

**OVERVIEW**

MORRIS  
LONG HILL TWP

GRADE SPAN 02-05

MILLINGTON ELEMENTARY SCHOOL  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

This school's academic performance is **very high when compared** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness is **very high when compared** to schools across the state. Additionally, its college and career readiness is **very high when compared** to its peers. This school's student growth performance is **high when compared** 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	31	88	100%
College and Career Readiness	87	94	100%
Student Growth	42	61	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 **88%** of schools statewide as noted by its statewide percentile and **31%** 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 **100%** 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 (NJASK). 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 **94%** of schools statewide as noted by its statewide percentile and **87%** 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 **61%** of schools statewide as noted by its statewide percentile and **42%** 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 (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

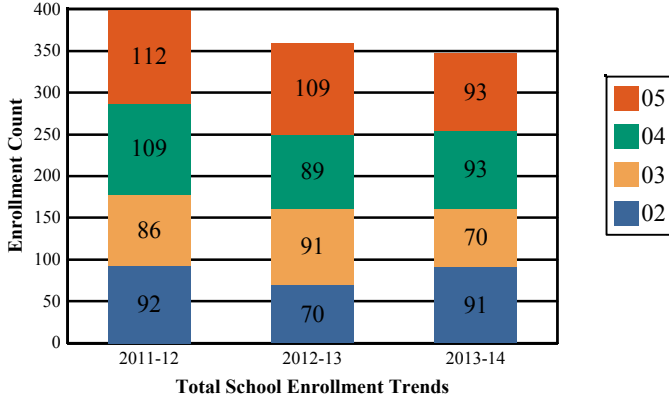
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#### Enrollment by Grade

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



#### Language Diversity

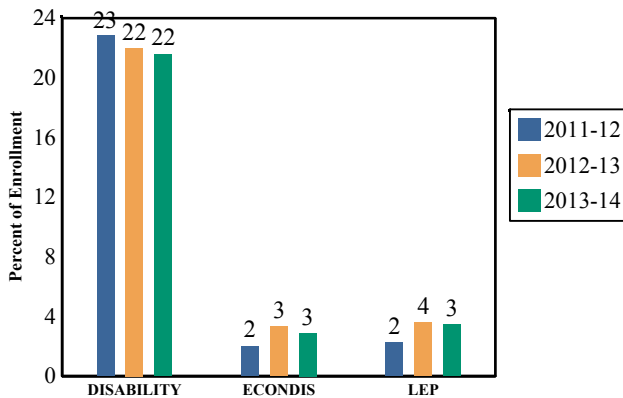
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	90.2%
Spanish	4.6%
Chinese	1.2%
Gujarati	0.9%
Portuguese	0.9%
Serbian	0.3%
Other	2.0%

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.

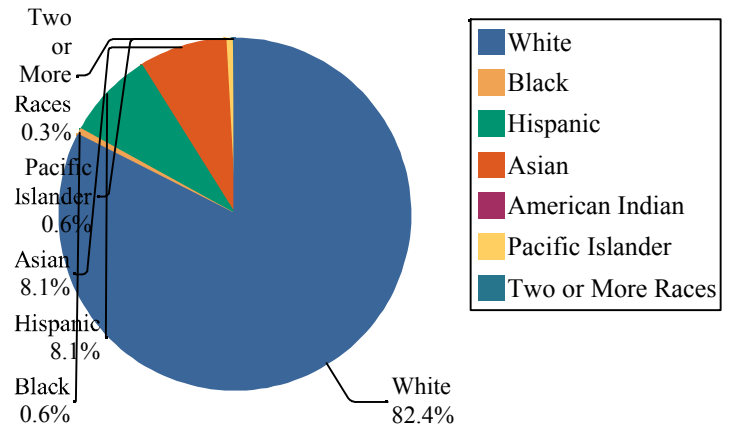
Total School Enrollment	
2011-12	399
2012-13	359
2013-14	347

