# State of New Jersey

NJ SCHOOL PERFORMANCE Report

**OVERVIEW**

**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
**RED BANK MIDDLE**
**101 HARDING ROAD**
**RED BANK, NJ 07701-2008**

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

| Performance Areas | Peer Rank (Percentile) | Statewide Rank (Percentile) | Percent of Targets Met |
|---|---|---|---|
| **Academic Achievement** | **47** | **20** | **33%** |
| **College and Career Readiness** | **65** | **66** | **50%** |
| **Student Growth** | **50** | **39** | **100%** |

**Improvement Status**

**Focus**

**Rationale**

**Highest Within-School Gaps**

**Very High Performance** is defined as being **equal to or above the 80.0th percentile.**
**High Performance** is defined as being **between the 60.0th and 79.9th percentiles.**
**Average Performance** is defined as being **between the 40.0th and 59.9th percentiles.**
**Lagging Performance** is defined as being **between the 20.0th 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 **20%** of schools statewide as noted by its statewide percentile ranking and **47%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking 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 **66%** of schools statewide as noted by its statewide percentile ranking and **65%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking 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 either seventh or eighth grade.

## Student Growth

This school outperforms **39%** of schools statewide as noted by its statewide percentile ranking and **50%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking 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 NJ-ASK.

# State of New Jersey

**DEMOGRAPHIC INFORMATION**

**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
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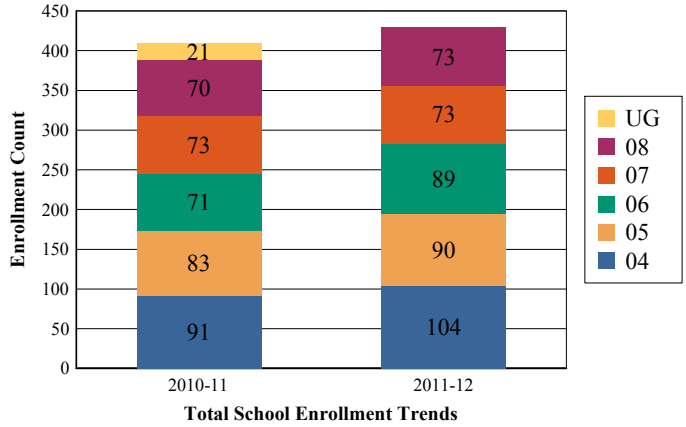
**RED BANK, NJ 07701-2008**

## Enrollment by Grade

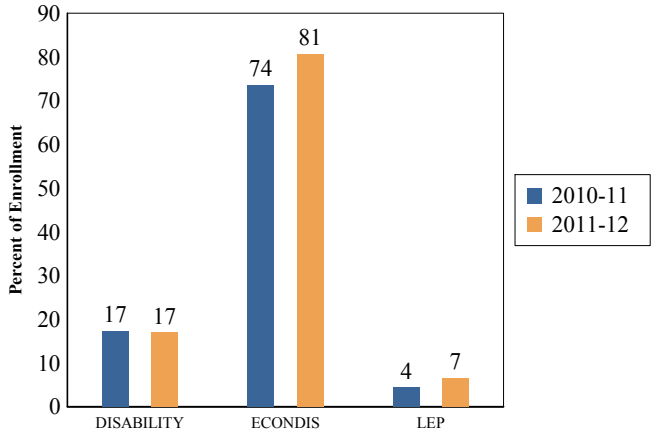
This graph presents the count of students who were 'on roll' by grade in October of each school year.




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

| Total School Enrollment | |
|---|---|
| **2010-11** | **409** |
| **2011-12** | **429** |

## Enrollment Trends by Program Participation




### Current Year Enrollment by Program Participation

| 2011-2012 | Count of Students | % of Enrollment |
|---|---|---|
| Students with Disability | 73 | 17% |
| Economically Disadvantaged Students | 346 | 80.7% |
| Limited English Proficient Students | 28 | 6.5% |

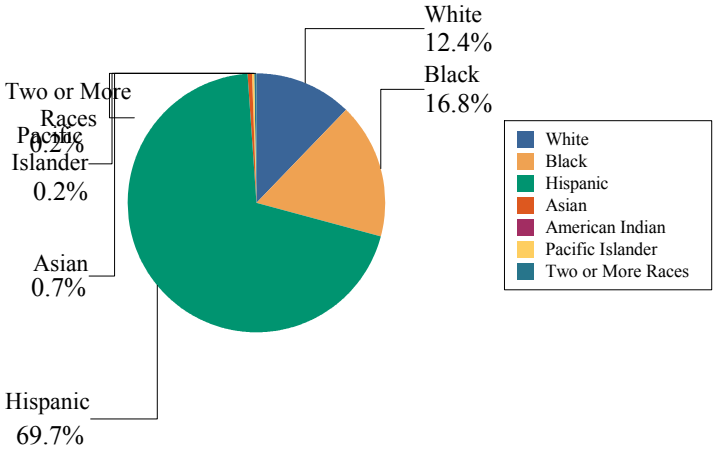
## Language Diversity

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

| 2011-12 | Percent |
|---|---|
| Spanish | 62.7% |
| English | 36.8% |
| Tagalog | 0.2% |
| Turkish | 0.2% |

