

**OVERVIEW**

MORRIS  
BOONTON TOWN

GRADE SPAN 01-08

This school's academic performance **is high when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is 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 Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	88	63	43%
College and Career Readiness	76	72	100%
Student Growth	43	34	100%

**Improvement Status**

N/A

**Rationale**

N/A

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

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

**Academic Achievement**

This school outperforms **63%** of schools statewide as noted by its statewide percentile and **88%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **43%** 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 **72%** of schools statewide as noted by its statewide percentile and **76%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



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

**Student Growth**

This school outperforms **34%** of schools statewide as noted by its statewide percentile and **43%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



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

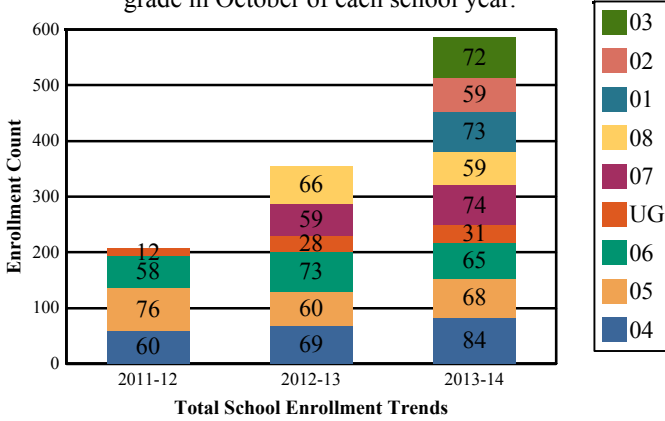
### DEMOGRAPHIC INFORMATION

**MORRIS**  
**BOONTON TOWN**

**GRADE SPAN 01-08**

#### Enrollment by Grade

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



#### Language Diversity

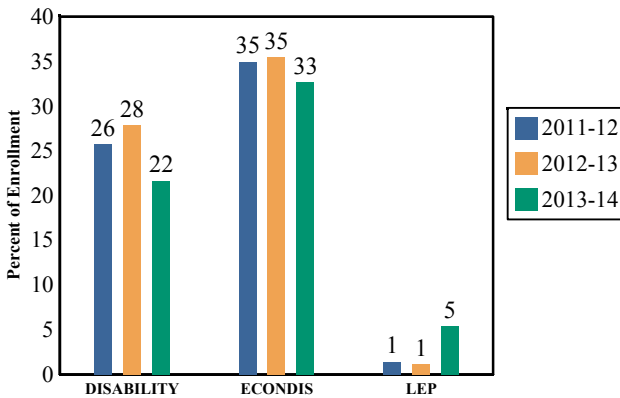
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	68.2%
Spanish	11.9%
Urdu	10.9%
Punjabi	2.5%
Turkish	1.3%
Chinese	1.0%
Other	4.0%

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

Total School Enrollment	
2011-12	206
2012-13	355
2013-14	585

#### Enrollment Trends by Program Participation

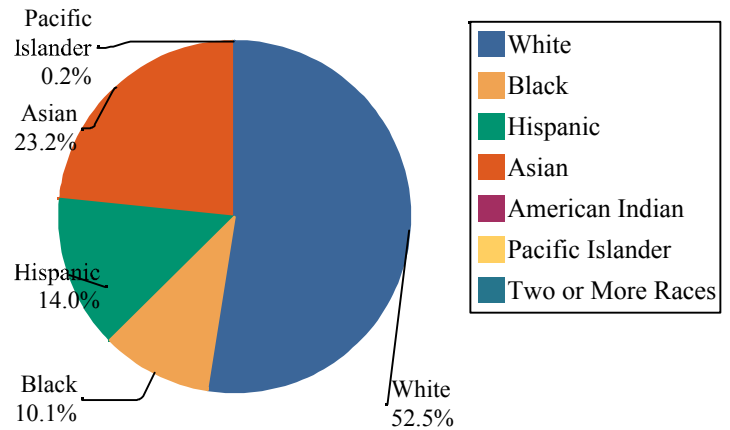


#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	127	22%
Economically Disadvantaged Students	191	32.7%
Limited English Proficient Students	32	5.5%

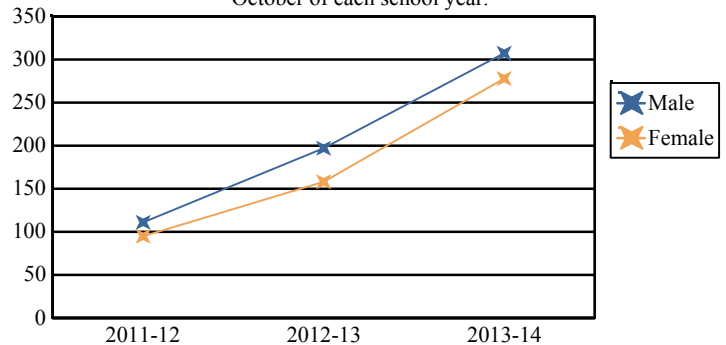
#### Enrollment by Ethnic/Racial Subgroup

