

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/>.

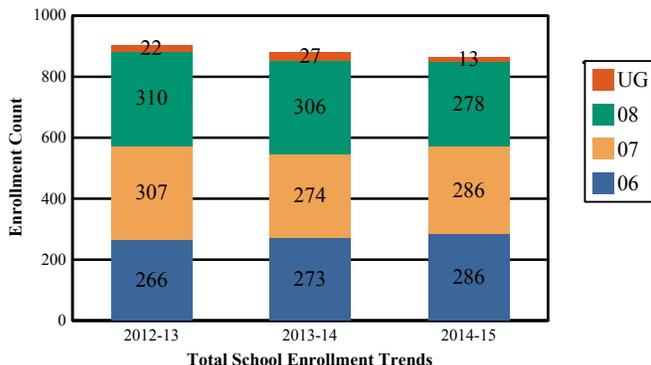
**DEMOGRAPHIC INFORMATION**

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GRADE SPAN 06-08

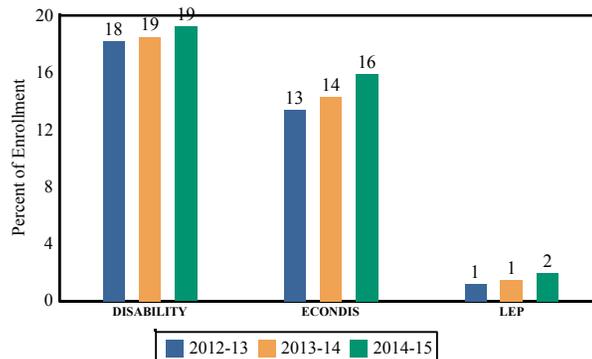
**Enrollment by Grade**

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



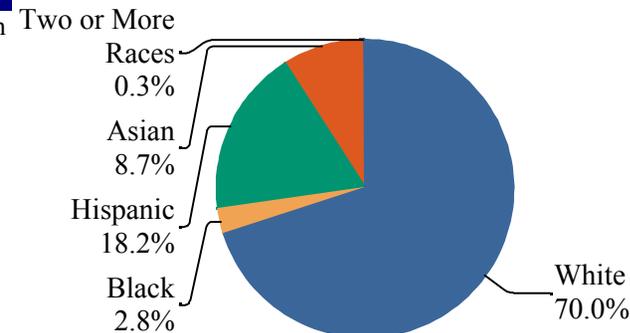
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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

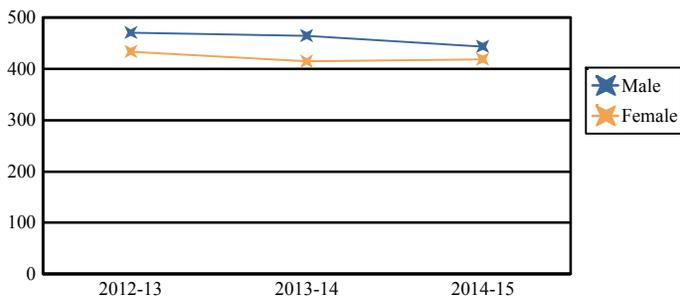


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	905
2013-14	880
2014-15	863

**Enrollment by Gender**

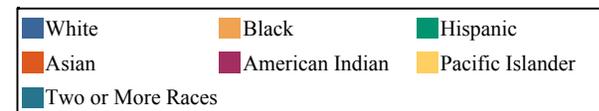
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	471	434
2013-14	465	415
2014-15	444	419

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	166	19%
Economically Disadvantaged Students	137	15.9%
English Language Learners	17	2.0%



**Language Diversity**

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

2014-15	Percent
English	90.3%
Spanish	5.6%
Gujarati	0.5%
Hindi	0.5%
Chinese	0.5%
Russian	0.3%
Other	2.4%

**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	55%	42	61
Math Met or Exceeded Expectation	38%		

**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	723	54.6%	95%	87.8%	YES*
White	504	57.9%	95%	85.5%	YES*
African American	-	-	--	--	--
Hispanic	124	40.3%	95%	90.4%	YES*
American Indian	-	-	--	--	--
Asian	72	59.7%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	139	16.6%	95%	83.6%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	106	31.1%	95%	87.2%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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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	723	38%	95%	87.7%	YES*
White	503	40%	95%	85.3%	YES*
African American	-	-	--	--	--
Hispanic	125	19.2%	95%	90.1%	YES*
American Indian	-	-	--	--	--
Asian	72	63.9%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	106	22.6%	95%	87.2%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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

