

OVERVIEW

MORRIS

MADISON BORO

GRADE SPAN PK-05

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

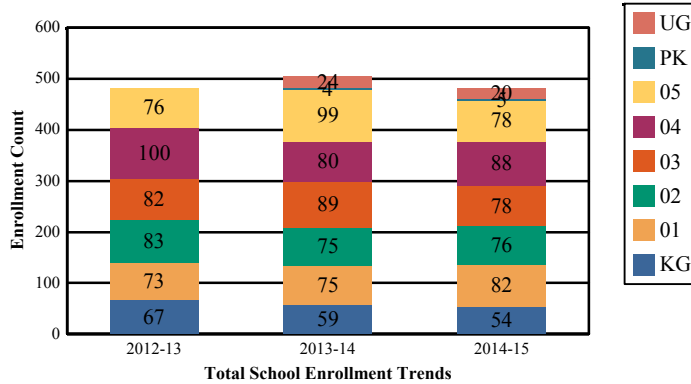
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

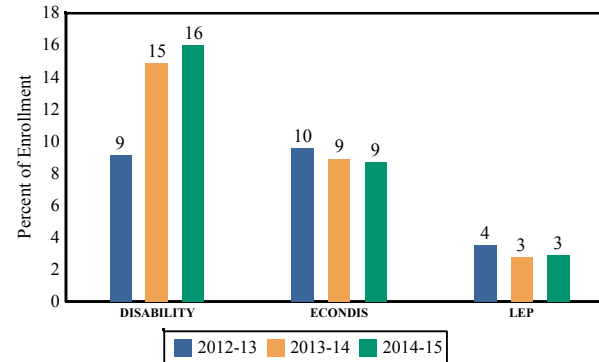
This graph presents the count of students who were 'on roll' by grade in October of each school year.



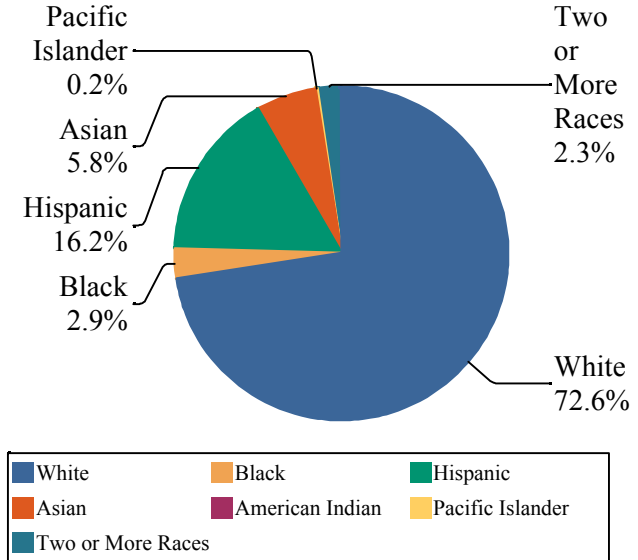
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

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



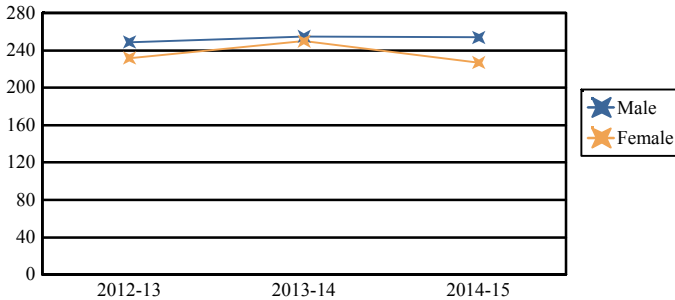
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	481
2013-14	505
2014-15	481

**Enrollment by Gender**

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



	Male	Female
2012-13	249	232
2013-14	255	250
2014-15	254	227

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	77	16%
Economically Disadvantaged Students	42	8.7%
English Language Learners	14	2.9%