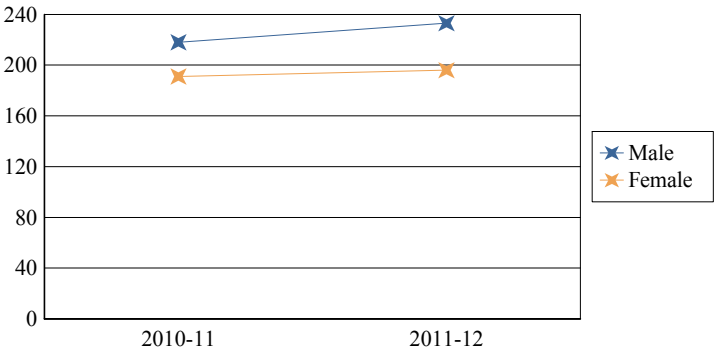
## Enrollment by Ethnic/Racial Subgroup

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




## Enrollment by Gender

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




| | Male | Female |
|---|---|---|
| **2010-11** | **218** | **191** |
| **2011-12** | **233** | **196** |

# State of New Jersey

NJ SCHOOL PERFORMANCE Report

**ACADEMIC ACHIEVEMENT**

**MONMOUTH**
**RED BANK BORO**

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math across multiple administrations of the assessment . The second column - Peer School Percentile Rank - 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 Rank - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile rank of 30 has a proficiency rate that is higher than 30% of all schools with HSPA 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 percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Rank (Percentile) | State Rank (Percentile) | Percent of Targets Met |
|---|---|---|---|---|
| NJASK Language Arts Proficiency and above | **42%** | **48** | **18** | **17%** |
| NJASK Math Proficiency and above | **57%** | **45** | **22** | **50%** |
| **SUMMARY - Academic Achievement** | | **47** | **20** | **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.

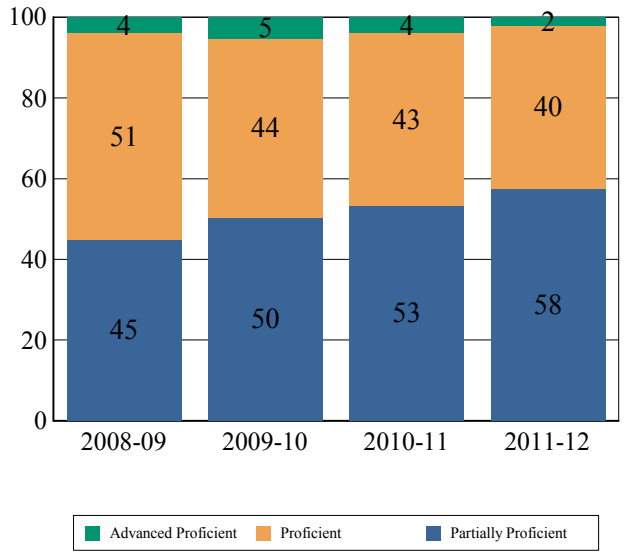
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|---|---|---|---|---|
| Schoolwide | 420 | 42.3 | 51.2 | NO |
| White | 52 | 65.4 | 79.2 | NO |
| Black | 70 | 58.6 | 55.4 | YES |
| Hispanic | 295 | 33.9 | 44.9 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 64 | 26.6 | 47.2 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 335 | 38.2 | 46.5 | 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 - 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.

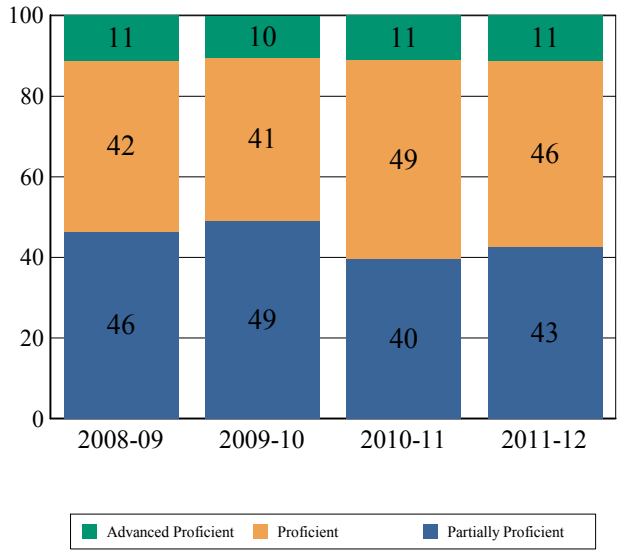
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|---|---|---|---|---|
| Schoolwide | 420 | 57.4 | 63.7 | NO |
| White | 52 | 69.3 | 77.1 | YES* |
| Black | 71 | 59.2 | 55.4 | YES |
| Hispanic | 294 | 54.4 | 63.4 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 64 | 36 | 42.5 | YES* |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 335 | 55.3 | 61.2 | 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 - 03

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

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | - | - | - |
| White | N/A | N/A | N/A |
| Black | - | - | - |
| Hispanic | N/A | N/A | N/A |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | N/A | N/A | N/A |
| Economically Disadvantaged Students | - | - | - |

