



State of New Jersey

2014-15

31-4400-050

ELEANOR G. HEWITT

266 SLOATSBURG ROAD

RINGWOOD, NJ 07456

OVERVIEW

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RINGWOOD BORO

GRADE SPAN 04-05

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

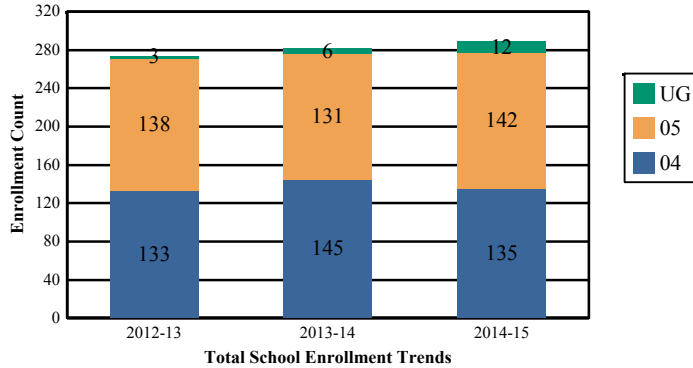
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Enrollment by Grade

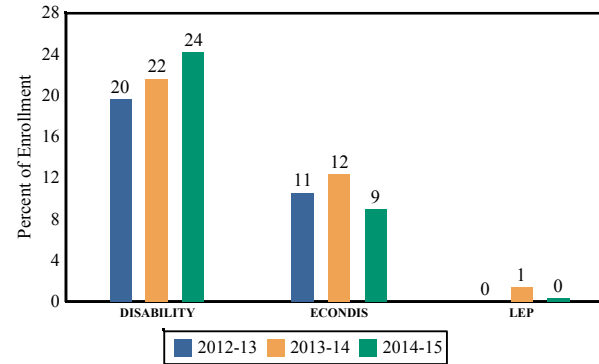
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

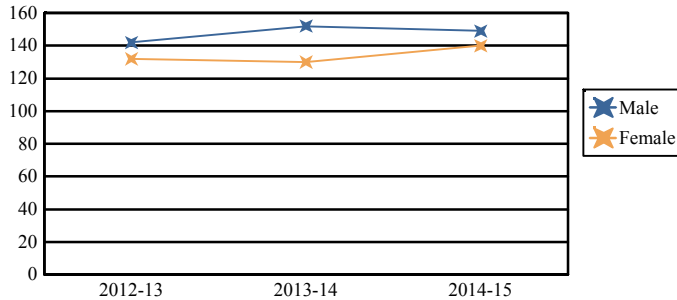
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	274
2013-14	282
2014-15	289

Enrollment by Gender

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

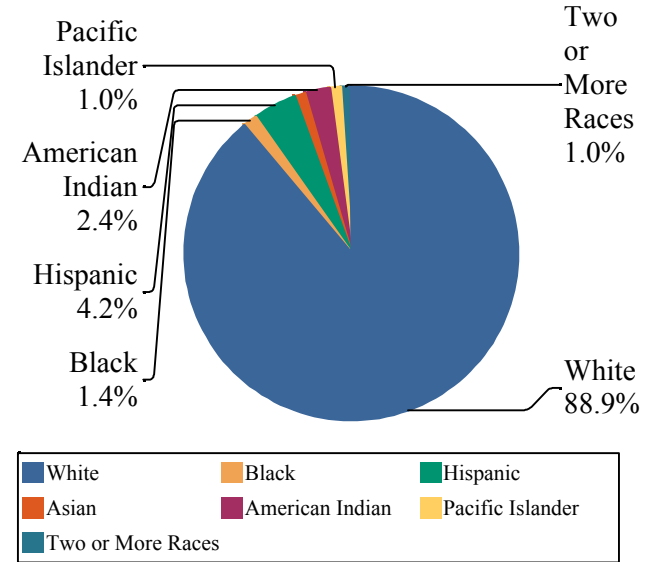


	Male	Female
2012-13	142	132
2013-14	152	130
2014-15	149	140

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	70	24%
Economically Disadvantaged Students	26	9.0%
English Language Learners	1	0.4%

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.