#### Enrollment Trends by Program Participation



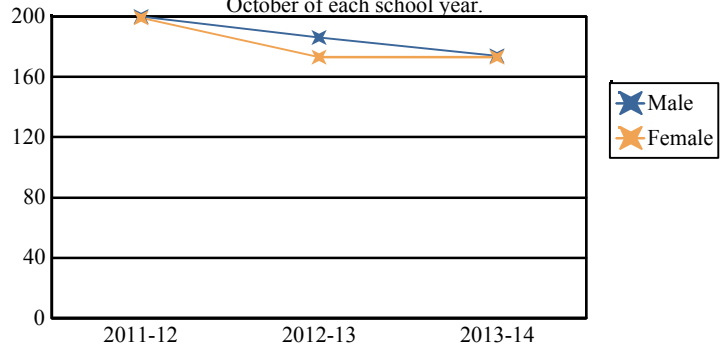
#### Enrollment by Ethnic/Racial Subgroup

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.



#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	75	22%
Economically Disadvantaged Students	10	2.9%
Limited English Proficient Students	12	3.5%

	Male	Female
2011-12	200	199
2012-13	186	173
2013-14	174	173

### ACADEMIC ACHIEVEMENT

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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. 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 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	84%	20	84	100%
NJASK Math Proficiency and above	94%	42	92	100%
<b>SUMMARY - Academic Achievement</b>		<b>31</b>	<b>88</b>	<b>100%</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.

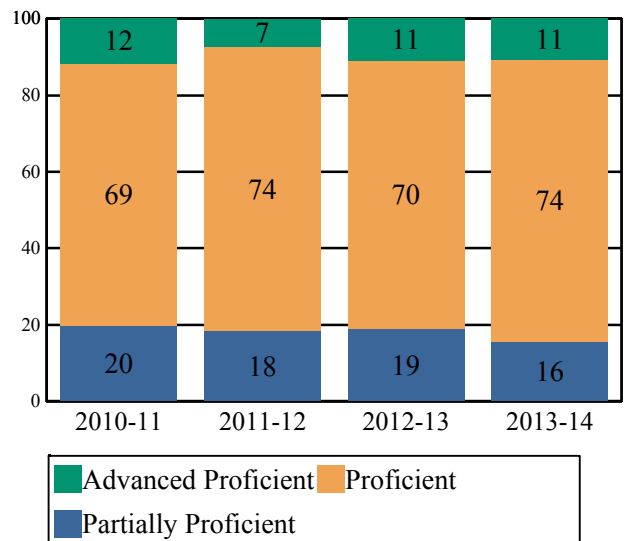
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	243	84.4	85.4	YES*
White	200	85	86.1	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	61	63.9	62.6	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

**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.

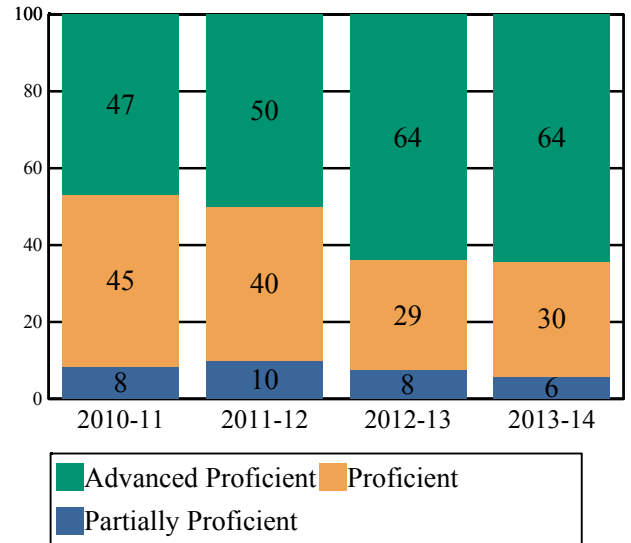
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	244	94.2	90	YES
White	201	95.1	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	61	78.7	82.8	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

**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	11%	72%	17%
White	10%	72%	17%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	53%	47%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