**Language Diversity**

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

2014-15	Percent
English	81.7%
Spanish	11.8%
Russian	1.1%
French	1.1%
Portuguese	0.6%
Urdu	0.6%
Other	3.2%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	65%	49	73
Math Met or Exceeded Expectation	49%		

**ESEA Waiver - English Language Arts/Literacy**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	219	65.3%	95%	95%	YES
White	160	66.3%	95%	95.3%	YES
African American	-	-	--	--	--
Hispanic	37	54.1%	95%	92.7%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	35.6%	95%	97.9%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	220	48.6%	95%	95%	YES
White	161	49.7%	95%	95.9%	YES
African American	-	-	--	--	--
Hispanic	37	40.5%	95%	90.5%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	45	24.4%	95%	97.9%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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CENTRAL AVENUE SCHOOL  
50 CENTRAL AVENUE  
MADISON, NJ 07940

**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	764	744	3%	8%	21%	61%	8%	68%	44%
White	51	766	753	4%	4%	22%	61%	10%	71%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	745	718	18%	9%	27%	45%	0%	45%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

CENTRAL AVENUE SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	759	751	1%	10%	23%	57%	10%	66%	52%
White	59	761	758	0%	7%	29%	51%	14%	64%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	17	750	737	6%	18%	12%	65%	0%	65%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	13	748	725	0%	15%	46%	38%	0%	38%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	733	734	9%	27%	27%	36%	0%	36%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	756	751	4%	10%	24%	57%	4%	61%	53%
White	50	759	757	2%	10%	24%	60%	4%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	12	744	737	17%	8%	25%	50%	0%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	21	728	723	14%	29%	29%	29%	0%	29%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



**ACADEMIC ACHIEVEMENT**

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CENTRAL AVENUE SCHOOL  
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**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	752	746	0%	12%	41%	41%	6%	47%	46%
White	51	753	752	0%	8%	47%	39%	6%	45%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	735	727	0%	36%	45%	18%	0%	18%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	749	744	0%	20%	29%	48%	4%	51%	42%
White	60	751	749	0%	17%	30%	48%	5%	53%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	17	742	732	0%	35%	18%	47%	0%	47%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	737	724	0%	46%	15%	38%	0%	38%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	730	730	0%	64%	18%	18%	0%	18%	23%

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**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	745	744	6%	23%	24%	41%	6%	47%	42%
White	50	745	749	4%	24%	22%	46%	4%	50%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	12	732	733	17%	25%	25%	33%	0%	33%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	720	724	19%	43%	19%	19%	0%	19%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

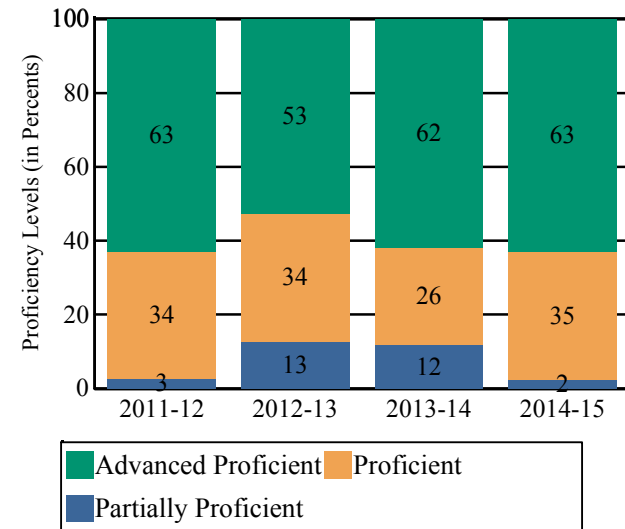
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	35%	2%
White	64%	36%	0%
African American	-	-	-
Hispanic	50%	39%	11%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	36%	64%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	45%	45%	9%