Language Diversity

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

2014-15	Percent
English	96.2%
Polish	2.1%
Chinese	0.7%
Spanish	0.7%
Albanian	0.3%

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	51%	10	45
Math Met or Exceeded Expectation	46%		

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	251	50.6%	95%	91.3%	YES*
White	227	51.6%	95%	91.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	56	25%	95%	86.4%	NO
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.

ACADEMIC ACHIEVEMENT

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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	252	45.7%	95%	91.6%	YES*
White	227	45.3%	95%	91.8%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	19.3%	95%	87.9%	NO
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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GRADE SPAN 04-05

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	112	751	751	4%	6%	33%	54%	4%	57%	52%
White	103	753	758	2%	6%	34%	55%	3%	58%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	730	725	19%	19%	24%	38%	0%	38%	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	139	747	751	4%	19%	32%	41%	4%	45%	53%
White	124	749	757	2%	19%	33%	41%	5%	46%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	35	727	723	14%	31%	37%	17%	0%	17%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	728	734	18%	27%	36%	18%	0%	18%	31%

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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	112	745	744	4%	13%	38%	44%	0%	44%	42%
White	103	745	749	3%	14%	41%	43%	0%	43%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	725	724	24%	19%	43%	14%	0%	14%	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	140	748	744	4%	13%	36%	42%	5%	47%	42%
White	124	749	749	2%	14%	37%	43%	5%	48%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	36	733	724	8%	28%	42%	19%	3%	22%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	725	731	25%	17%	33%	25%	0%	25%	23%

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

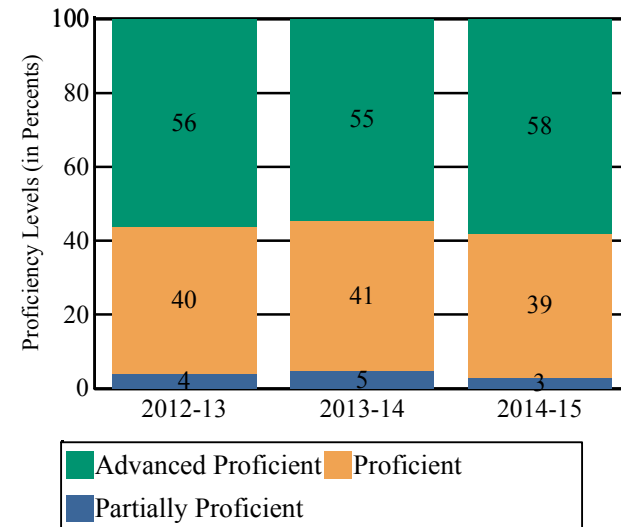
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	58%	39%	3%
White	59%	38%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	43%	43%	14%
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

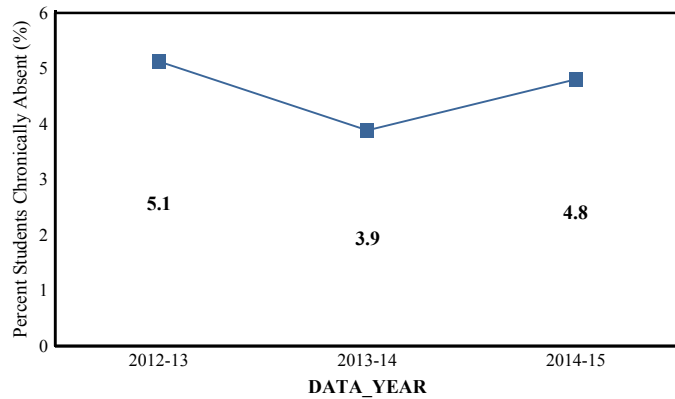
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

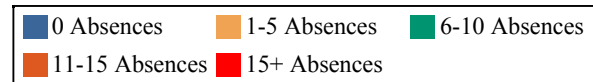
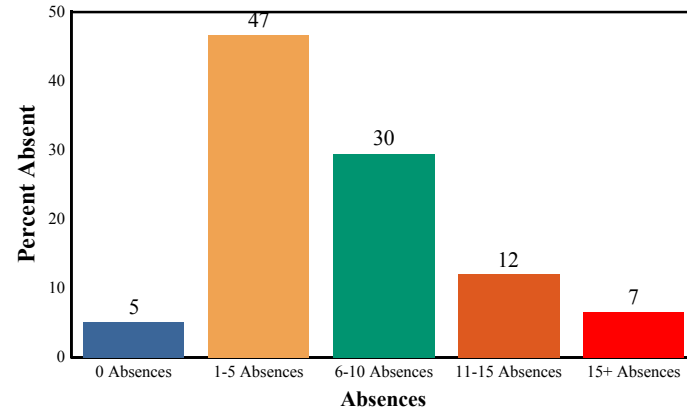