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
2011-12	111	95
2012-13	197	158
2013-14	307	278

### ACADEMIC ACHIEVEMENT

**MORRIS**  
**BOONTON TOWN**

**GRADE SPAN 01-08**

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

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	78%	88	65	43%
NJASK Math Proficiency and above	79%	88	61	43%
<b>SUMMARY - Academic Achievement</b>		<b>88</b>	<b>63</b>	<b>43%</b>

#### 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.

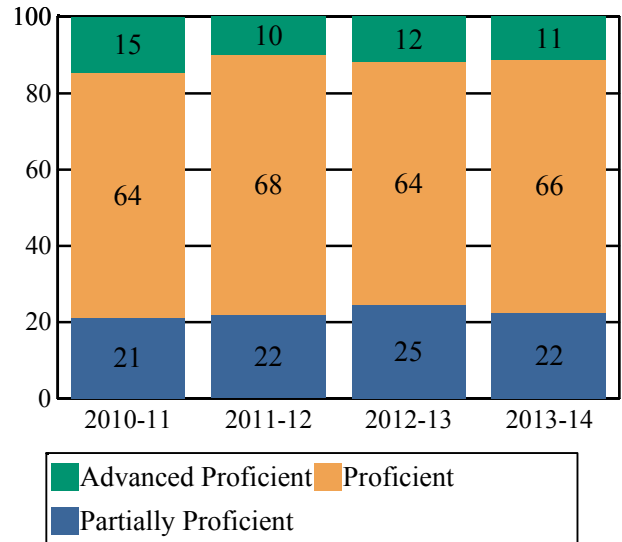
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	418	77.5	84.3	NO
White	230	83	88.5	NO
Black	41	58.6	52.8	YES
Hispanic	56	66.1	73	YES*
American Indian	-	-	-	--
Asian	91	79.1	80.8	YES*
Two or More Races	-	-	-	--
Students with Disability	105	49.6	59.3	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	136	62.5	73.9	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.



**ACADEMIC ACHIEVEMENT**

MORRIS  
BOONTON TOWN

GRADE SPAN 01-08

**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.

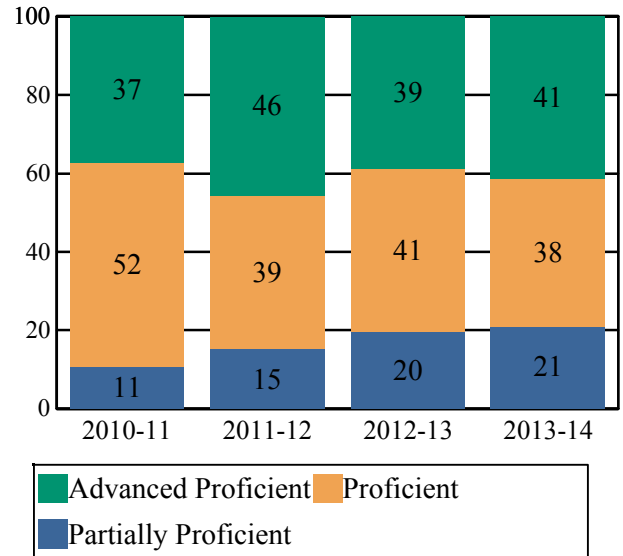
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	418	79	90	NO
White	230	85.7	90	YES*
Black	41	51.3	55.6	YES*
Hispanic	56	73.2	79.1	YES*
American Indian	-	-		--
Asian	91	78.1	90	NO
Two or More Races	-	-		--
Students with Disability	105	53.3	79.7	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	136	66.9	84.5	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 - 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.



**ACADEMIC ACHIEVEMENT**

MORRIS  
BOONTON TOWN

GRADE SPAN 01-08

**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	1%	82%	16%
White	2%	88%	10%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	0%	77%	23%
Two or More Races	-	-	-
Students with Disability	0%	83%	17%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	72%	28%

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

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

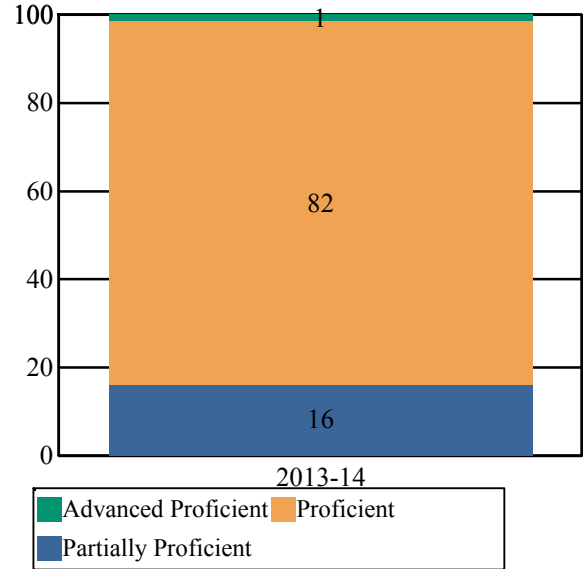
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	58%	30%
White	7%	65%	28%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	20%	50%	30%
Two or More Races	-	-	-
Students with Disability	6%	31%	63%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	38%	58%