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

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

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

**Data is suppressed to protect the confidentiality of the students.**

## NJASK Results - Language Arts Literacy Grade Level - 04

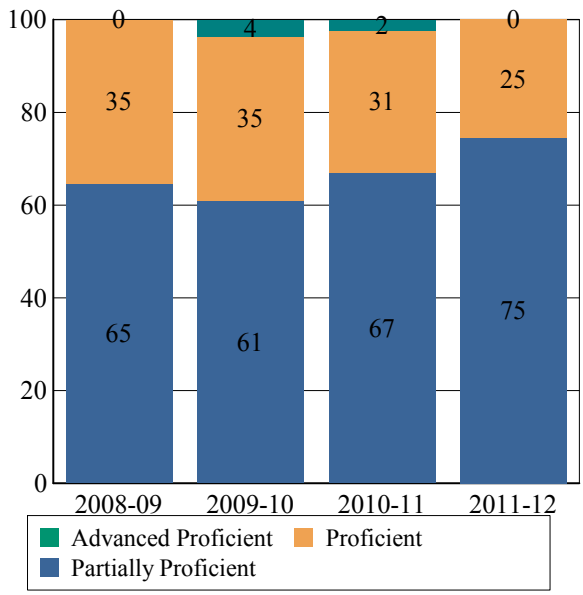
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 0% | 25% | 75% |
| White | 0% | 50% | 50% |
| Black | - | - | - |
| Hispanic | 0% | 18% | 82% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | 0% | 16% | 84% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 20% | 80% |

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

## NJASK Proficiency Trends - Language Arts Literacy - 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.



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## NJASK Results - Language Arts Literacy Grade Level - 05

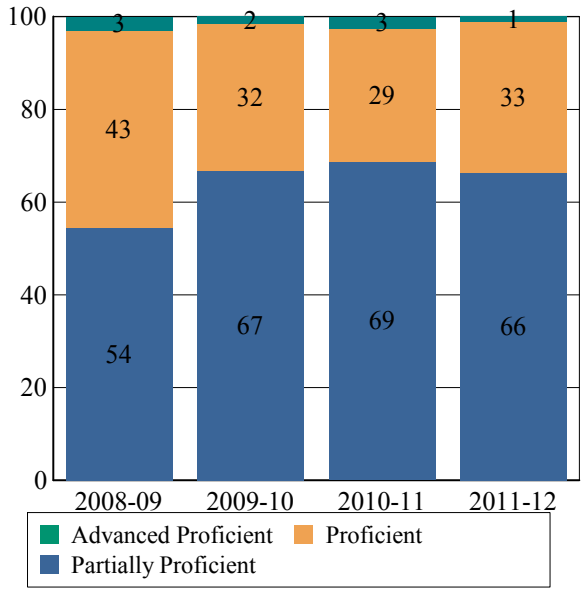
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 1% | 33% | 66% |
| White | - | - | - |
| Black | 0% | 40% | 60% |
| Hispanic | 0% | 28% | 72% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 32% | 68% |

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

## NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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 - 06

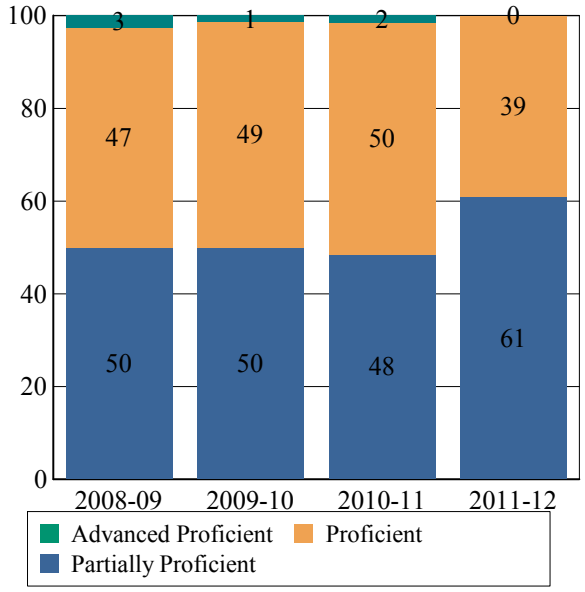
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 0% | 39% | 61% |
| White | 0% | 67% | 33% |
| Black | - | - | - |
| Hispanic | 0% | 32% | 68% |
| American Indian | N/A | N/A | N/A |
| Asian | - | - | - |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 32% | 68% |

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

## NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

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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## NJASK Results - Language Arts Literacy Grade Level - 07

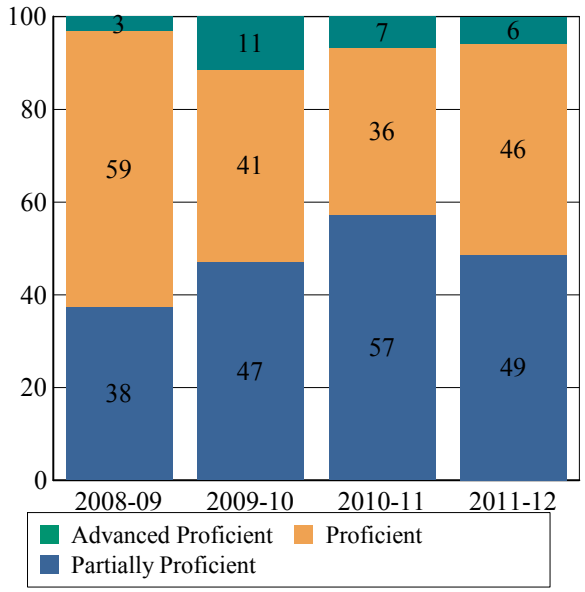
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 6% | 46% | 49% |
| White | - | - | - |
| Black | 6% | 56% | 38% |
| Hispanic | 0% | 45% | 55% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 2% | 48% | 50% |

