	37%	33%	4%	37%	23%

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PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	742	743	8%	12%	44%	32%	4%	36%	42%
White	35	751	749	3%	9%	34%	49%	6%	54%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	15	732	731	13%	13%	60%	7%	7%	13%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	15	739	768	13%	0%	47%	40%	0%	40%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	18	723	718	17%	33%	33%	11%	6%	17%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	33	733	729	9%	18%	58%	12%	3%	15%	23%

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PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	751	740	3%	15%	30%	45%	7%	52%	38%
White	35	757	745	3%	11%	23%	49%	14%	63%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	14	754	760	7%	0%	29%	64%	0%	64%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	740	728	7%	20%	37%	37%	0%	37%	21%

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PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	715	726	36%	28%	23%	13%	0%	13%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	17	715	719	47%	6%	24%	24%	0%	24%	17%

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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	762	740	0%	8%	30%	57%	5%	62%	40%
White	29	764	746	0%	7%	28%	59%	7%	66%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

JOHN HILL SCHOOL
435 LATHROP AVENUE
BOONTON, NJ 07005-2221

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**MORRIS
BOONTON TOWN**

GRADE SPAN 01-08

NJASK Results - Science Grade Level - 04

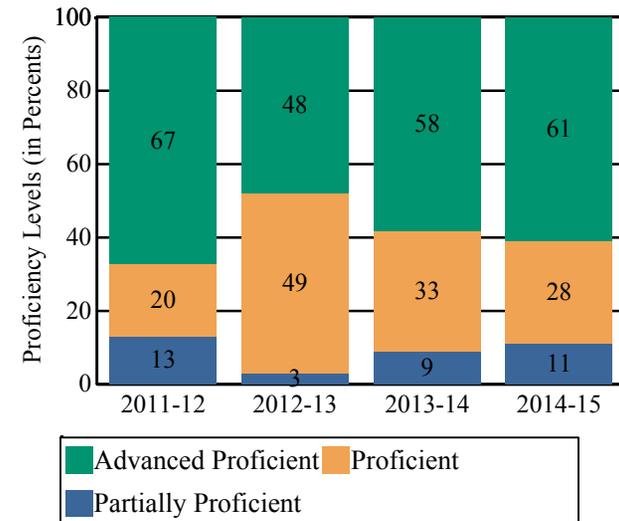
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	61%	28%	11%
White	70%	24%	5%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	46%	23%	31%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	44%	40%	16%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



ACADEMIC ACHIEVEMENT

**MORRIS
BOONTON TOWN**

GRADE SPAN 01-08

NJASK Results - Science Grade Level - 08

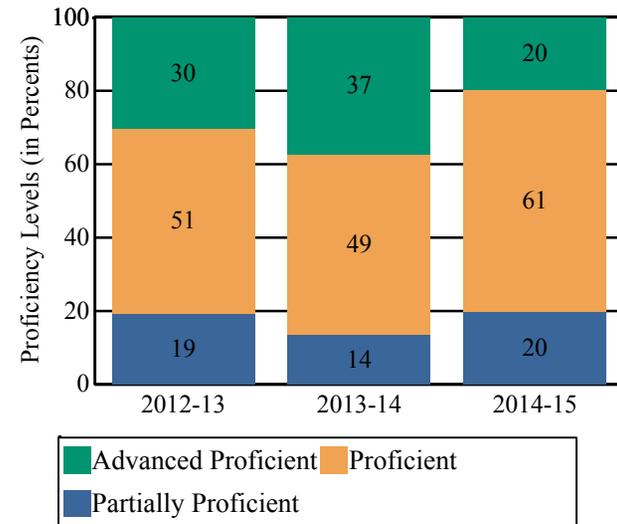
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	61%	20%
White	30%	59%	11%
African American	-	-	-
Hispanic	0%	45%	55%
American Indian	-	-	-
Asian	13%	81%	6%
Two or More Races	-	-	-
Students with Disability	8%	23%	69%
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	66%	28%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
38	38

Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	63.2%

- Data Suppressed to protect the confidentiality of students

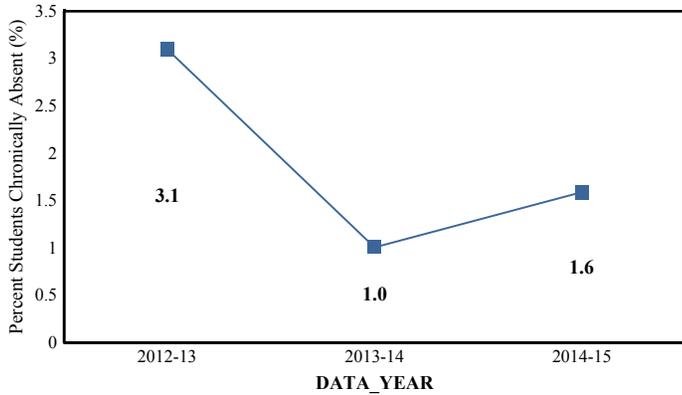
COLLEGE AND CAREER READINESS

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

Chronic Absenteeism Trend

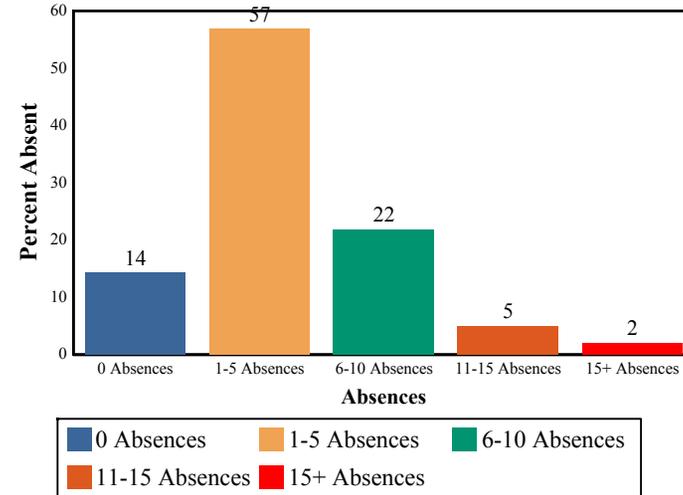
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	1.59%
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Absenteeism