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

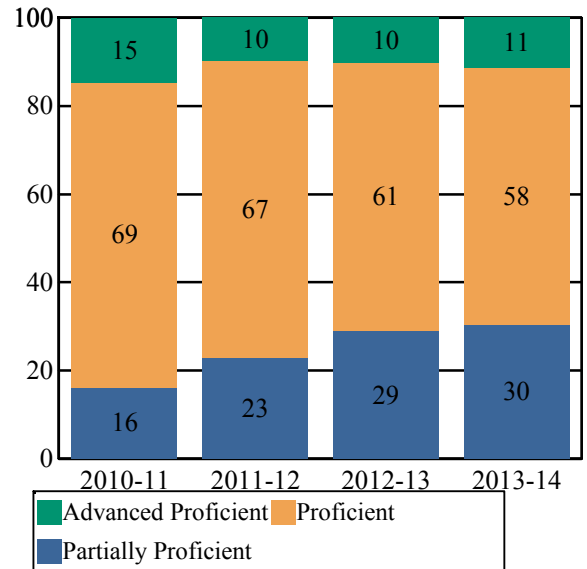
**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03**

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



**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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**GRADE SPAN 01-08**

**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	4%	65%	31%
White	6%	68%	26%
Black	-	-	-
Hispanic	0%	64%	36%
American Indian	-	-	-
Asian	7%	71%	21%
Two or More Races	-	-	-
Students with Disability	0%	40%	60%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	55%	45%

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

**NJASK Results - Language Arts Literacy Grade Level - 06**

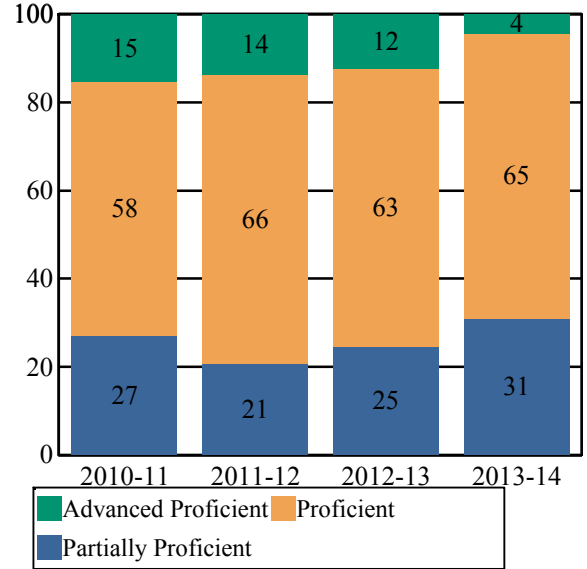
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	71%	16%
White	23%	71%	6%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	8%	77%	15%
Two or More Races	-	-	-
Students with Disability	0%	53%	47%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	65%	35%

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

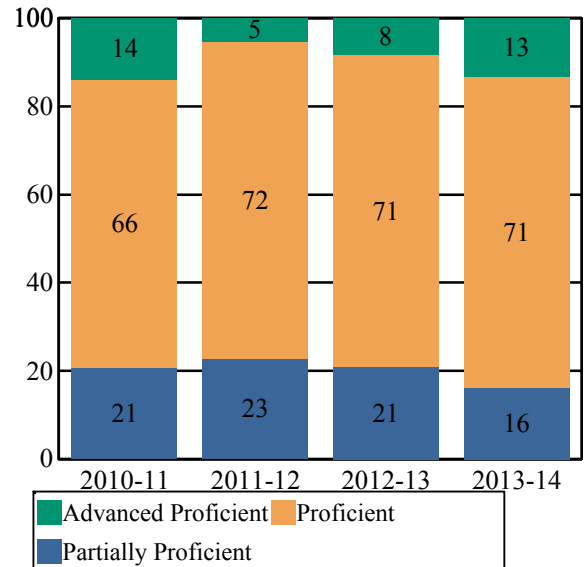
**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05**

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



**NJASK 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.



**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 01-08

**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	16%	62%	22%
White	18%	64%	18%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	19%	63%	19%
Two or More Races	-	-	-
Students with Disability	0%	47%	53%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	65%	25%

