



State of New Jersey
2014-15

OVERVIEW

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GRADE SPAN KG-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

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

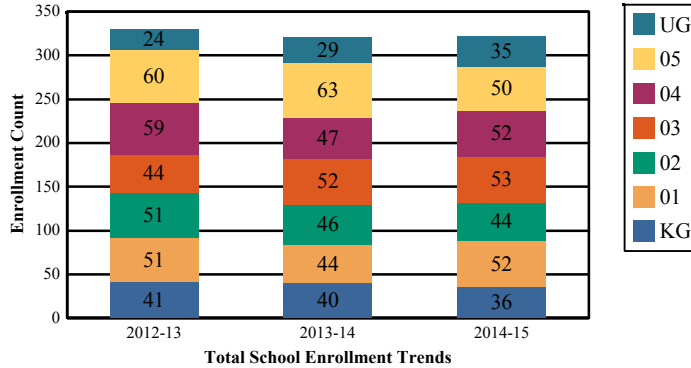
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Enrollment by Grade

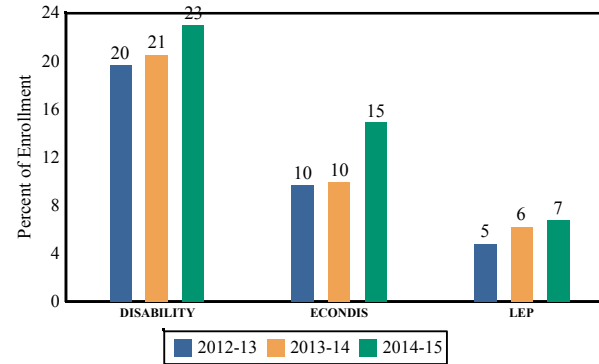
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

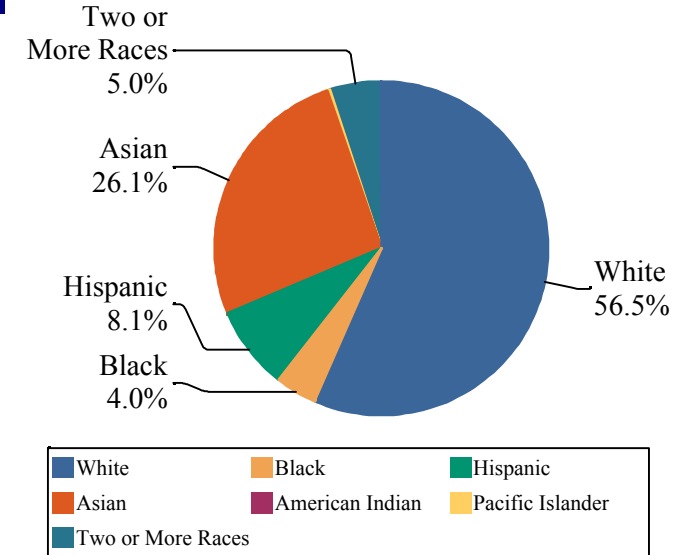
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

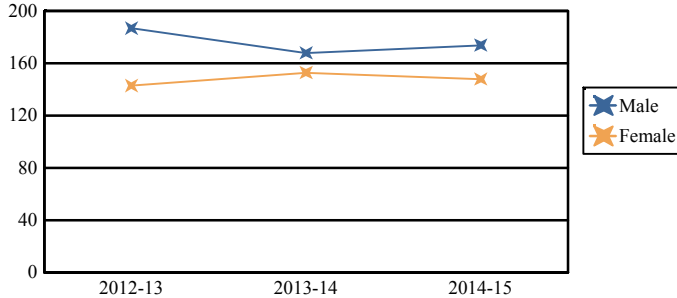
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	330
2013-14	321
2014-15	322

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	187	143
2013-14	168	153
2014-15	174	148

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	74	23%
Economically Disadvantaged Students	48	14.9%
English Language Learners	22	6.8%

Language Diversity

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

2014-15	Percent
English	71.3%
Chinese	4.4%
Korean	4.4%
Spanish	3.8%
Vietnamese	3.4%
Gujarati	1.3%
Other	11.6%

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	87%	100	100
Math Met or Exceeded Expectation	87%		

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	138	87%	95%	91.8%	YES*
White	85	84.7%	95%	88.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	35	91.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	77.4%	95%	97.1%	-
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	138	87%	95%	91.2%	YES*
White	85	85.9%	95%	88.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	35	91.4%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	31	70.9%	95%	94.3%	-
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.