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

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

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



**COLLEGE AND CAREER READINESS**

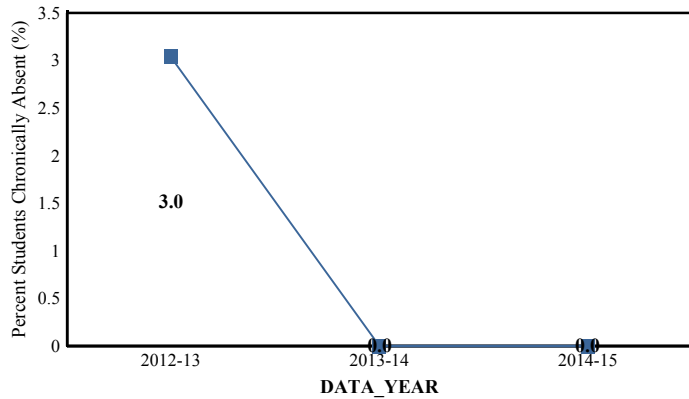
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

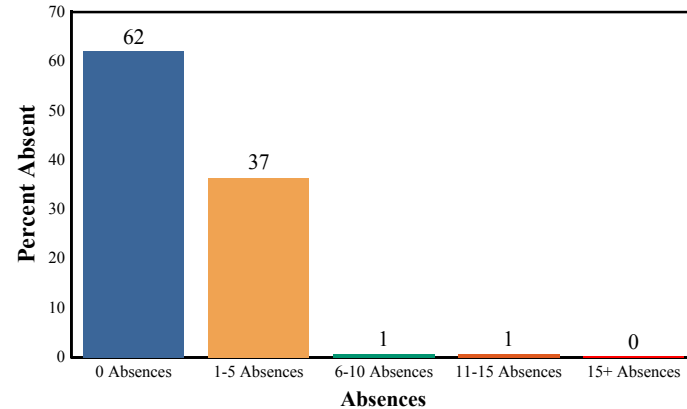
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>0.00%</b>
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**Absenteeism**

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



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**STUDENT GROWTH**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	17	26	35	YES
Student Growth on Math	49	34	42	35	YES
		26	34		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	1%	0%
Partially Met	7%	2%	1%
Approached	12%	7%	5%
Met	21%	19%	17%
Exceeded	1%	1%	5%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	13%	7%	1%
Approached	9%	11%	7%
Met	10%	15%	22%
Exceeded	0%	1%	3%

**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**

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**GRADE SPAN PK-05**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	783	770
50th	767	743
25th	745	715
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	772	767
50th	749	745
25th	734	722
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45



**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	776	773
50th	758	750
25th	740	728
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	774	773
50th	759	751
25th	739	728
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	767	764
50th	750	742
25th	729	721
0th	703	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	765	763
50th	748	743
25th	723	723
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	40

**SCHOOL CLIMATE**

MORRIS

MADISON BORO

GRADE SPAN PK-05

**Length of School Day**

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

	School
2014-15	6 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	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.