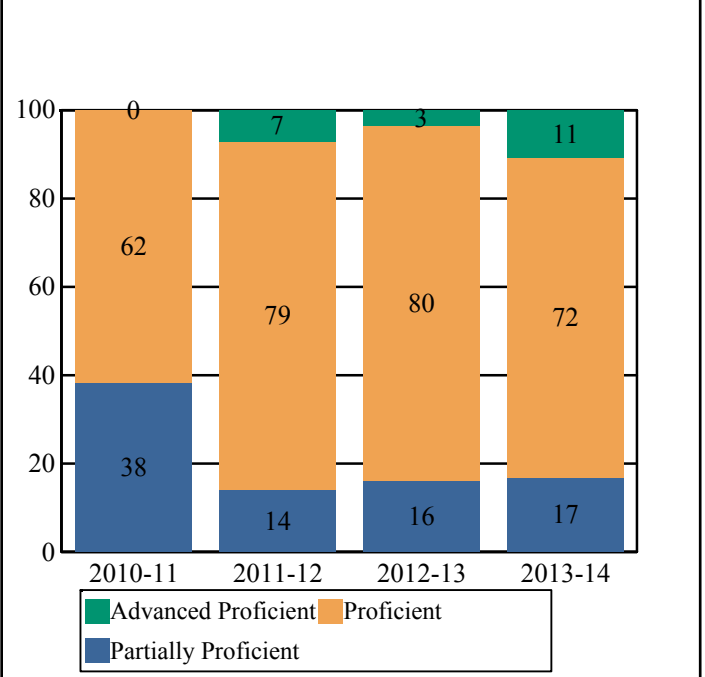
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	74%	21%
White	4%	74%	21%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	7%	79%	14%
Two or More Races	-	-	-
Students with Disability	0%	60%	40%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

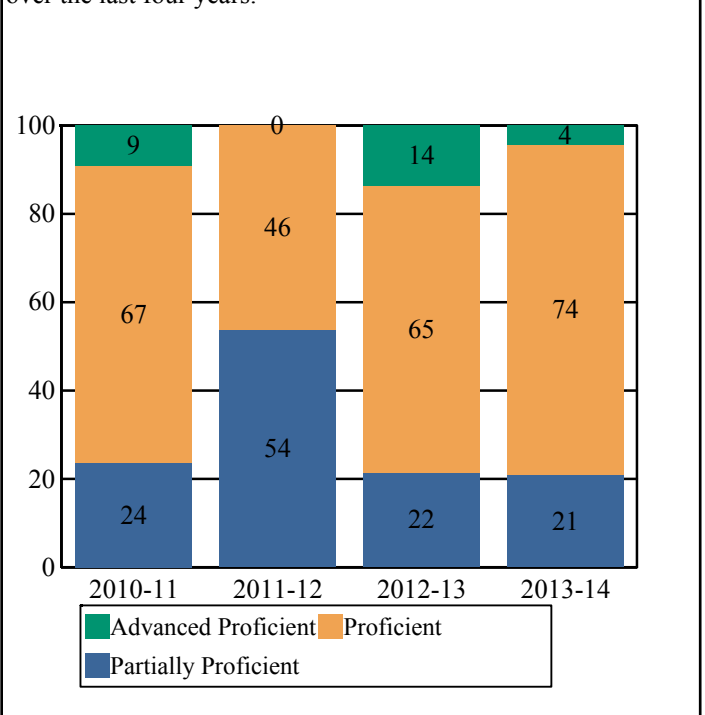
**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03**