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

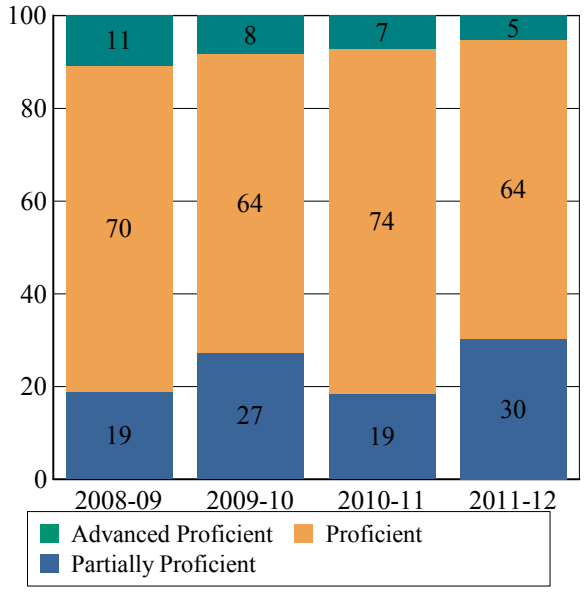
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 5% | 64% | 30% |
| White | - | - | - |
| Black | 11% | 72% | 17% |
| Hispanic | 2% | 57% | 40% |
| American Indian | N/A | N/A | N/A |
| Asian | - | - | - |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | 0% | 50% | 50% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 2% | 66% | 33% |

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.



## 2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

http://www.nj.gov/education/pr/2013/naep/naep4read.html For more information, visit <http://nces.ed.gov/nationsreportcard/>

| | | Proficiency Percentages | | | |
|---|---|---|---|---|---|
| **Grade 4 Reading** | **State/Nation** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| All Students | State (NJ) | 21.9 | 34.2 | 32.5 | 11.4 |
| All Students | Nation | 33.8 | 33.8 | 24.9 | 7.5 |

## 2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

http://www.nj.gov/education/pr/2013/naep/naep8read.html For more information, visit <http://nces.ed.gov/nationsreportcard/>

| | | Proficiency Percentages | | | |
|---|---|---|---|---|---|
| **Grade 8 Reading** | **State/Nation** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| All Students | State (NJ) | 15.8 | 39.5 | 38.6 | 6.2 |
| All Students | Nation | 25.3 | 43.0 | 28.6 | 3.0 |

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## NJASK Results - Math Grade Level - 03

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

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | - | - | - |
| White | N/A | N/A | N/A |
| Black | - | - | - |
| Hispanic | N/A | N/A | N/A |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | N/A | N/A | N/A |
| Economically Disadvantaged Students | - | - | - |

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

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

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

**Data is suppressed to protect the confidentiality of the students.**

## NJASK Results - Math Grade Level - 04

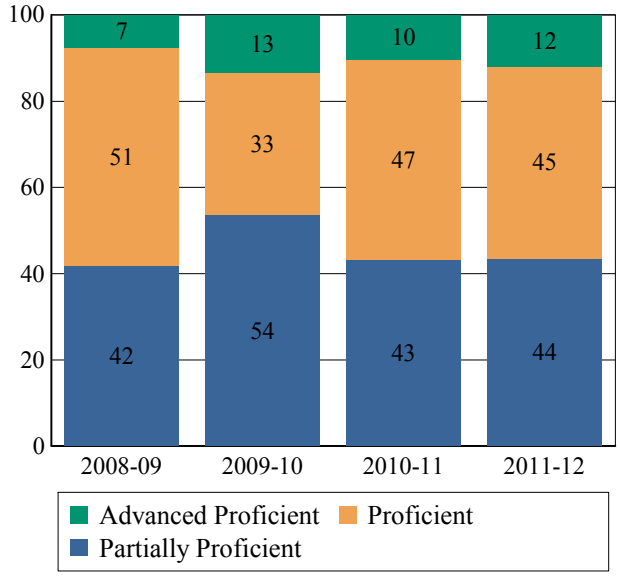
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 12% | 45% | 44% |
| White | 29% | 36% | 36% |
| Black | - | - | - |
| Hispanic | 8% | 47% | 45% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | 11% | 53% | 37% |
| Limited English Proficient Students | 0% | 29% | 71% |
| Economically Disadvantaged Students | 10% | 45% | 45% |

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

## NJASK Proficiency Trends - Math - 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.



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## NJASK Results - Math Grade Level - 05

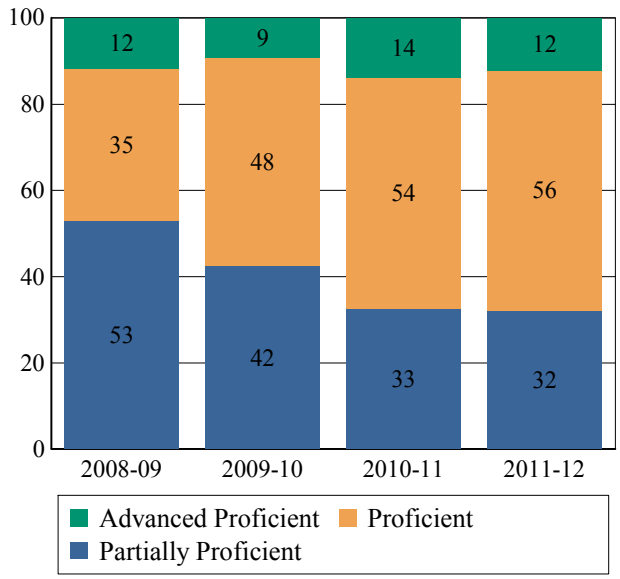
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 12% | 56% | 32% |
| White | - | - | - |
| Black | 13% | 56% | 31% |
| Hispanic | 11% | 55% | 34% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 10% | 57% | 32% |