Chronic Absenteeism for 2014-15

4.81%

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 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	19	26	35	YES
Student Growth on Math	57	63	66	35	YES
		41	46		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	3%	0%	0%
Partially Met	11%	2%	1%
Approached	18%	10%	4%
Met	10%	17%	19%
Exceeded	0%	1%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	7%	5%	1%
Approached	10%	14%	14%
Met	6%	13%	24%
Exceeded	0%	1%	2%

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 - 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	796	850
75th	769	773
50th	754	750
25th	738	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	789	850
75th	762	764
50th	747	742
25th	731	721
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

WITHIN SCHOOL ACHIEVEMENT GAP

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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	812	850
75th	768	773
50th	745	751
25th	726	728
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

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	795	850
75th	763	763
50th	748	743
25th	731	723
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	40

SCHOOL CLIMATE

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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. 32 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	1.7%

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. 20 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	145

SCHOOL PEER GROUP

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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>
ATLANTIC	LINWOOD CITY	SEAVIEW ELEMENTARY SCHOOL	01-2680-050	PK-04	9.2%	0%	18.3%
BERGEN	RUTHERFORD BORO	WASHINGTON SCHOOL	03-4600-110	01-03	9.3%	1.8%	8.6%
BURLINGTON	MEDFORD TWP	CHAIRVILLE ELEMENTARY SCHOOL	05-3080-030	KG-05	8.6%	0.5%	16.8%
BURLINGTON	MEDFORD TWP	MILTON H. ALLEN ELEMENTARY SCHOOL	05-3080-060	KG-05	8.9%	0%	16.4%
BURLINGTON	MOORESTOWN TWP	GEORGE C. BAKER ELEMENTARY SCHOOL	05-3360-060	PK-03	8.6%	0%	12.4%
BURLINGTON	MOORESTOWN TWP	SOUTH VALLEY ELEMENTARY SCHOOL	05-3360-120	PK-03	8.6%	0%	9.1%
CAMDEN	CHERRY HILL TWP	A. RUSSELL KNIGHT ELEMENTARY SCHOOL	07-0800-058	KG-05	8.5%	0.6%	14.5%
CAMDEN	CHERRY HILL TWP	RICHARD STOCKTON ELEMENTARY SCHOOL	07-0800-113	KG-05	9.1%	1%	19.6%
CAMDEN	CHERRY HILL TWP	WOODCREST ELEMENTARY SCHOOL	07-0800-130	KG-05	8.5%	0.3%	16.5%
CAMDEN	HADDON TWP	STOY ELEMENTARY SCHOOL	07-1890-080	PK-05	9.4%	0.6%	10.6%
ESSEX	BLOOMFIELD TWP	OAK VIEW ELEMENTARY	13-0410-140	PK-06	8.9%	1.1%	13.4%
ESSEX	MONTCLAIR TOWN	BRADFORD ELEMENTARY SCHOOL	13-3310-100	KG-05	9.4%	0%	14.6%
ESSEX	MONTCLAIR TOWN	WATCHUNG ELEMENTARY SCHOOL	13-3310-170	KG-05	8.4%	0%	10.9%
GLOUCESTER	HARRISON TWP	PLEASANT VALLEY SCHOOL	15-2070-080	04-06	9.7%	0.5%	8.5%
HUNTERDON	READINGTON TWP	WHITEHOUSE SCHOOL	19-4350-070	KG-03	8.8%	0.6%	14.9%
MIDDLESEX	OLD BRIDGE TWP	WALTER M. SCHIRRA ELEMENTARY SCHOOL	23-3845-165	KG-05	8.4%	0%	13.8%
MONMOUTH	FREEHOLD TWP	WEST FREEHOLD SCHOOL	25-1660-030	KG-05	9.2%	0.2%	12.6%
MONMOUTH	HOWELL TWP	ADELPHIA ELEMENTARY SCHOOL	25-2290-003	KG-05	8%	0%	15.7%
MONMOUTH	OCEANPORT BORO	WOLF HILL ELEMENTARY SCHOOL	25-3830-050	PK-04	8.5%	0.6%	16.1%
MONMOUTH	WALL TWP	CENTRAL ELEMENTARY SCHOOL	25-5420-070	KG-05	8.5%	0%	15.4%
MORRIS	JEFFERSON TWP	WHITE ROCK ELEMENTARY SCHOOL	27-2380-070	03-05	9.2%	0%	19.2%
MORRIS	ROXBURY TWP	JEFFERSON ELEMENTARY SCHOOL DISTRICT	27-4560-065	KG-04	9.3%	2.1%	10.5%