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

**NJASK Results - Language Arts Literacy Grade Level - 08**

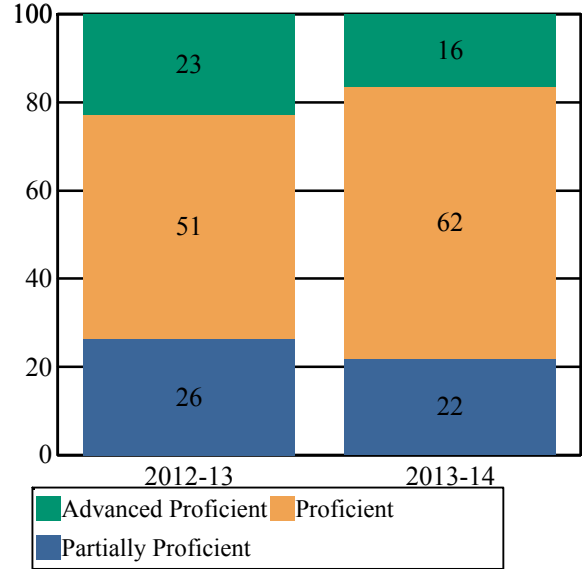
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	61%	17%
White	32%	55%	13%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	13%	73%	13%
Two or More Races	-	-	-
Students with Disability	0%	50%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	16%	58%	26%

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

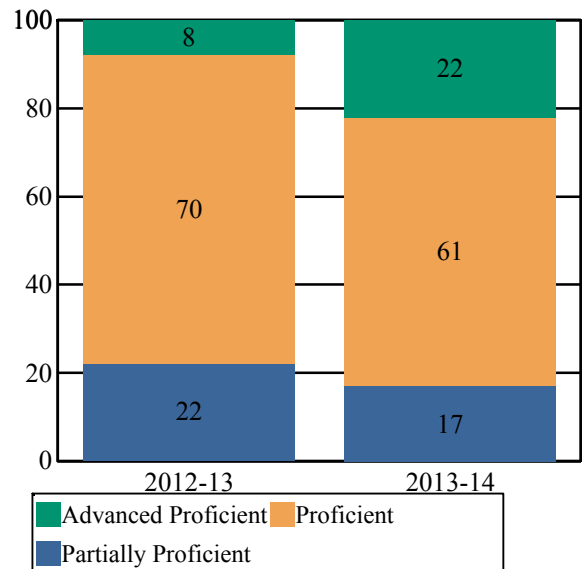
**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07**

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



**NJASK 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.





**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 01-08**

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

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

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

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

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

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



**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 01-08

**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	63%	28%	9%
White	74%	19%	7%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	62%	23%	15%
Two or More Races	-	-	-
Students with Disability	42%	33%	25%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	39%	44%	17%

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

**NJASK Results - MATH Grade Level - 04**

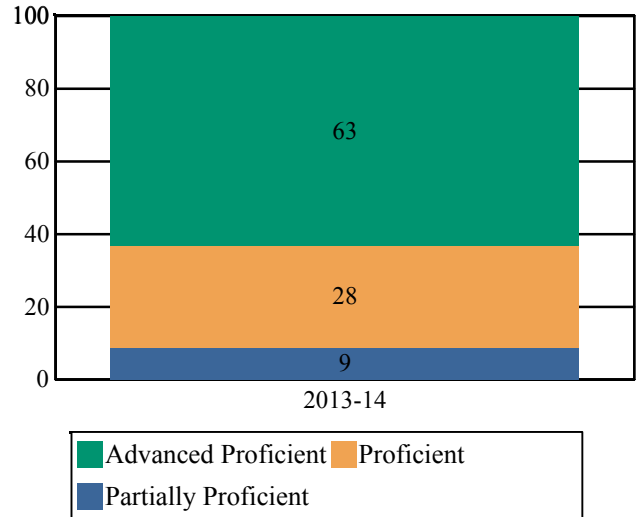
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	43%	39%	18%
White	40%	42%	19%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	45%	35%	20%
Two or More Races	-	-	-
Students with Disability	13%	50%	38%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	25%	46%	29%

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

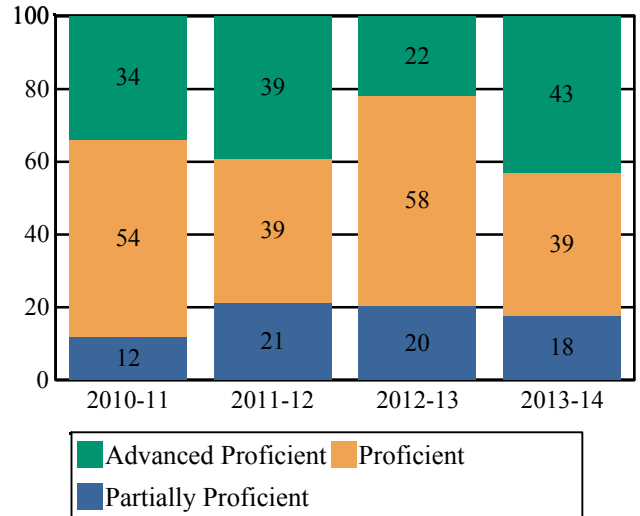
**NJASK Proficiency Trends - Math - Grade Level - 03**