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

## NJASK Proficiency Trends - Math - Grade Level - 05

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




## NJASK Results - Math Grade Level - 06

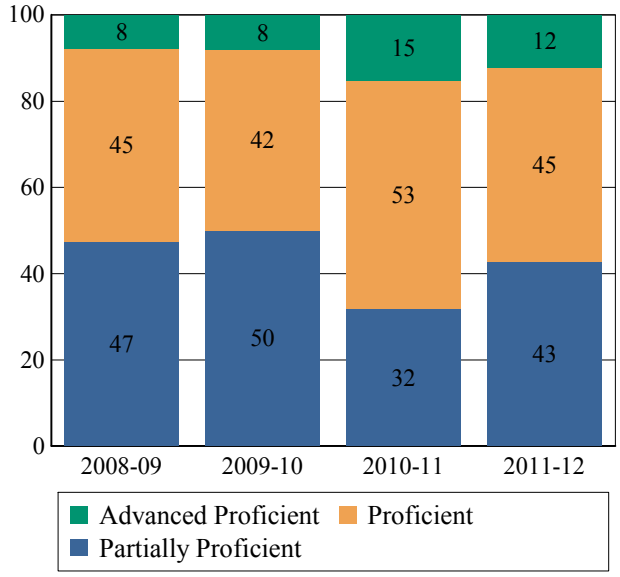
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 12% | 45% | 43% |
| White | 42% | 33% | 25% |
| Black | - | - | - |
| Hispanic | 8% | 47% | 44% |
| American Indian | N/A | N/A | N/A |
| Asian | - | - | - |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 8% | 44% | 48% |

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

## NJASK Proficiency Trends - Math - Grade Level - 06

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



ACADEMIC ACHIEVEMENT

MONMOUTH
RED BANK BORO

GRADE SPAN 03-08

25-4360-060
RED BANK MIDDLE
101 HARDING ROAD
RED BANK, NJ 07701-2008

## NJASK Results - Math Grade Level - 07

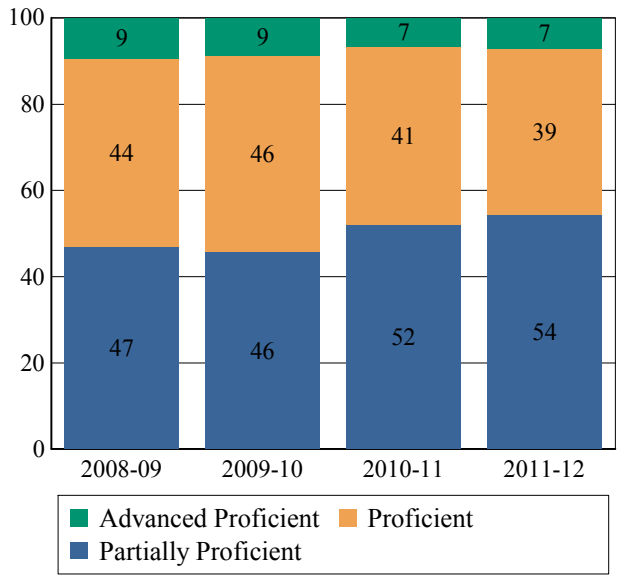
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 7% | 39% | 54% |
| White | - | - | - |
| Black | 13% | 38% | 50% |
| Hispanic | 2% | 38% | 60% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 39% | 57% |

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 Results - Math Grade Level - 08

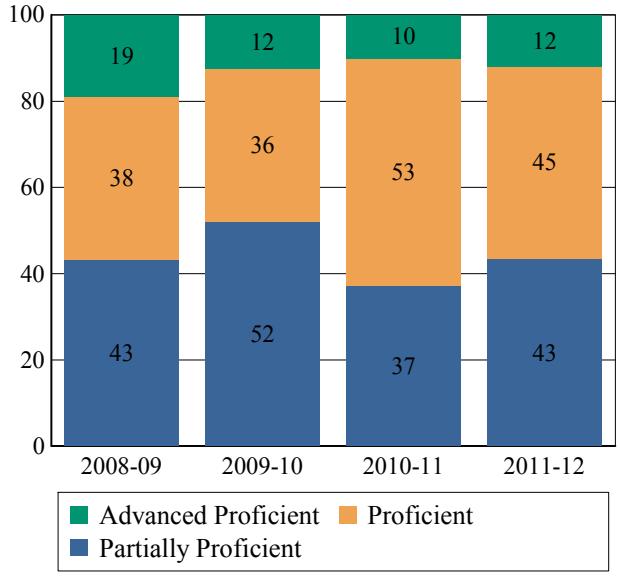
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|---|---|---|---|
| Schoolwide | 12% | 45% | 43% |
| White | - | - | - |
| Black | 17% | 50% | 33% |
| Hispanic | 4% | 47% | 49% |
| American Indian | N/A | N/A | N/A |
| Asian | - | - | - |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | 0% | 17% | 83% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 48% | 47% |