State of New Jersey
2014-15

31-4400-050
ELEANOR G. HEWITT
266 SLOATSBURG ROAD
RINGWOOD, NJ 07456

SCHOOL PEER GROUP

PASSAIC
RINGWOOD BORO

GRADE SPAN 04-05

PASSAIC	RINGWOOD BORO	ELEANOR G. HEWITT	31-4400-050	04-05	9%	0.4%	24.2%
PASSAIC	WAYNE TWP	RANDALL CARTER ELEMENTARY SCHOOL	31-5570-135	KG-05	9.1%	0%	15.1%
PASSAIC	WEST MILFORD TWP	MAPLE ROAD ELEMENTARY SCHOOL	31-5650-060	PK-06	9.5%	0%	22.3%
SOMERSET	BRIDGEWATER-RARITAN REG	BRADLEY GARDENS ELEMENTARY SCHOOL	35-0555-040	KG-04	7.9%	0%	11%
SUSSEX	ANDOVER REG	FLORENCE M. BURD	37-0090-010	PK-04	9.3%	0.4%	21.7%
SUSSEX	HARDYSTON TWP	HARDYSTON TOWNSHIP ELEMENTARY SCHOOL	37-2030-050	PK-04	9.6%	0%	15.5%
UNION	SCOTCH PLAINS-FANWOOD REG	HOWARD B. BRUNNER	39-4670-080	PK-04	9%	0%	12.8%
UNION	SPRINGFIELD TWP	THELMA L. SANDMEIER ELEMENTARY SCHOOL	39-5000-090	03-05	9.8%	0.4%	14.2%
WARREN	GREENWICH TWP	GREENWICH SCHOOL	41-1840-040	PK-05	8.2%	0.2%	11.6%

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/>.