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



**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**

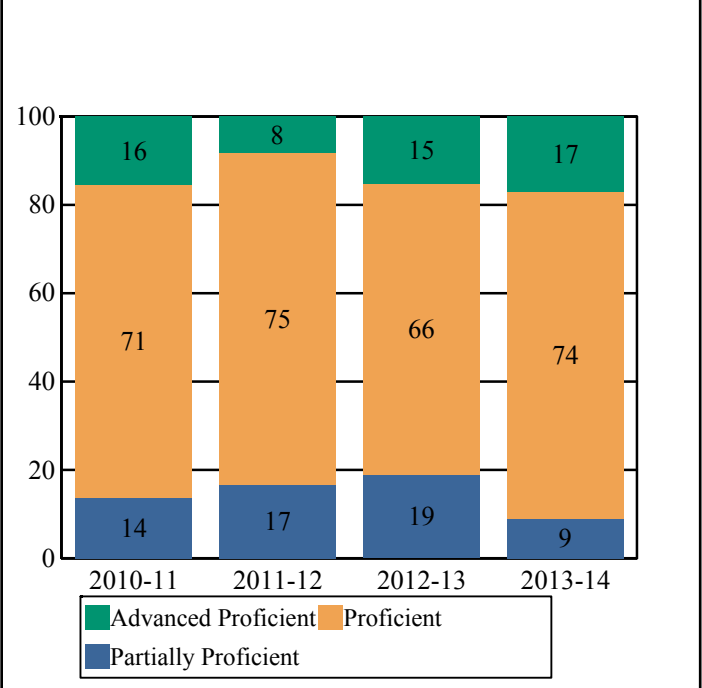
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	74%	9%
White	17%	76%	7%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	79%	21%
Limited English Proficient Students	-	-	-
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 - 05**

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



**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/>

**Proficiency Percentages**

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

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**Proficiency Percentages**

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

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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	70%	26%	5%
White	71%	24%	5%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	41%	41%	18%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

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

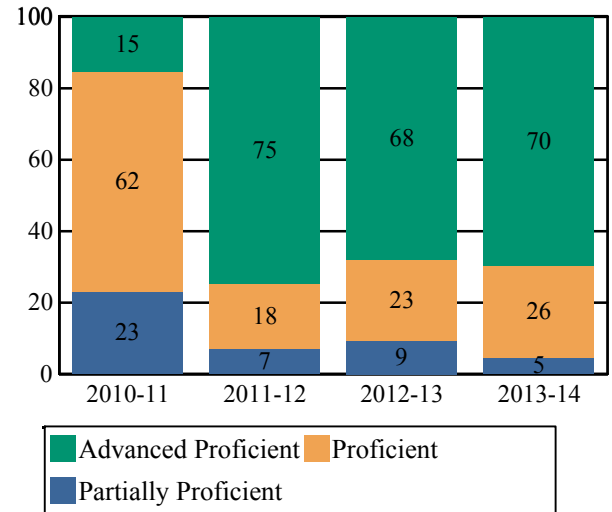
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	68%	24%	8%
White	67%	27%	6%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	86%	7%	7%
Two or More Races	-	-	-
Students with Disability	48%	24%	28%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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

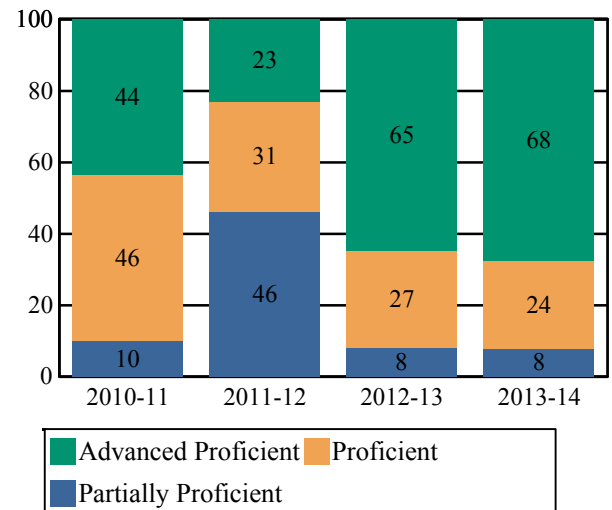
**NJASK Proficiency Trends - Math - Grade Level - 03**