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



**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.



**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 01-08**

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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	30%	52%	18%
White	38%	47%	15%
Black	-	-	-
Hispanic	21%	57%	21%
American Indian	-	-	-
Asian	36%	57%	7%
Two or More Races	-	-	-
Students with Disability	16%	44%	40%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	14%	62%	24%

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

**NJASK Results - MATH Grade Level - 06**

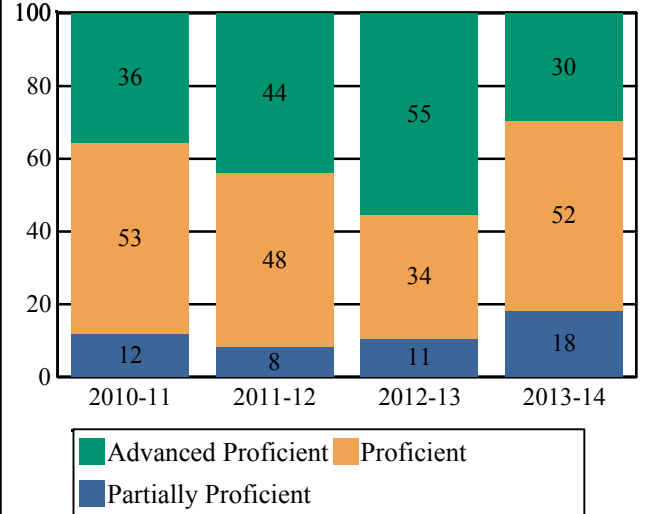
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	37%	22%
White	49%	46%	6%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	38%	23%	38%
Two or More Races	-	-	-
Students with Disability	26%	32%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	27%	27%	46%

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

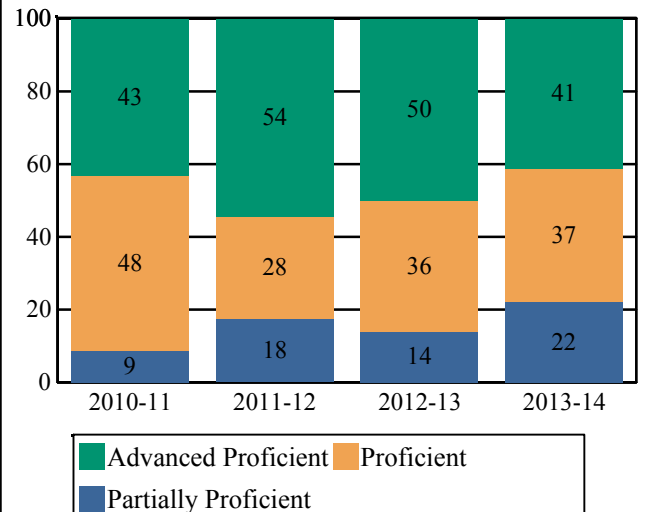
**NJASK Proficiency Trends - Math - Grade Level - 05**