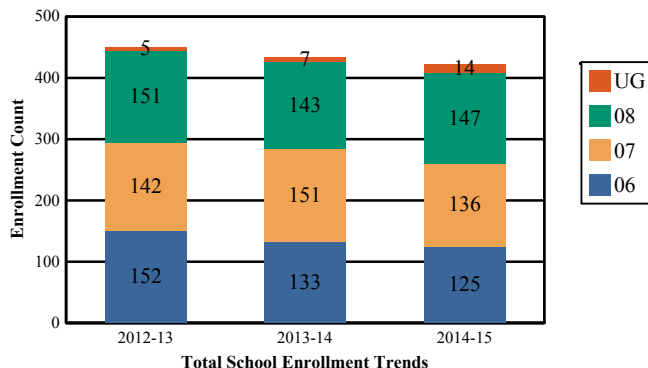
DEMOGRAPHIC INFORMATION

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

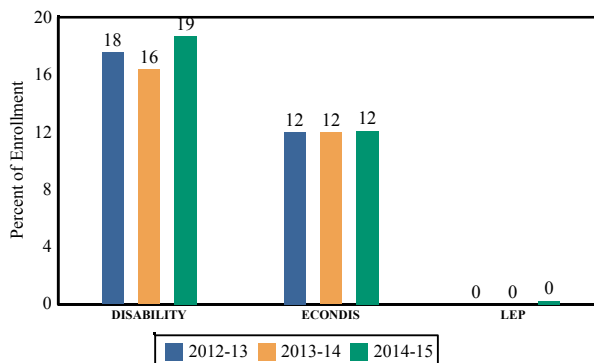
Enrollment by Grade

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



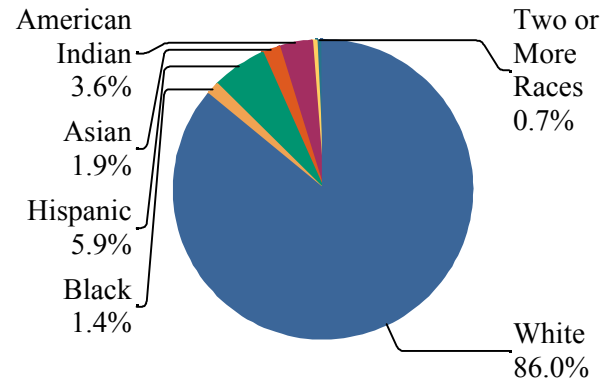
Enrollment Trends by Program Participation

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.

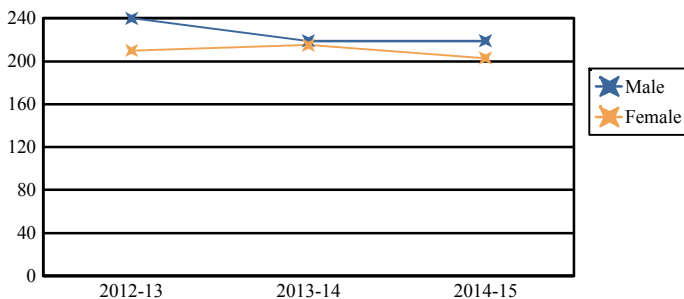


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	450
2013-14	434
2014-15	422

Enrollment by Gender

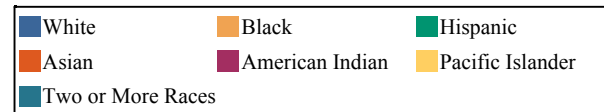
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	240	210
2013-14	219	215
2014-15	219	203

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	79	19%
Economically Disadvantaged Students	51	12.1%
English Language Learners	1	0.2%



Language Diversity

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

2014-15	Percent
English	98.1%
Polish	0.9%
Chinese	0.5%
Spanish	0.2%
Albanian	0.2%

ACADEMIC ACHIEVEMENT

**PASSAIC
RINGWOOD BORO**

GRADE SPAN 06-08

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	63%	84	74
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	365	62.5%	95%	89.6%	YES*
White	322	64.9%	95%	90.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	57	10.5%	95%	79.5%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	33	36.3%	95%	76.1%	NO

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

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

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	371	49.3%	95%	91.1%	YES*
White	327	51.7%	95%	92.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	33	36.3%	95%	76.1%	NO

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

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

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>

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 06

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	125	752	749	3%	18%	22%	50%	7%	58%	50%
White	108	754	755	3%	16%	20%	53%	8%	61%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	743	733	6%	25%	25%	44%	0%	44%	30%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 07

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	120	753	750	4%	10%	21%	55%	10%	65%	53%
White	106	753	757	5%	10%	19%	58%	8%	66%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	15	709	713	27%	47%	13%	13%	0%	13%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 08

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	120	757	750	8%	8%	19%	54%	11%	65%	53%
White	108	758	757	6%	8%	18%	56%	11%	68%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	24	715	713	38%	25%	25%	13%	0%	13%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

MARTIN J. RYERSON SCHOOL
130 VALLEY ROAD
RINGWOOD, NJ 07456

PARCC MATH - Performance Distribution - Grade - 06

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	126	753	743	2%	13%	33%	44%	8%	52%	42%
White	109	755	749	1%	12%	32%	46%	9%	55%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	16	744	729	6%	13%	44%	31%	6%	38%	23%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 07

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	121	746	740	4%	21%	30%	40%	5%	45%	38%
White	106	747	745	5%	18%	31%	42%	5%	46%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 08

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	71	732	726	11%	25%	35%	28%	0%	28%	24%
White	60	733	732	10%	25%	35%	30%	0%	30%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	26	710	705	27%	46%	15%	12%	0%	12%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC ALGEBRA I - Performance Distribution

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	49	758	740	0%	2%	18%	80%	0%	80%	40%
White	48	758	746	0%	2%	19%	79%	0%	79%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