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



**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**

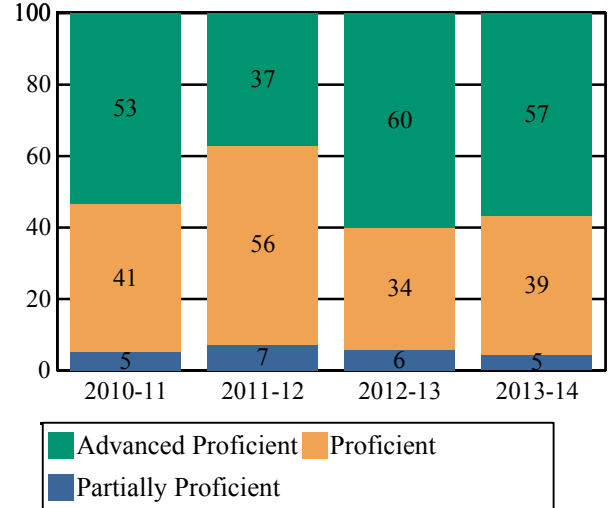
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	57%	39%	5%
White	60%	36%	4%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	32%	53%	16%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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.



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

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**Proficiency Percentages**

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
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/>

**Proficiency Percentages**

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



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

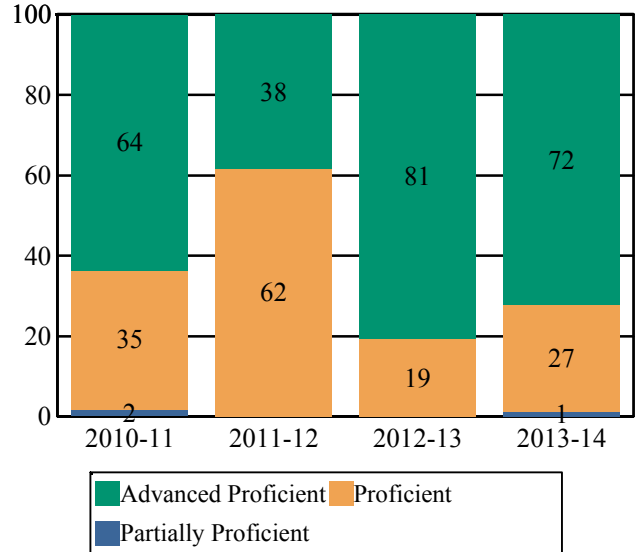
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	72%	27%	1%
White	71%	29%	0%
Black	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	86%	7%	7%
Two or More Races	-	-	-
Students with Disability	68%	28%	4%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

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.



**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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table 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 - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism 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.

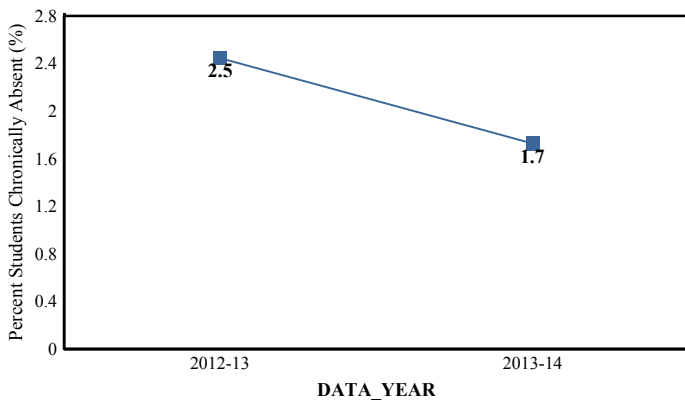
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	2%	87	94	6%	YES
Summary					100%