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

## 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.



## 2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :
http://www.nj.gov/education/pr/2013/naep/naep4math.html For more information, visit <http://nces.ed.gov/nationsreportcard/>

| | | Proficiency Percentages | | | |
|---|---|---|---|---|---|
| **Grade 4 Math** | **State/Nation** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| All Students | State (NJ) | 11.0 | 38.3 | 40.9 | 9.8 |
| All Students | Nation | 18.1 | 42.3 | 33.2 | 6.5 |

## 2011 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 2011 reading and math scores for New Jersey which are the last scores published.For subgroup outcomes, visit :
http://www.nj.gov/education/pr/2013/naep/naep8math.html For more information, visit <http://nces.ed.gov/nationsreportcard/>

| | | Proficiency Percentages | | | |
|---|---|---|---|---|---|
| **Grade 8 Math** | **State/Nation** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| All Students | State (NJ) | 17.8 | 35.3 | 33.2 | 13.6 |
| All Students | Nation | 27.7 | 38.8 | 25.7 | 7.8 |

ACADEMIC ACHIEVEMENT

MONMOUTH
RED BANK BORO

GRADE SPAN 03-08

25-4360-060
RED BANK MIDDLE
101 HARDING ROAD
RED BANK, NJ 07701-2008

## NJASK Results - Science Grade Level - 04

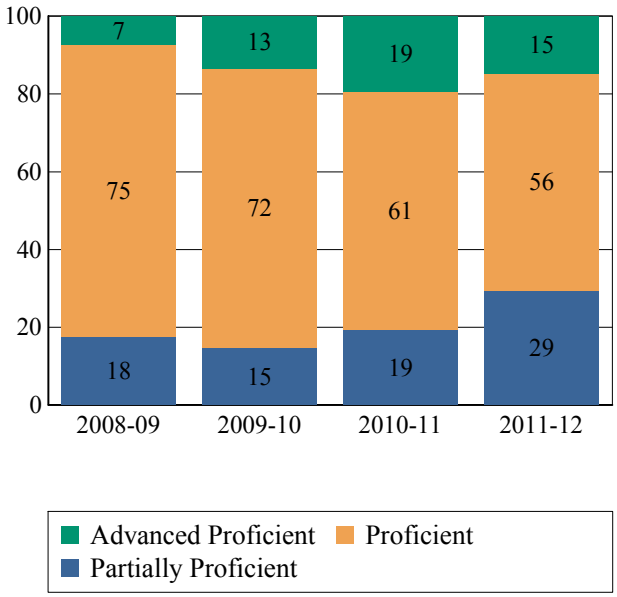
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficien |
|---|---|---|---|
| Schoolwide | 15% | 56% | 29% |
| White | 43% | 36% | 21% |
| Black | - | - | - |
| Hispanic | 8% | 60% | 32% |
| American Indian | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | 0% | 53% | 47% |
| Limited English Proficient Students | 0% | 43% | 57% |
| Economically Disadvantaged Students | 10% | 57% | 33% |

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




## NJASK Results - Science Grade Level - 08

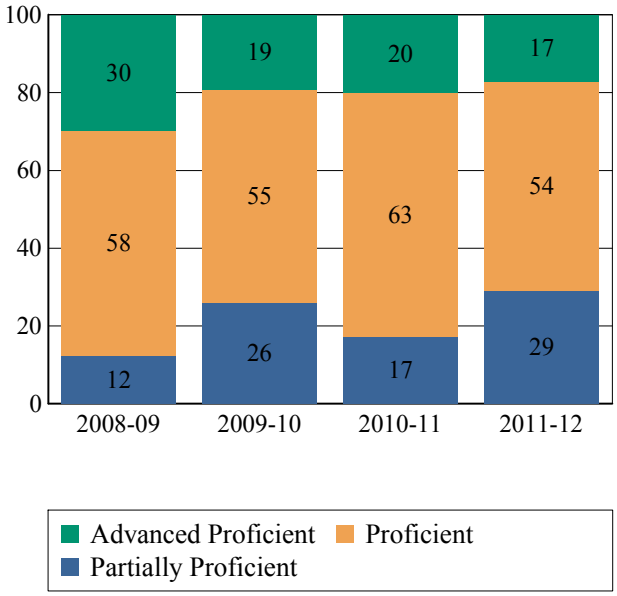
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficien |
|---|---|---|---|
| Schoolwide | 17% | 54% | 29% |
| White | - | - | - |
| Black | 6% | 78% | 17% |
| Hispanic | 13% | 49% | 38% |
| American Indian | N/A | N/A | N/A |
| Asian | - | - | - |
| Two or More Races | N/A | N/A | N/A |
| Students w/ Disability | 0% | 56% | 44% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 12% | 55% | 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.



**COLLEGE AND CAREER READINESS**

**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
**RED BANK MIDDLE**
**101 HARDING ROAD**
**RED BANK, NJ 07701-2008**

Students in both elementary and middles 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 seventh and 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 more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile Rank - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile Rank - 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 percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|---|---|---|---|---|
| Students taking Algebra (%) | 18% | 40 | 50 | 20% | NO |
| Chronic Absenteeism (%) | 4% | 90 | 81 | 6% | YES |
| Summary | | 65 | 66 | | 50% |