PARCC GEOMETRY - Performance Distribution

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	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

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

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

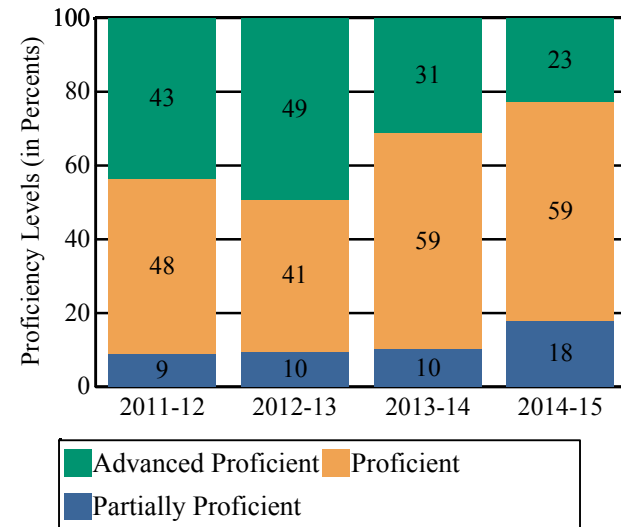
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	23%	59%	18%
White	26%	59%	14%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	39%	61%
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	64%	29%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



COLLEGE AND CAREER READINESS

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

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 and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
54	49

Algebra I Test Taking

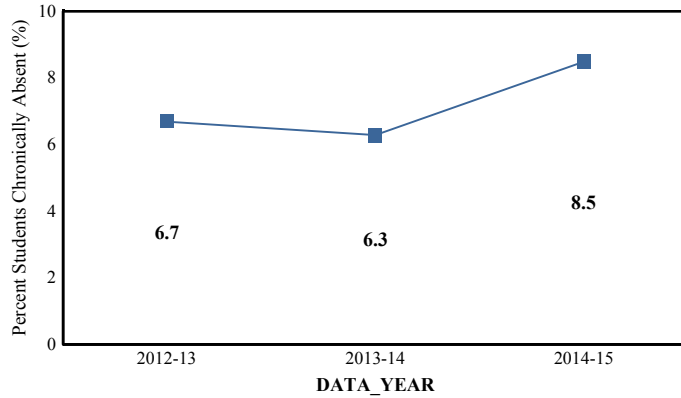
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
-	79.6%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

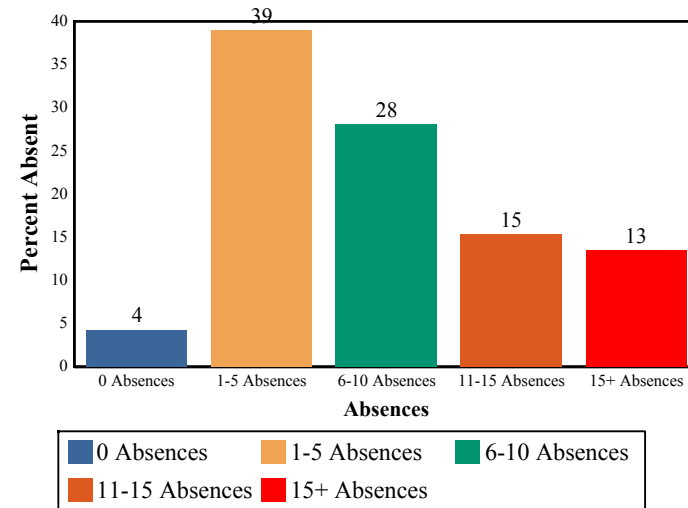


Chronic Absenteeism for 2014-15

8.49%

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.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

PASSAIC
RINGWOOD BORO

MARTIN J. RYERSON SCHOOL
130 VALLEY ROAD
RINGWOOD, NJ 07456

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in 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	46	59	40	35	YES
Student Growth on Math	53	78	66	35	YES
		69	53		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	4%	1%	0%
Partially Met	7%	3%	2%
Approached	8%	8%	4%
Met	16%	25%	13%
Exceeded	1%	3%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	2%	0%
Partially Met	9%	5%	4%
Approached	7%	10%	14%
Met	8%	14%	17%
Exceeded	0%	1%	4%