**Chronic Absenteeism** - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

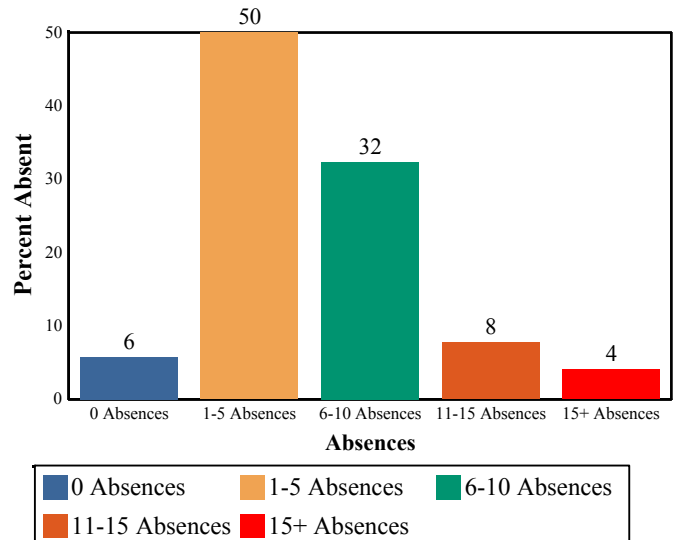
**Chronic Absenteeism Trend**

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



**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.



**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 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	62	59	87	35	YES
Student Growth on Math	46	25	34	35	YES
		42	61		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	6%	5%	3%
Proficient	16%	26%	32%
Advanced Proficient	1%	2%	9%

**Math**

	GROWTH		
	Low	Typical	High
Partially Proficient	3%	2%	1%
Proficient	16%	8%	7%
Advanced Proficient	18%	17%	28%

**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  
LONG HILL TWP**

**GRADE SPAN 02-05**

**MILLINGTON ELEMENTARY SCHOOL  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352**

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**

**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	School Scale Score	State Scale Score
99th	274	300
75th	234	221
50th	221	207
25th	204	188
0th	173	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	33

**Grade Level - 03**

**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	School Scale Score	State Scale Score
99th	300	300
75th	300	268
50th	268	229
25th	237	200
0th	162	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	63	68

**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	School Scale Score	State Scale Score
99th	256	300
75th	222	219
50th	212	202
25th	200	186
0th	151	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	33

**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	School Scale Score	State Scale Score
99th	300	300
75th	291	264
50th	270	228
25th	232	195
0th	135	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	69

**WITHIN SCHOOL ACHIEVEMENT GAP**

MORRIS  
LONG HILL TWP

GRADE SPAN 02-05

MILLINGTON ELEMENTARY SCHOOL  
91 NORTHFIELD ROAD  
MILLINGTON, NJ 07946-1352

**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	School Scale Score	State Scale Score
99th	271	300
75th	238	224
50th	221	206
25th	209	186
0th	163	100

	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	School Scale Score	State Scale Score
99th	300	300
75th	273	262
50th	254	235
25th	234	206
0th	151	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	56

**SCHOOL CLIMATE**

MORRIS  
LONG HILL TWP

GRADE SPAN 02-05

**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
2013-14	6 Hrs. 15 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	5 Hrs. 15 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	9
Administrators	347

**SCHOOL PEER GROUP****MILLINGTON ELEMENTARY SCHOOL****27-4000-060**

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.