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

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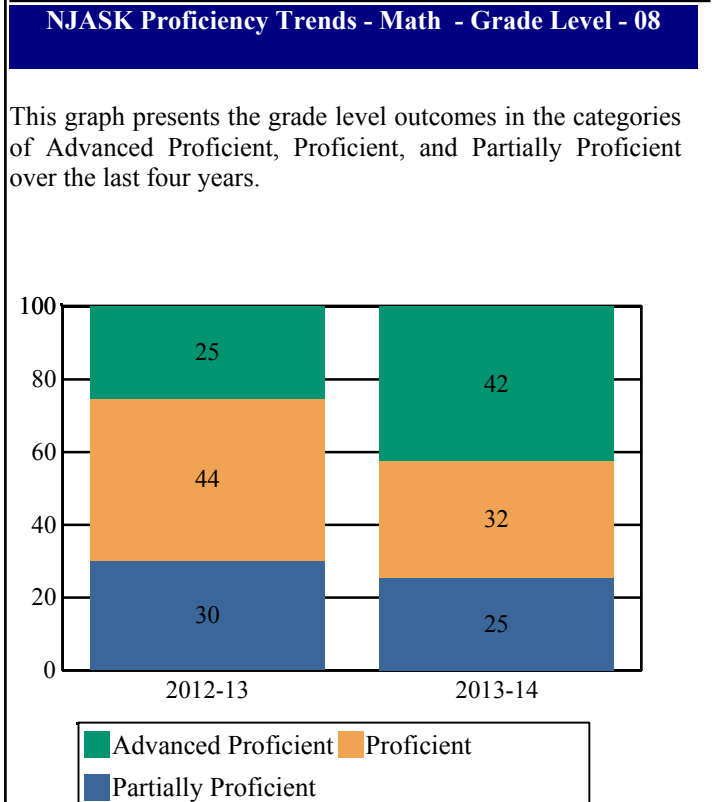
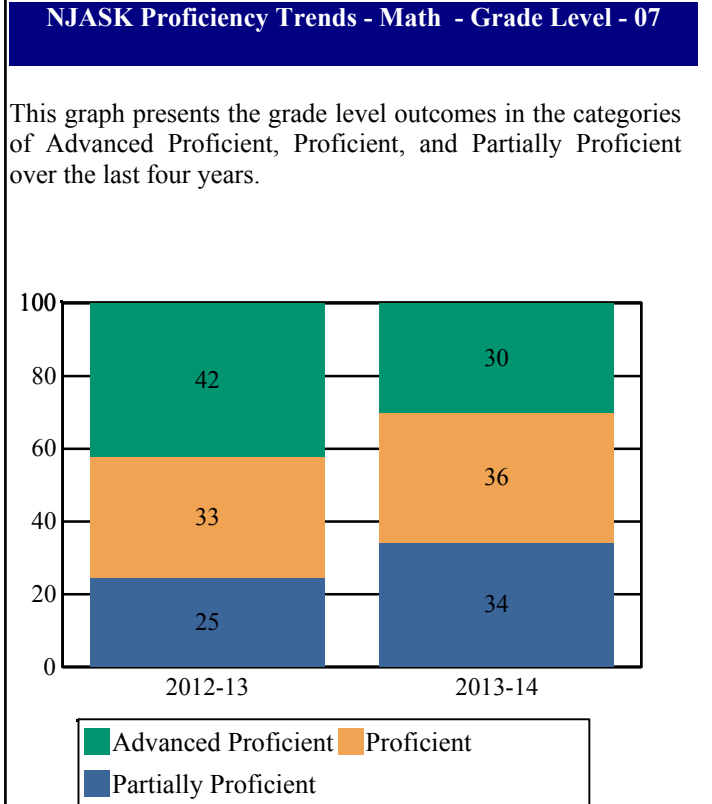
GRADE SPAN 01-08

<b>NJASK Results - MATH Grade Level - 07</b>			
Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	36%	34%
White	42%	38%	20%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	19%	38%	44%
Two or More Races	-	-	-
Students with Disability	6%	35%	59%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	20%	40%	40%

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

<b>NJASK Results - MATH Grade Level - 08</b>			
Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	42%	32%	25%
White	48%	32%	19%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	60%	33%	7%
Two or More Races	-	-	-
Students with Disability	0%	25%	75%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	37%	21%	42%

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



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

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

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

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

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

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

### 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	58%	33%	9%
White	60%	37%	2%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	55%	30%	15%
Two or More Races	-	-	-
Students with Disability	31%	56%	13%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	38%	38%	25%

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

#### NJASK Results - Science Grade Level - 08

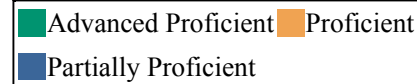
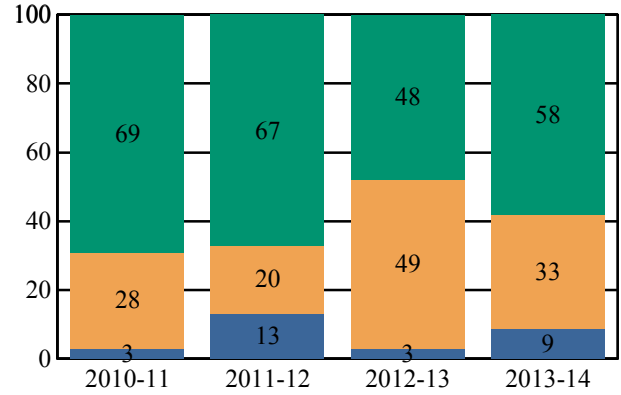
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	37%	49%	14%
White	48%	45%	6%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	40%	40%	20%
Two or More Races	-	-	-
Students with Disability	6%	56%	38%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	37%	47%	16%

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

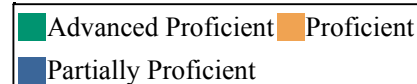
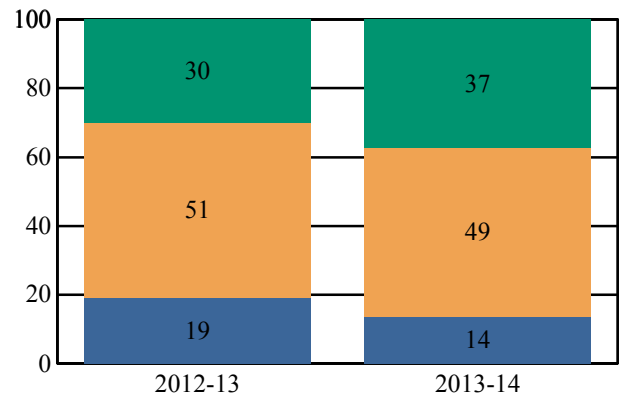
#### NJASK Proficiency Trends - Science - Grade Level - 04