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



Visual and Performing Arts

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

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

N/R - Data Not Reported

STUDENT GROWTH

**MORRIS
BOONTON TOWN**

GRADE SPAN 01-08

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	49	56	35	YES
Student Growth on Math	55	65	72	35	YES
		57	64		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	8%	2%	2%
Approached	9%	7%	4%
Met	10%	20%	17%
Exceeded	1%	5%	11%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	8%	5%	1%
Approached	7%	11%	13%
Met	9%	12%	20%
Exceeded	0%	1%	5%

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

WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	849	850
75th	770	770
50th	752	743
25th	722	715
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	773	767
50th	760	745
25th	745	722
0th	650	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	774	773
50th	756	750
25th	734	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	777	773
50th	755	751
25th	734	728
0th	690	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	780	764
50th	762	742
25th	741	721
0th	676	650

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	768	763
50th	749	743
25th	730	723
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	771	770
50th	756	749
25th	736	726
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	789	776
50th	768	751
25th	746	724
0th	683	650

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

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	759	763
50th	744	742
25th	732	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	773	759
50th	752	740
25th	735	720
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	39

WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	782	777
50th	763	751
25th	732	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	761	850
75th	741	748
50th	716	726
25th	692	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	44

SCHOOL CLIMATE

MORRIS
BOONTON TOWN

GRADE SPAN 01-08

Length of School Day

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

	School
2014-15	6 Hrs. 50 Mins.

Student Suspension Rate

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

	School
2014-15	2.6%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	574

SCHOOL PEER GROUP

**MORRIS
BOONTON TOWN**

GRADE SPAN 01-08

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CARLSTADT BORO	CARLSTADT PUBLIC SCHOOL	03-0740-050	PK-08	32.6%	5.1%	10.9%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076	07-08	60.9%	7.4%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
BURLINGTON	NEW HANOVER TWP	NEW HANOVER TOWNSHIP SCHOOL	05-3540-050	PK-08	43.2%	13.1%	18%
CAMDEN	SOMERDALE BORO	SOMERDALE SCHOOL DISTRICT	07-4790-020	PK-08	40%	7.4%	13.6%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	THE RED BANK CS	RED BANK CHARTER SCHOOL	80-7720-915	PK-08	37.8%	3.6%	7.3%
CUMBERLAND	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	JERSEY CITY	DR. MICHAEL CONTI SCHOOL	17-2390-110	PK-08	68.3%	11.4%	18.1%
HUDSON	JERSEY CITY	RAFAEL DE J. CORDERO SCHOOL	17-2390-300	PK-08	51.3%	12.7%	14.5%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MERCER	EAST WINDSOR REGIONAL	MELVIN H. KREPS MIDDLE SCHOOL	21-1245-070	06-08	34.5%	4.1%	11.4%
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	39.3%	2.8%	11.2%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	QUIBBLETOWN MIDDLE SCHOOL	23-4130-055	06-08	39.7%	4%	10.9%
MIDDLESEX	WOODBRIIDGE TWP	ISELIN MIDDLE SCHOOL	23-5850-080	06-08	35%	7.5%	8.7%
MONMOUTH	BELMAR BORO	BELMAR ELEMENTARY	25-0270-020	PK-08	61.9%	14.1%	15.6%
MONMOUTH	BRADLEY BEACH BORO	BRADLEY BEACH ELEMENTARY SCHOOL	25-0500-020	PK-08	50.9%	27.9%	12.4%
MONMOUTH	KEYPORT BORO	KEYPORT CENTRAL SCHOOL	25-2430-060	PK-08	54.8%	8.2%	15.2%
MORRIS	BOONTON TOWN	JOHN HILL SCHOOL	27-0450-030	01-08	40.4%	7.1%	19.9%

SCHOOL PEER GROUP

**MORRIS
BOONTON TOWN**

**JOHN HILL SCHOOL
435 LATHROP AVENUE
BOONTON, NJ 07005-2221**

GRADE SPAN 01-08

MORRIS	MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	27-3385-075	06-08	34.6%	4%	14.8%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060	PK-08	37.5%	4.4%	18.2%
PASSAIC	WANAQUE BORO	HASKELL ELEMENTARY SCHOOL	31-5440-050	KG-08	30.2%	4.9%	19.5%
SALEM	OLDMANS TWP	OLDMANS TOWNSHIP SCHOOL	33-3860-010	KG-08	30.9%	0%	6%
SOMERSET	SOUTH BOUND BROOK	ROBERT MORRIS SCHOOL	35-4850-060	PK-08	46.9%	3.7%	10.9%
UNION	ELIZABETH CITY	VICTOR MRAVLAK SCHOOL NO. 21	39-1320-240	PK-08	47.3%	15.6%	14.9%
UNION	ROSELLE PARK BORO	ROSELLE PARK MIDDLE SCHOOL	39-4550-085	06-08	41.5%	4.9%	16%