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

MARTIN J. RYERSON SCHOOL
130 VALLEY ROAD
RINGWOOD, NJ 07456

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the 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 - 06

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	808	850
75th	773	770
50th	754	749
25th	733	726
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

Grade Level - 06

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	799	850
75th	771	763
50th	754	742
25th	737	721
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	42

WITHIN SCHOOL ACHIEVEMENT GAP

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RINGWOOD BORO

GRADE SPAN 06-08

Grade Level - 07

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	811	850
75th	767	776
50th	754	751
25th	735	724
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	52

Grade Level - 08

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	822	850
75th	777	777
50th	759	751
25th	736	723
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	54

Grade Level - 07

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	795	850
75th	766	759
50th	746	740
25th	728	720
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	39

Grade Level - 08

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	783	850
75th	752	748
50th	734	726
25th	716	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

SCHOOL CLIMATE

PASSAIC
RINGWOOD BORO

State of New Jersey
2014-15

GRADE SPAN 06-08

31-4400-053
MARTIN J. RYERSON SCHOOL
130 VALLEY ROAD
RINGWOOD, NJ 07456

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. 32 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	9.5%

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. 20 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	11
Administrators	211

SCHOOL PEER GROUP

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

MARTIN J. RYERSON SCHOOL
130 VALLEY ROAD
RINGWOOD, NJ 07456

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	FAIR LAWN BORO	MEMORIAL MIDDLE SCHOOL	03-1450-070	06-08	20.6%	0.2%	26.3%
BURLINGTON	EVESHAM TWP	FRANCES DEMASI MIDDLE SCHOOL	05-1420-040	06-08	11.2%	0.1%	17.5%
BURLINGTON	EVESHAM TWP	MARLTON MIDDLE	05-1420-060	06-08	14.8%	0.1%	22.5%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SCHOOL	05-3690-060	07-08	15.8%	0%	18.6%
BURLINGTON	SHAMONG TWP	INDIAN MILLS MEMORIAL SCHOOL	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #3	05-4930-070	06-08	12.3%	0.4%	17.5%
BURLINGTON	TABERNACLE TWP	KENNETH R. OLSON MIDDLE SCHOOL	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	CHATSWORTH ELEMENTARY SCHOOL	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	HADDON TWP	WILLIAM G. ROHRER MIDDLE SCHOOL	07-1890-110	06-08	18.4%	0%	21.3%
CAPE MAY	DENNIS TWP	DENNIS TWP ELEMENTARY/MIDDLE SCHOOL	09-1080-050	04-08	26.2%	0%	21.1%
CHARTERS	SUSSEX COUNTY CS FOR TECHNOLOGY	SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY	80-7850-960	06-08	20%	0%	24%
ESSEX	MONTCLAIR TOWN	RENAISSANCE MIDDLE SCHOOL AT THE RAND BUILDING	13-3310-165	06-08	13.8%	0%	21.7%
GLOUCESTER	PITMAN BORO	PITMAN MIDDLE SCHOOL	15-4140-075	06-08	10.7%	0%	19.5%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE MIDDLE SCHOOL	19-2140-055	05-08	17.1%	0%	23%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL	25-2290-045	06-08	11.6%	0%	17.6%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH	25-2290-027	06-08	12.4%	0%	22.2%
MONMOUTH	MIDDLETOWN TWP	BAYSHORE MIDDLE SCHOOL	25-3160-055	06-08	15.4%	0.2%	23.5%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%