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



#### NJASK 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**

MORRIS  
BOONTON TOWN

GRADE SPAN 01-08

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

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

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

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

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	31%	55	52	20%	YES
Chronic Absenteeism (%)	1%	97	92	6%	YES
Summary		76	72		100%

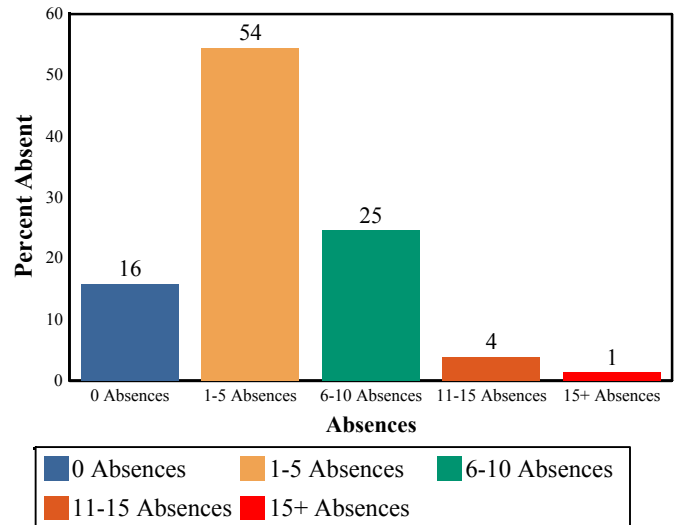
**Algebra I**

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

2013-14	School
Students taking Algebra I	31%
Algebra grade (C or better)	89%

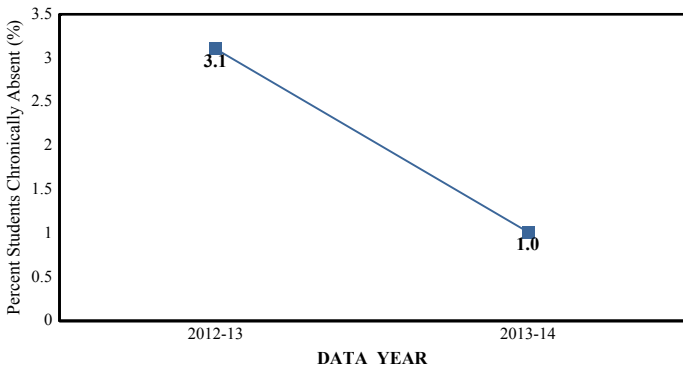
**Absenteeism**

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



**Chronic Absenteeism Trend**

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



**STUDENT GROWTH**

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	68	54	35	YES
Student Growth on Math	37	17	13	35	YES
		43	34		100%

**Student Growth**

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

**Language Arts**

**Math**

	GROWTH		
	Low	Typical	High
Partially Proficient	13%	7%	4%
Proficient	21%	18%	24%
Advanced Proficient	1%	3%	9%

	GROWTH		
	Low	Typical	High
Partially Proficient	15%	6%	2%
Proficient	23%	10%	6%
Advanced Proficient	8%	14%	15%

**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 so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 03**

**Grade Level - 03**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	246	300
75th	229	221
50th	211	207
25th	201	188
0th	162	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	290	268
50th	262	229
25th	229	200
0th	134	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	68

**Grade Level - 04**

**Grade Level - 04**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	267	300
75th	233	219
50th	205	202
25th	189	186
0th	145	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	270	264
50th	242	228
25th	206	195
0th	168	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	69

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
BOONTON TOWN

GRADE SPAN 01-08

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

**Grade Level - 05**

**Grade Level - 05**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	252	300
75th	224	224
50th	209	206
25th	187	186
0th	127	100

Percentile	School Scale Score	State Scale Score
99th	280	300
75th	250	262
50th	227	235
25th	203	206
0th	136	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	38

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

**Grade Level - 06**

**Grade Level - 06**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	264	300
75th	237	230
50th	224	211
25th	206	192
0th	163	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	254	259
50th	231	228
25th	203	201
0th	124	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	58

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
BOONTON TOWN

GRADE SPAN 01-08

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

**Grade Level - 07**

**Grade Level - 07**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	291	300
75th	238	234
50th	211	211
25th	200	188
0th	153	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	250
50th	221	214
25th	191	184
0th	141	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	46