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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	239	746	749	5%	18%	30%	42%	6%	48%	50%
White	164	745	755	6%	18%	26%	45%	5%	50%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	38	735	736	5%	24%	45%	24%	3%	26%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	28	765	770	0%	4%	32%	46%	18%	64%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	52	718	718	15%	42%	33%	6%	4%	10%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	36	730	733	11%	25%	39%	19%	6%	25%	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	249	758	750	4%	8%	23%	51%	14%	65%	53%
White	187	761	757	3%	7%	21%	54%	16%	70%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	39	747	736	8%	13%	31%	41%	8%	49%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	17	762	777	6%	0%	29%	41%	24%	65%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	45	727	713	16%	24%	38%	22%	0%	22%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	736	733	19%	19%	24%	30%	8%	38%	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	235	748	750	12%	15%	23%	36%	14%	50%	53%
White	153	751	757	11%	14%	23%	35%	17%	52%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	47	742	735	13%	23%	19%	38%	6%	45%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	27	748	778	15%	7%	26%	33%	19%	52%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	42	716	713	26%	36%	19%	17%	2%	19%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	33	726	732	27%	27%	15%	24%	6%	30%	34%

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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	239	740	743	7%	21%	38%	31%	4%	34%	42%
White	164	739	749	6%	23%	38%	30%	3%	34%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	38	728	731	16%	32%	37%	16%	0%	16%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	28	762	768	0%	4%	29%	54%	14%	68%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	36	726	729	17%	36%	28%	17%	3%	19%	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	250	741	740	4%	19%	41%	35%	2%	37%	38%
White	187	743	745	4%	15%	43%	36%	2%	39%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	40	730	730	3%	43%	33%	23%	0%	23%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	17	748	760	6%	0%	35%	59%	0%	59%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	45	720	715	13%	44%	27%	16%	0%	16%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	729	728	8%	35%	35%	22%	0%	22%	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	170	729	726	14%	29%	34%	23%	1%	24%	24%
White	108	734	732	8%	28%	34%	29%	1%	30%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	42	721	721	24%	24%	43%	10%	0%	10%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	13	727	744	8%	54%	8%	31%	0%	31%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	29	719	719	24%	34%	24%	17%	0%	17%	17%

**ACADEMIC ACHIEVEMENT**

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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	64	780	740	0%	2%	3%	83%	13%	95%	40%
White	44	781	746	0%	2%	2%	82%	14%	95%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	14	779	769	0%	0%	7%	79%	14%	93%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

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**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**

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**NJASK Results - Science Grade Level - 08**

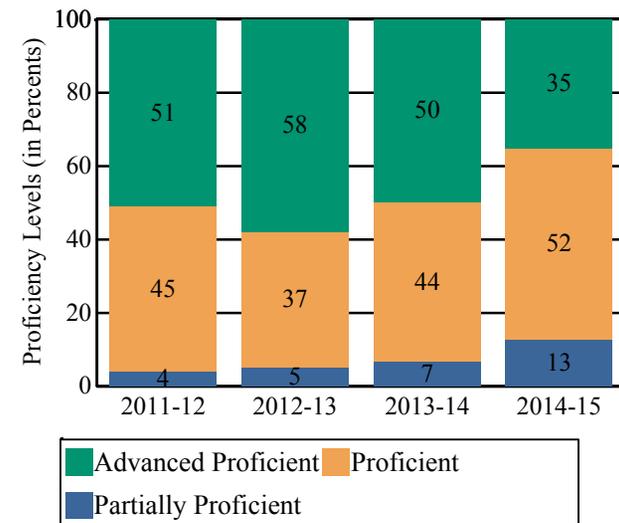
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	52%	13%
White	40%	49%	11%
African American	-	-	-
Hispanic	20%	61%	20%
American Indian	-	-	-
Asian	36%	57%	7%
Two or More Races	-	-	-
Students with Disability	4%	40%	56%
English Language Learners	-	-	-
Economically Disadvantaged Students	22%	50%	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
77	65