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

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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	47	776	744	0%	6%	15%	62%	17%	79%	44%
White	27	776	753	0%	4%	22%	59%	15%	74%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	14	781	769	0%	7%	7%	57%	29%	86%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	748	718	0%	18%	27%	55%	0%	55%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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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	46	775	751	0%	4%	9%	59%	28%	87%	52%
White	32	776	758	0%	6%	9%	50%	34%	84%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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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	45	784	751	0%	0%	4%	73%	22%	96%	53%
White	26	781	757	0%	0%	4%	73%	23%	96%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	13	788	771	0%	0%	8%	69%	23%	92%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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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	47	775	746	0%	2%	19%	49%	30%	79%	46%
White	27	777	752	0%	0%	19%	52%	30%	81%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	14	781	772	0%	0%	14%	43%	43%	86%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	755	727	0%	9%	36%	55%	0%	55%	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	46	769	744	0%	0%	15%	72%	13%	85%	42%
White	32	771	749	0%	0%	19%	66%	16%	81%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	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	45	779	744	0%	0%	2%	71%	27%	98%	42%
White	26	774	749	0%	0%	4%	85%	12%	96%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	13	790	768	0%	0%	0%	54%	46%	100%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

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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

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NJASK Results - Science Grade Level - 04

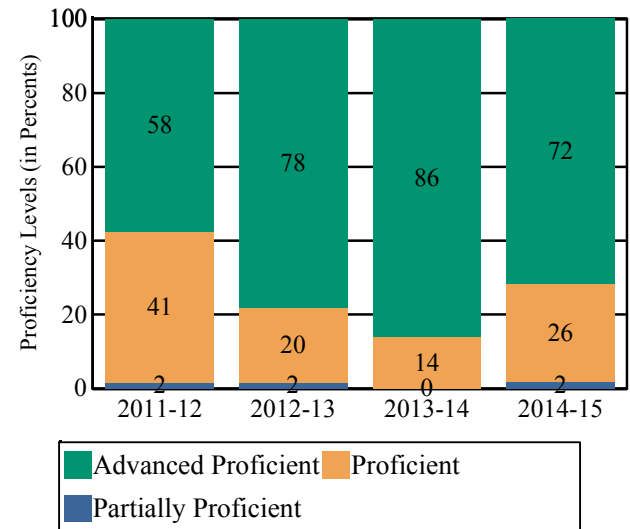
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	72%	26%	2%
White	77%	23%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	55%	36%	9%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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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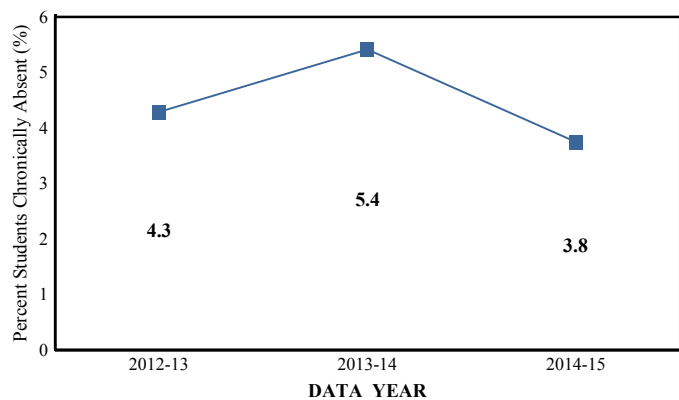
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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

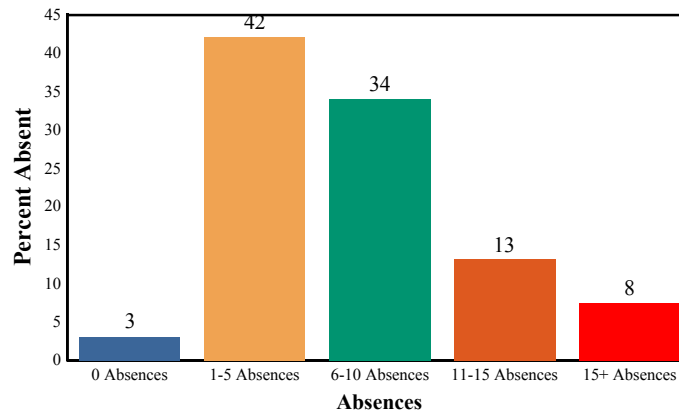
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	3.75%
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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	74	97	97	35	YES
Student Growth on Math	81	100	99	35	YES
		99	98		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	0%	0%	0%
Partially Met	0%	2%	0%
Approached	2%	2%	2%
Met	15%	18%	31%
Exceeded	0%	1%	25%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	0%	0%	0%
Approached	0%	3%	6%
Met	6%	15%	52%
Exceeded	0%	3%	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

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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	847	850
75th	798	770
50th	774	743
25th	751	715
0th	717	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	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	825	850
75th	796	767
50th	779	745
25th	761	722
0th	719	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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CHERRY HILL TWP

JOSEPH D. SHARP ELEMENTARY SCHOOL
300 OLD ORCHARD RD
CHERRY HILL, NJ 08003-1299

GRADE SPAN KG-05

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	824	850
75th	792	773
50th	772	750
25th	754	728
0th	722	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	832	850
75th	796	773
50th	783	751
25th	770	728
0th	722	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	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	812	850
75th	785	764
50th	765	742
25th	754	721
0th	727	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	817	850
75th	788	763
50th	777	743
25th	769	723
0th	720	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	19	40

SCHOOL CLIMATE

CAMDEN

CHERRY HILL TWP

GRADE SPAN KG-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	1.6%

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. 30 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	18
Administrators	322