<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	FRANKLIN LAKES BORO	HIGH MOUNTAIN ROAD SCHOOL	03-1580-020 PK-05		0.4%	0.8%	10.3%
BERGEN	GLEN ROCK BORO	RICHARD E BYRD	03-1760-070 KG-05		0.0%	0.4%	15.6%
BERGEN	MONTVALE BORO	MEMORIAL ELEMENTARY SCHOOL	03-3330-030 PK-04		0.4%	1.8%	10.7%
BERGEN	RIDGEWOOD VILLAGE	WILLARD ELEMENTARY SCHOOL	03-4390-130 KG-05		0.8%	0.8%	14.0%
BERGEN	RIVER VALE TWP	ROBERGE ELEMENTARY SCHOOL	03-4430-060 KG-05		0.8%	2.5%	11.3%
BERGEN	RIVER VALE TWP	WOODSIDE ELEMENTARY SCHOOL	03-4430-070 PK-05		0.0%	0.5%	13.5%
BERGEN	TENAFLY BORO	J SPENCER SMITH SCHOOL	03-5160-070 KG-05		0.5%	2.4%	10.0%
BERGEN	TENAFLY BORO	RALPH S MAUGHAM SCHOOL	03-5160-090 KG-05		3.4%	4.7%	16.4%
BERGEN	WYCKOFF TWP	GEORGE WASHINGTON ELEMENTARY SCHOOL	03-5920-030 KG-05		0.0%	1.0%	11.3%
CAMDEN	HADDONFIELD BORO	ELIZABETH HADDON SCHOOL	07-1900-080 PK-05		0.3%	0.0%	14.1%
ESSEX	ESSEX FELLS BORO	ESSEX FELLS ELEMENTARY SCHOOL	13-1400-050 PK-06		0.0%	0.0%	17.8%
ESSEX	GLEN RIDGE BORO	RIDGEWOOD AVENUE SCHOOL	13-1750-075 03-06		0.0%	0.0%	17.0%
ESSEX	LIVINGSTON TWP	RIKER HILL ELEMENTARY SCHOOL	13-2730-118 KG-05		1.2%	1.7%	13.4%
ESSEX	MILLBURN TWP	DEERFIELD SCHOOL	13-3190-065 PK-05		0.0%	1.2%	10.5%
ESSEX	MILLBURN TWP	GLENWOOD SCHOOL	13-3190-070 KG-05		0.7%	2.2%	9.2%
ESSEX	NORTH CALDWELL BORO	GOULD/MOUNTAIN ELEMENTARY SCHOOL	13-3630-050 04-06		0.0%	0.0%	13.6%
HUNTERDON	UNION TWP	UNION TOWNSHIP ELEMENTARY SCHOOL	19-5270-060 PK-04		0.4%	0.8%	14.5%
MERCER	HOPEWELL VALLEY REGIONAL	TOLL GATE GRAMMAR SCHOOL	21-2280-040 KG-05		0.7%	0.0%	17.4%
MONMOUTH	FAIR HAVEN BORO	VIOLA L SICKLES SCHOOL	25-1440-060 PK-03		0.0%	0.0%	13.1%
MONMOUTH	LITTLE SILVER BORO	POINT ROAD SCHOOL	25-2720-060 PK-04		0.4%	0.0%	14.9%
MONMOUTH	ROOSEVELT BORO	ROOSEVELT PUBLIC SCHOOL	25-4520-050 PK-06		0.0%	0.0%	17.4%
MORRIS	FLORHAM PARK BORO	BROOKLAKE SCHOOL	27-1530-020 03-05		0.9%	1.9%	15.3%
MORRIS	HANOVER TWP	MOUNTVIEW ROAD SCHOOL	27-2000-050 KG-05		1.5%	2.1%	14.6%
MORRIS	KINNELON BORO	STONYBROOK ELEMENTARY SCHOOL	27-2460-070 KG-05		1.1%	1.3%	13.9%
MORRIS	LONG HILL TWP	MILLINGTON ELEMENTARY SCHOOL	27-4000-060 02-05		2.9%	3.5%	21.6%
MORRIS	MENDHAM TWP	MENDHAM TOWNSHIP ELEMENTARY SCHOOL	27-3100-050 PK-04		0.0%	0.0%	13.4%
MORRIS	SCH DIST OF THE CHATHAMS	SOUTHERN BOULEVARD SCHOOL	27-0785-080 KG-03		0.4%	1.3%	13.3%
OCEAN	BEACH HAVEN BORO	BEACH HAVEN SCHOOL	29-0230-020 PK-06		4.1%	6.9%	12.3%
SOMERSET	BERNARDS TWP	MOUNT PROSPECT ELEMENTARY SCHOOL	35-0350-100 PK-05		0.6%	2.5%	10.1%
SOMERSET	WARREN TWP	ANGELO L. TOMASO SCHOOL	35-5470-040 KG-05		1.0%	1.6%	14.7%
UNION	WESTFIELD TOWN	FRANKLIN ELEMENTARY SCHOOL	39-5730-100 01-05		0.2%	0.5%	15.1%