### 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
97.4%	95.4%

- Data Suppressed to protect the confidentiality of students

**COLLEGE AND CAREER READINESS**

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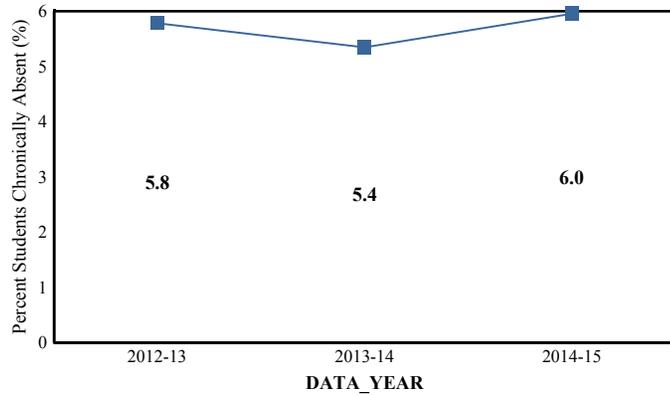
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**Chronic Absenteeism Trend**

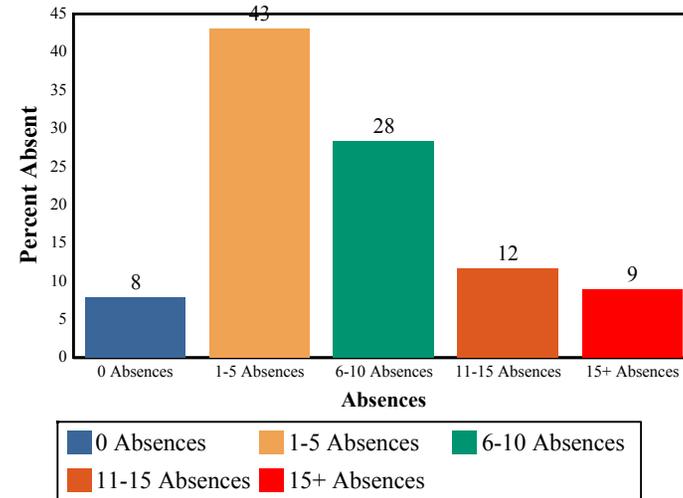
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.96%</b>
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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	92.9%	66.0%
Visual Arts	71.5%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	37	13	16	35	YES
Student Growth on Math	36	4	15	35	YES
		9	16		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	0%	0%
Partially Met	9%	3%	1%
Approached	17%	5%	3%
Met	15%	16%	12%
Exceeded	1%	3%	8%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	13%	6%	3%
Approached	19%	13%	6%
Met	9%	11%	10%
Exceeded	0%	0%	1%

**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  
ROCKAWAY TWP**

**GRADE SPAN 06-08**

**COPELAND MIDDLE SCHOOL  
100 LAKE SHORE DRIVE  
ROCKAWAY, NJ 07866**

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 - 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	807	850
75th	765	770
50th	748	749
25th	726	726
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	757	763
50th	739	742
25th	723	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
ROCKAWAY TWP

COPELAND MIDDLE SCHOOL  
100 LAKE SHORE DRIVE  
ROCKAWAY, NJ 07866

GRADE SPAN 06-08

**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	830	850
75th	776	776
50th	760	751
25th	741	724
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	52

**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	830	850
75th	777	777
50th	748	751
25th	721	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	54

**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	788	850
75th	754	759
50th	740	740
25th	726	720
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	39

**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	785	850
75th	747	748
50th	727	726
25th	709	704
0th	656	650

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

**SCHOOL CLIMATE**

MORRIS  
ROCKAWAY TWP

GRADE SPAN 06-08

**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. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	2.2%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 36 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	11
Administrators	288