SCHOOL PEER GROUP

CAMDEN
CHERRY HILL TWP

GRADE SPAN KG-05

JOSEPH D. SHARP ELEMENTARY SCHOOL
300 OLD ORCHARD RD
CHERRY HILL, NJ 08003-1299

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>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	JOHN A. FORREST ELEMENTARY SCHOOL	03-1450-085	KG-05	19%	7.2%	25.1%
BERGEN	FAIR LAWN BORO	WARREN POINT ELEMENTARY SCHOOL	03-1450-140	KG-05	14.3%	6.5%	18.3%
BERGEN	FORT LEE BORO	SCHOOL NO. 1	03-1550-060	KG-06	16%	12.8%	13.7%
BERGEN	FORT LEE BORO	SCHOOL NO. 3	03-1550-080	KG-06	14.8%	14%	8.4%
BERGEN	FORT LEE BORO	SCHOOL NO. 4	03-1550-090	KG-06	14.2%	14.2%	8.9%
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	15.8%	9.1%	15.4%
BERGEN	NEW MILFORD BORO	BERTRAND F GIBBS ELEMENTARY SCHOOL	03-3550-070	KG-05	13.8%	5.6%	16.7%
BERGEN	PARK RIDGE BORO	EAST BROOK ELEMENTARY SCHOOL	03-3940-060	PK-06	10%	6.6%	16.1%
BURLINGTON	BASS RIVER TWP	BASS RIVER TOWNSHIP ELEMENTARY SCHOOL	05-0200-050	PK-06	17.4%	2.6%	27.1%
BURLINGTON	BORDENTOWN REGIONAL	CLARA BARTON ELEMENTARY	05-0475-060	PK-03	12.7%	0.4%	30.4%
BURLINGTON	MEDFORD TWP	KIRBY'S MILL ELEMENTARY SCHOOL	05-3080-045	PK-05	14.5%	5.5%	19%
CAMDEN	CHERRY HILL TWP	JOSEPH D. SHARP ELEMENTARY SCHOOL	07-0800-100	KG-05	14.9%	6.8%	21.4%
ESSEX	CALDWELL-WEST CALDWELL	JEFFERSON ELEMENTARY SCHOOL	13-0660-070	KG-05	10.1%	3.7%	15.9%
GLOUCESTER	PITMAN BORO	MEMORIAL ELEMENTARY SCHOOL	15-4140-065	PK-05	13.4%	2.3%	32.2%
MIDDLESEX	EAST BRUNSWICK TWP	CENTRAL ELEMENTARY SCHOOL	23-1170-070	KG-05	14.8%	8.7%	14.6%
MIDDLESEX	OLD BRIDGE TWP	ALAN B. SHEPARD ELEMENTARY SCHOOL	23-3845-082	KG-05	18.2%	9.5%	18.6%
MIDDLESEX	OLD BRIDGE TWP	M. SCOTT CARPENTER ELEMENTARY SCHOOL	23-3845-133	KG-05	12.8%	3.2%	18.2%
MONMOUTH	ATLANTIC HIGHLANDS BORO	ATLANTIC HIGHLANDS ELEMENTARY SCHOOL	25-0130-020	PK-06	10.1%	1.3%	19.1%
MONMOUTH	HOWELL TWP	NEWBURY ELEMENTARY SCHOOL	25-2290-032	PK-05	14.5%	0%	26.7%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MILFORD BROOK SCHOOL	25-2920-063	KG-05	13.9%	9.9%	13.9%
MONMOUTH	MIDDLETOWN TWP	NAVESINK ELEMENTARY SCHOOL	25-3160-140	KG-05	10.8%	2%	19.3%

SCHOOL PEER GROUP

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MONMOUTH	OCEAN TWP	WANAMASSA ELEMENTARY SCHOOL	25-3810-070	PK-04	10.8%	4.6%	16.7%
MORRIS	MOUNT OLIVE TWP	SANDSHORE RD. ELEMENTARY SCHOOL	27-3450-065	KG-05	10.2%	3.8%	19.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	EASTLAKE ELEMENTARY SCHOOL	27-3950-062	PK-05	12.3%	13.3%	8.7%
MORRIS	PARSIPPANY-TROY HILLS TWP	INTERVALE ELEMENTARY SCHOOL	27-3950-064	KG-05	16.8%	15.8%	10.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE PARSIPPANY ELEMENTARY SCHOOL	27-3950-080	KG-05	15%	20.1%	20.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	TROY HILLS ELEMENTARY SCHOOL	27-3950-120	KG-05	12.1%	7.3%	13.7%
PASSAIC	HAWTHORNE BORO	THOMAS JEFFERSON ELEMENTARY SCHOOL	31-2100-090	KG-05	10%	0.8%	30%
PASSAIC	WAYNE TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	31-5570-087	KG-05	18.8%	14%	15.6%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOL	35-2170-040	KG-04	10.2%	4.6%	15.5%
SOMERSET	HILLSBOROUGH TWP	WOODFERN ELEMENTARY SCHOOL	35-2170-080	KG-04	14.4%	5.1%	20.1%