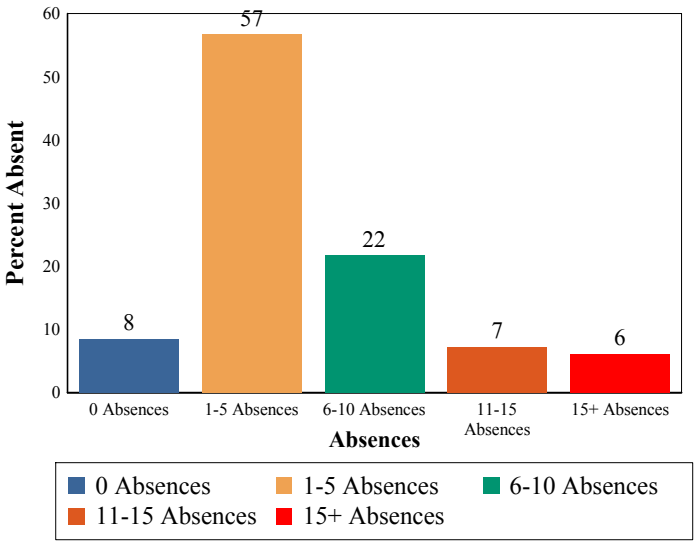
## Algebra I

This table presents the percentage of seventh and 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.

| 2011-12 | School |
|---|---|
| Students taking Algebra I | 18% |
| Algebra grade (C or better) | 96% |

## 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.



NJ SCHOOL PERFORMANCE Report

**STUDENT GROWTH**

**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
**RED BANK MIDDLE**
**101 HARDING ROAD**
**RED BANK, NJ 07701-2008**

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 Rank - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Rank - 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 percentile ranks, the averages of statewide percentile ranks, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|---|---|---|---|---|
| Student Growth on Language Arts | 48 | 50 | 46 | 35 | YES |
| Student Growth on Math | 44 | 50 | 31 | 35 | YES |
| | | 50 | 39 | | 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

| | GROWTH | | |
|---|---|---|---|
| | Low | Typical | High |
| Partially Proficient | 28% | 19% | 11% |
| Proficient | 10% | 10% | 20% |
| Advanced Proficient | 0% | 0% | 2% |

### Math

| | GROWTH | | |
|---|---|---|---|
| | Low | Typical | High |
| Partially Proficient | 24% | 14% | 6% |
| Proficient | 12% | 18% | 14% |
| Advanced Proficient | 2% | 3% | 6% |

**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.**

# State of New Jersey

**WITHIN SCHOOL ACHIEVEMENT GAP**
**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
**RED BANK MIDDLE**
**101 HARDING ROAD**
**RED BANK, NJ 07701-2008**

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 - 04

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 223 |
| 75th | 198 |
| 50th | 185 |
| 25th | 173 |
| 0th | 142 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 25 | 31 |

## Grade Level - 04

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 299 |
| 75th | 221 |
| 50th | 201 |
| 25th | 183 |
| 0th | 130 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 38 | 56 |

## Grade Level - 05

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 245 |
| 75th | 201 |
| 50th | 189 |
| 25th | 172 |
| 0th | 139 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 29 | 38 |

## Grade Level - 05

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 282 |
| 75th | 232 |
| 50th | 210 |
| 25th | 185 |
| 0th | 146 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 47 | 56 |

# State of New Jersey

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
**RED BANK MIDDLE**
**101 HARDING ROAD**
**RED BANK, NJ 07701-2008**

## Grade Level - 06

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 243 |
| 75th | 207 |
| 50th | 190 |
| 25th | 177 |
| 0th | 155 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 30 | 34 |

## Grade Level - 06

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 294 |
| 75th | 224 |
| 50th | 200 |
| 25th | 183 |
| 0th | 132 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 41 | 57 |

## Grade Level - 07

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 271 |
| 75th | 223 |
| 50th | 199 |
| 25th | 185 |
| 0th | 140 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 37 | 44 |

## Grade Level - 07

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

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

| Percentile | Scale Score |
|---|---|
| 99th | 273 |
| 75th | 214 |
| 50th | 193 |
| 25th | 174 |
| 0th | 129 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| 25th vs 75th Gap | 40 | 61 |

# State of New Jersey

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MONMOUTH**
**RED BANK BORO**

**GRADE SPAN 03-08**

**25-4360-060**
**RED BANK MIDDLE**
**101 HARDING ROAD**
**RED BANK, NJ 07701-2008**

## Grade Level - 08

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

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

| Percentile | Scale Score |
|---|---|
| **99th** | 256 |
| **75th** | 226 |
| **50th** | 210 |
| **25th** | 193 |
| **0th** | 142 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| **25th vs 75th Gap** | 33 | 33 |

## Grade Level - 08

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

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

| Percentile | Scale Score |
|---|---|
| **99th** | 294 |
| **75th** | 225 |
| **50th** | 201 |
| **25th** | 183 |
| **0th** | 129 |

| | Scale Score Gap - School | Scale Score Gap - State |
|---|---|---|
| **25th vs 75th Gap** | 42 | 64 |

SCHOOL CLIMATE

MONMOUTH
RED BANK BORO

GRADE SPAN 03-08

25-4360-060
RED BANK MIDDLE
101 HARDING ROAD
RED BANK, NJ 07701-2008

## 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 |
|---|---|
| **2011-12** | 6 Hrs 30 Mins |

## Instructional Time

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

| 2011-12 | School |
|---|---|
| **Full Time** | 6 Hrs 0 Mins. |
| **Shared Time** | 0 Hrs. 0 Mins. |

## Student Suspension Rate

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

| | School |
|---|---|
| **2011-12** | 1.9% |

## Student Expulsions

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

| | School |
|---|---|
| **2011-12** | 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.