**SCHOOL PEER GROUP**

MORRIS  
ROCKAWAY TWP

GRADE SPAN 06-08

COPELAND MIDDLE SCHOOL  
100 LAKE SHORE DRIVE  
ROCKAWAY, NJ 07866

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	NORTHFIELD CITY	NORTHFIELD COMMUNITY MIDDLE SCHOOL	01-3720-056	05-08	22.3%	1.6%	18.9%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS MIDDLE SCHOOL	03-2080-055	06-08	17.4%	1.4%	16.7%
BERGEN	MAHWAH TWP	RAMAPO RIDGE	03-2900-076	06-08	10.6%	0.9%	12.5%
BERGEN	NEW MILFORD BORO	DAVID E. OWENS MIDDLE SCHOOL	03-3550-085	06-08	17.5%	1.7%	16.4%
BURLINGTON	DELTRAN TWP	DELTRAN MIDDLE SCHOOL	05-1060-007	06-08	24%	1%	19.2%
BURLINGTON	HAINESPORT TWP	HAINESPORT TOWNSHIP SCHOOL	05-1910-050	PK-08	14.1%	0.9%	15.3%
CAMDEN	BERLIN BORO	BERLIN COMMUNITY SCHOOL	07-0330-020	PK-08	18.6%	0.5%	14%
CAMDEN	GIBBSBORO BORO	GIBBSBORO ELEMENTARY SCHOOL	07-1720-020	PK-08	15.2%	0%	10.2%
CUMBERLAND	GREENWICH TWP	MORRIS GOODWIN SCHOOL	11-1820-060	KG-08	20.8%	0%	9.4%
ESSEX	MONTCLAIR TOWN	MT. HEBRON MIDDLE SCHOOL	13-3310-127	06-08	23.2%	1.9%	19.4%
GLOUCESTER	DELSEA REGIONAL H.S. DIST.	DELSEA REGIONAL MIDDLE SCHOOL	15-4940-060	07-08	27.2%	0%	14.7%
HUNTERDON	CLINTON TOWN	CLINTON PUBLIC SCHOOL	19-0910-030	PK-08	11.6%	1.9%	15.2%
HUNTERDON	EAST AMWELL TWP	EAST AMWELL TOWNSHIP	19-1160-050	PK-08	15.9%	1.8%	18.8%
HUNTERDON	FLEMINGTON-RARITAN REG	J.P. CASE MIDDLE SCHOOL	19-1510-045	07-08	11.7%	1.4%	15.7%
MERCER	HAMILTON TWP	EMILY C REYNOLDS MIDDLE SCHOOL	21-1950-080	06-08	27.8%	0.9%	16.6%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS SOUTH MIDDLE SCHOOL	23-4860-075	06-08	14.4%	1%	13.1%
MONMOUTH	SPRING LAKE HEIGHTS BORO	SPRING LAKE HEIGHTS ELEMENTARY SCHOOL	25-4990-050	KG-08	13.6%	0.9%	10.7%
MONMOUTH	WEST LONG BRANCH BORO	FRANK ANTONIDES SCHOOL	25-5640-050	04-08	11.5%	2.4%	19.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	CENTRAL MIDDLE SCHOOL	27-3950-060	06-08	18.6%	0.8%	15.3%
MORRIS	ROCKAWAY TWP	COPELAND MIDDLE SCHOOL	27-4490-015	06-08	15.9%	2%	19.2%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL DISTRICT	27-4560-055	07-08	14.4%	0.7%	14%
OCEAN	PLUMSTED TWP	NEW EGYPT MIDDLE SCHOOL	29-4190-080	06-08	22.8%	1%	14.6%

**SCHOOL PEER GROUP**

**MORRIS  
ROCKAWAY TWP**

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**GRADE SPAN 06-08**

PASSAIC	BLOOMINGDALE BORO	<b>WALTER T. BERGEN MIDDLE SCHOOL</b>	31-0420-050	05-08	17.5%	1.2%	15.5%
SALEM	LOWER ALLOWAYS CREEK	<b>LOWER ALLOWAYS CREEK ELEMENTARY SCHOOL</b>	33-2800-050	PK-08	26.4%	0%	14.8%
SALEM	PENNSVILLE	<b>PENNSVILLE MIDDLE SCHOOL</b>	33-4075-055	06-08	29.8%	0.5%	18.4%
UNION	GARWOOD BORO	<b>LINCOLN</b>	39-1710-050	PK-08	18.6%	0.8%	14.6%
UNION	SPRINGFIELD TWP	<b>FLORENCE M. GAUDINEER MIDDLE SCHOOL</b>	39-5000-060	06-08	12.8%	1.4%	13.6%
WARREN	HOPE TWP	<b>HOPE TOWNSHIP SCHOOL</b>	41-2250-050	PK-08	13.5%	0%	9.6%
WARREN	LOPATCONG TWP	<b>LOPATCONG TOWNSHIP MIDDLE SCHOOL</b>	41-2790-060	05-08	17.4%	0%	10.7%
WARREN	POHATCONG TWP	<b>POHATCONG TOWNSHIP SCHOOL</b>	41-4200-040	PK-08	21.4%	0%	9.3%
WARREN	WARREN HILLS REGIONAL	<b>WARREN HILLS REGIONAL MIDDLE SCHOOL</b>	41-5465-060	07-08	23%	0.7%	15%