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	66

**Grade Level - 08**

**Grade Level - 08**

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

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

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

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

Percentile	School Scale Score	State Scale Score
99th	271	300
75th	243	238
50th	225	221
25th	215	204
0th	147	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	264	259
50th	227	227
25th	200	192
0th	142	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	34

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	67

**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
2013-14	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
2013-14	0.0%

**Instructional Time**

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

2013-14	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
2013-14	0

**Student to Staff Ratio**

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

2013-14	School
Faculty	11
Administrators	585

**SCHOOL PEER GROUP****JOHN HILL SCHOOL****27-0450-030**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	CARLSTADT BORO	CARLSTADT PUBLIC SCHOOL	03-0740-050 PK-08		32.7%	5.9%	11.8%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080 KG-08		54.8%	5.7%	13.9%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076 07-08		50.1%	6.2%	12.0%
BERGEN	SOUTH HACKENSACK TWP	MEMORIAL	03-4870-050 PK-08		31.2%	7.5%	10.9%
BURLINGTON	NEW HANOVER TWP	NEW HANOVER TOWNSHIP SCHOOL	05-3540-050 PK-08		38.1%	6.7%	14.2%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050 PK-09		40.9%	4.1%	16.9%
CAMDEN	SOMERDALE BORO	SOMERDALE PARK SCHOOL	07-4790-020 PK-08		40.6%	6.1%	13.3%
CHARTERS	THE RED BANK CS	RED BANK CHARTER SCHOOL	80-7720-915 PK-08		39.2%	4.1%	9.5%
ESSEX	IRVINGTON TOWNSHIP	UNION AVENUE MIDDLE SCHOOL	13-2330-140 06-08		69.1%	10.5%	13.5%
HUDSON	BAYONNE CITY	DR. WALTER F. ROBINSON #3	17-0220-030 PK-08		68.0%	25.1%	6.9%
HUDSON	JERSEY CITY	DR. MICHAEL CONTI SCHOOL	17-2390-110 PK-08		63.0%	10.5%	16.3%
HUDSON	JERSEY CITY	RAFAEL DE J. CORDERO SCHOOL	17-2390-300 PK-08		44.3%	10.4%	14.5%
HUDSON	KEARNY TOWN	LINCOLN ELEMENTARY SCHOOL	17-2410-090 PK-08		56.9%	6.5%	15.9%
HUDSON	NORTH BERGEN TWP	ROBERT FULTON ELEMENTARY SCHOOL	17-3610-110 KG-08		62.0%	15.9%	8.4%
HUDSON	SECAUCUS TOWN	SECAUCUS MIDDLE SCHOOL	17-4730-080 07-08		30.9%	1.8%	14.0%
MERCER	EAST WINDSOR REGIONAL	MELVIN H. KREPS MIDDLE SCHOOL	21-1245-070 06-08		34.9%	2.7%	12.9%
MERCER	HAMILTON TWP	ALBERT E GRICE MIDDLE SCHOOL	21-1950-070 06-08		46.2%	6.4%	16.9%
MERCER	HAMILTON TWP	RICHARD C CROCKETT MIDDLE SCHOOL	21-1950-083 06-08		47.1%	8.2%	15.5%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060 06-08		33.8%	3.7%	9.2%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060 06-08		33.6%	2.9%	14.1%
MIDDLESEX	JAMESBURG BORO	GRACE M. BRECKWEDEL MIDDLE SCHOOL	23-2370-075 06-08		43.1%	3.9%	12.7%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103 06-08		32.8%	2.5%	14.0%
MIDDLESEX	PISCATAWAY TWP	QUIBBLETOWN MIDDLE SCHOOL	23-4130-055 06-08		34.0%	2.4%	10.9%
MIDDLESEX	WOODBIDGE TWP	ISELIN MIDDLE SCHOOL	23-5850-080 06-08		32.9%	6.9%	9.2%
MONMOUTH	BELMAR BORO	BELMAR ELEMENTARY	25-0270-020 PK-08		59.0%	11.8%	15.0%
MONMOUTH	KEYPORT BORO	KEYPORT CENTRAL SCHOOL	25-2430-060 PK-08		53.4%	7.9%	15.7%
<b>MORRIS</b>	<b>BOONTON TOWN</b>	<b>JOHN HILL SCHOOL</b>	<b>27-0450-030 01-08</b>		<b>32.7%</b>	<b>5.5%</b>	<b>21.4%</b>
MORRIS	MORRIS SCHOOL DISTRICT	FRELINGHUYSEN MIDDLE SCHOOL	27-3385-075 06-08		31.4%	3.0%	14.8%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060 PK-08		37.6%	4.3%	18.3%
SOMERSET	SOUTH BOUND BROOK	ROBERT MORRIS SCHOOL	35-4850-060 PK-08		46.9%	4.4%	11.2%
UNION	ROSELLE PARK BORO	ROSELLE PARK MIDDLE SCHOOL	39-4550-085 06-08		40.7%	5.7%	16.0%