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	481

**SCHOOL PEER GROUP**

**MORRIS  
MADISON BORO**

**GRADE SPAN PK-05**

**CENTRAL AVENUE SCHOOL  
50 CENTRAL AVENUE  
MADISON, NJ 07940**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	HILLSDALE BORO	ANN BLANCHE SMITH	03-2180-010	KG-04	9.1%	2.3%	14.7%
BERGEN	OAKLAND BORO	HEIGHTS ELEMENTARY SCHOOL	03-3760-050	KG-05	6.3%	0.3%	16.5%
BERGEN	WESTWOOD REGIONAL	BROOKSIDE ELEMENTARY SCHOOL	03-5755-070	KG-05	10%	3.9%	9.7%
BURLINGTON	MANSFIELD TWP	MANSFIELD TOWNSHIP SCHOOL DISTRICT	05-2960-040	PK-06	6.9%	0.5%	13%
BURLINGTON	MEDFORD TWP	HAINES SIXTH GRADE CENTER	05-3080-050	06	7.6%	0.6%	13.9%
CAMDEN	CHERRY HILL TWP	BRET HARTE ELEMENTARY SCHOOL	07-0800-068	KG-05	7.1%	0%	15.5%
CAMDEN	VOORHEES TWP	SIGNAL HILL SCHOOL	07-5400-095	PK-05	8.1%	0.9%	18.5%
ESSEX	NUTLEY TOWN	WASHINGTON SCHOOL	13-3750-100	KG-06	9.4%	4.7%	9.4%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH MOUNTAIN ELEMENTARY/ANNEX	13-4900-140	PK-05	6.9%	0%	7.6%
GLOUCESTER	SOUTH HARRISON TWP	SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-4880-050	KG-06	7%	0%	18.1%
HUNTERDON	LEBANON BORO	LEBANON BOROUGH SCHOOL	19-2590-050	PK-06	6.4%	0%	4.8%
HUNTERDON	LEBANON TWP	VALLEY VIEW SCHOOL	19-2600-060	PK-04	7.1%	0.3%	19.9%
HUNTERDON	READINGTON TWP	THREE BRIDGES SCHOOL	19-4350-060	PK-03	8.4%	1.2%	12%
MIDDLESEX	EDISON TWP	WOODBROOK ELEMENTARY SCHOOL	23-1290-160	KG-05	7.5%	0.1%	3.7%
MIDDLESEX	MONROE TWP	APPLEGARTH ELEMENTARY SCHOOL	23-3290-300	04-05	6.9%	0.6%	15.3%
MIDDLESEX	MONROE TWP	BROOKSIDE ELEMENTARY SCHOOL	23-3290-050	03-05	6.9%	0%	23.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	CAMBRIDGE ELEMENTARY SCHOOL	23-4860-060	PK-05	6.7%	0.5%	6%
MIDDLESEX	SOUTH BRUNSWICK TWP	INDIAN FIELDS ELEMENTARY SCHOOL	23-4860-100	PK-05	9.3%	4.6%	8.8%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	CLARK MILLS SCHOOL	25-2920-050	KG-05	7.5%	0.2%	12.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	LAFAYETTE MILLS SCHOOL	25-2920-055	01-05	6.9%	0.4%	13.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	WEMROCK BROOK SCHOOL	25-2920-110	01-05	6.7%	0.1%	12%

**SCHOOL PEER GROUP**

**MORRIS  
MADISON BORO**

**GRADE SPAN PK-05**

MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN VILLAGE ELEMENTARY SCHOOL	25-3160-130	KG-05	8.2%	1.2%	19.4%
MONMOUTH	MILLSTONE TWP	MILLSTONE TOWNSHIP ELEMENTARY SCHOOL	25-3200-060	03-05	7.4%	1.2%	17.6%
MONMOUTH	UPPER FREEHOLD REGIONAL	NEWELL ELEMENTARY SCHOOL	25-5310-060	PK-04	9%	2.1%	18.8%
<b>MORRIS</b>	<b>MADISON BORO</b>	<b>CENTRAL AVENUE SCHOOL</b>	<b>27-2870-060</b>	<b>PK-05</b>	<b>8.7%</b>	<b>2.9%</b>	<b>12.2%</b>
MORRIS	ROCKAWAY TWP	STONY BROOK ELEMENTARY SCHOOL	27-4490-080	KG-05	7.1%	0%	17.9%
SOMERSET	GREEN BROOK TWP	IRENE E. FELDKIRCHNER ELEMENTARY SCHOOL	35-1810-050	PK-04	7.9%	1.5%	10.9%
SOMERSET	HILLSBOROUGH TWP	AUTEN ROAD INTERMEDIATE SCHOOL	35-2170-034	05-06	7.9%	0.4%	17.2%
SUSSEX	BYRAM TWP	BYRAM LAKES ELEMENTARY SCHOOL	37-0640-010	PK-04	6.5%	0%	16.7%
SUSSEX	SANDYSTON-WALPACK TWP	SANDYSTON WALPACK CONSOLIDATED SCHOOL	37-4650-050	KG-06	6.9%	0%	15.9%
UNION	SCOTCH PLAINS-FANWOOD REG	EVERGREEN SCHOOL	39-4670-090	PK-04	7.1%	0%	12.7%