| 2011-12 | School |
|---|---|
| **Faculty** | 10.0 |
| **Administrators** | 429.0 |

**SCHOOL PEER GROUP** **RED BANK MIDDLE** **25-4360-060**

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.

| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRADE SPAN | FRPL | LEP | SpED |
|---|---|---|---|---|---|---|---|
| CAPE MAY | WOODBINE BORO | **WOODBINE ELEM** | 09-5840-050 | KG-08 | 78.8% | 0.0% | 12.3% |
| CHARTERS | CENTRAL JERSEY ARTS CS | **CENTRAL JERSEY ARTS CS** | 80-6217-910 | KG-08 | 79.7% | 5.4% | 6.2% |
| CHARTERS | FOUNDATION ACADEMY CS | **FOUNDATION ACADEMY CS** | 80-6017-932 | 05-10 | 80.1% | 0.7% | 10.2% |
| ESSEX | CITY OF ORANGE TWP | **FOREST ST** | 13-3880-080 | PK-07 | 81.9% | 6.7% | 12.6% |
| ESSEX | CITY OF ORANGE TWP | **ROSA PARKS ELEM SCH** | 13-3880-105 | 02-07 | 84.4% | 21.5% | 14.7% |
| ESSEX | NEWARK CITY | **FIRST AVENUE** | 13-3570-410 | PK-08 | 81.6% | 8.3% | 6.8% |
| ESSEX | NEWARK CITY | **IVY HILL** | 13-3570-565 | PK-08 | 81.8% | 7.5% | 9.3% |
| ESSEX | NEWARK CITY | **LUIS MUNOZ MARIN ELE** | 13-3570-301 | PK-08 | 84.1% | 20.5% | 0.0% |
| ESSEX | NEWARK CITY | **MT VERNON** | 13-3570-570 | PK-08 | 82.9% | 15.1% | 10.0% |
| ESSEX | NEWARK CITY | **RIDGE ST** | 13-3570-610 | KG-08 | 84.3% | 14.6% | 8.6% |
| HUDSON | GUTTENBERG TOWN | **ANNA L KLEIN** | 17-1850-050 | PK-08 | 80.7% | 9.2% | 7.7% |
| HUDSON | JERSEY CITY | **ALFRED E ZAMPELLA NO 27** | 17-2390-240 | PK-08 | 80.1% | 3.7% | 7.0% |
| HUDSON | JERSEY CITY | **INFINITY INSTITUTE** | 17-2390-002 | 07-10 | 79.2% | 0.8% | 0.8% |
| HUDSON | JERSEY CITY | **JULIA A BARNES NO 12** | 17-2390-150 | PK-08 | 79.6% | 0.2% | 10.6% |
| HUDSON | JERSEY CITY | **MARTIN L KING JR NO 11** | 17-2390-140 | PK-08 | 83.0% | 14.5% | 4.8% |
| HUDSON | JERSEY CITY | **NUMBER 23** | 17-2390-210 | PK-08 | 83.5% | 15.8% | 5.5% |
| HUDSON | JERSEY CITY | **NUMBER 24** | 17-2390-220 | KG-08 | 83.0% | 7.8% | 11.2% |
| HUDSON | JERSEY CITY | **NUMBER 28** | 17-2390-250 | PK-08 | 82.9% | 7.0% | 8.2% |
| HUDSON | WEST NEW YORK TOWN | **WEST NEW YORK MS** | 17-5670-110 | 07-08 | 81.4% | 9.0% | 16.2% |
| MONMOUTH | RED BANK BORO | **RED BANK MIDDLE** | 25-4360-060 | 03-08 | 80.8% | 6.5% | 14.0% |
| PASSAIC | PASSAIC CITY | **NUMBER 11 CRUISE MEMORIAL** | 31-3970-140 | 01-08 | 90.3% | 40.2% | 12.7% |
| PASSAIC | PATERSON CITY | **NUMBER 15** | 31-4010-190 | KG-08 | 88.5% | 31.5% | 13.0% |
| PASSAIC | PATERSON CITY | **NUMBER 18** | 31-4010-220 | PK-08 | 88.5% | 29.5% | 6.8% |
| PASSAIC | PATERSON CITY | **NUMBER 20** | 31-4010-240 | KG-08 | 81.4% | 9.2% | 21.7% |
| PASSAIC | PATERSON CITY | **NUMBER 21** | 31-4010-250 | KG-08 | 85.4% | 21.4% | 6.1% |
| PASSAIC | PATERSON CITY | **NUMBER 24** | 31-4010-270 | KG-08 | 87.6% | 28.2% | 6.5% |
| UNION | ELIZABETH CITY | **NO 16 MADISON MONROE** | 39-1320-190 | PK-08 | 84.9% | 16.0% | 5.2% |
| UNION | ELIZABETH CITY | **NO 18 ROBERT MORRIS** | 39-1320-210 | KG-08 | 84.7% | 14.7% | 5.0% |
| UNION | ELIZABETH CITY | **NO 26 EDREIRA ACADEMY** | 39-1320-290 | PK-08 | 81.4% | 12.2% | 4.6% |
| UNION | ELIZABETH CITY | **NO 29 DR A EINSTEIN ACADEMY** | 39-1320-295 | PK-08 | 81.9% | 7.3% | 6.5% |
| UNION | ELIZABETH CITY | **NO 30 RONALD REAGAN** | 39-1320-305 | PK-08 | 82.7% | 9.0% | 9.4% |