SCHOOL PEER GROUP

PASSAIC
RINGWOOD BORO

GRADE SPAN 06-08

MARTIN J. RYERSON SCHOOL
130 VALLEY ROAD
RINGWOOD, NJ 07456

OCEAN	LACEY TWP	LACEY TOWNSHIO MIDDLE SCHOOL	29-2480-053	07-08	28.2%	0.3%	25.3%
OCEAN	SOUTHERN REGIONAL	SOUTHERN REGIONAL MIDDLE SCHOOL	29-4950-060	07-08	24.8%	0.3%	23%
PASSAIC	RINGWOOD BORO	MARTIN J. RYERSON SCHOOL	31-4400-053	06-08	12.1%	0.2%	18.5%
PASSAIC	WEST MILFORD TWP	MACOPIN MIDDLE SCHOOL	31-5650-055	07-08	14.2%	0.5%	23.3%
SUSSEX	HAMBURG BORO	HAMBURG SCHOOL	37-1930-060	PK-08	23.7%	0%	21.4%
SUSSEX	HOPATCONG	HOPATCONG MIDDLE SCHOOL	37-2240-040	06-08	29.8%	0%	25.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	SUSSEX MIDDLE SCHOOL	37-5100-060	06-08	22.8%	0%	22.8%
SUSSEX	VERNON TWP	GLEN MEADOW MIDDLE SCHOOL	37-5360-025	07-08	18.6%	0%	18.4%
UNION	WINFIELD TWP	WINFIELD TOWNSHIP	39-5810-060	PK-08	16.3%	0%	18.8%
WARREN	BELVIDERE TOWN	OXFORD STREET ELEMENTARY SCHOOL	41-0280-030	04-08	17.3%	0%	19.4%



State of New Jersey

2014-15

OVERVIEW

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

31-4400-055
PETER COOPER SCHOOL
54 ROGER COURT
RINGWOOD, NJ 07456

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

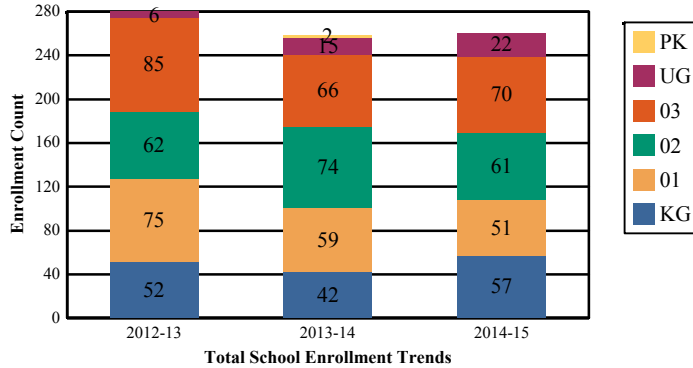
PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

31-4400-055
PETER COOPER SCHOOL
54 ROGER COURT
RINGWOOD, NJ 07456

Enrollment by Grade

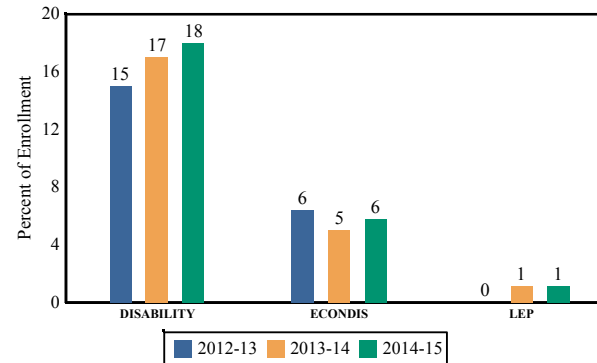
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

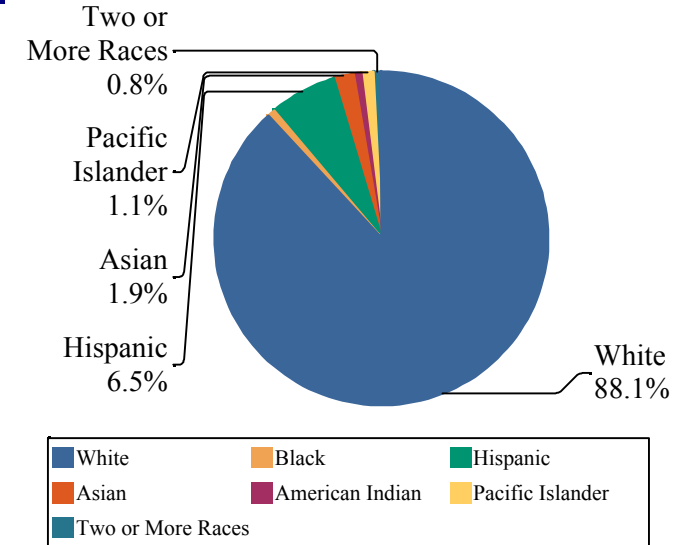
Enrollment Trends by Program Participation

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

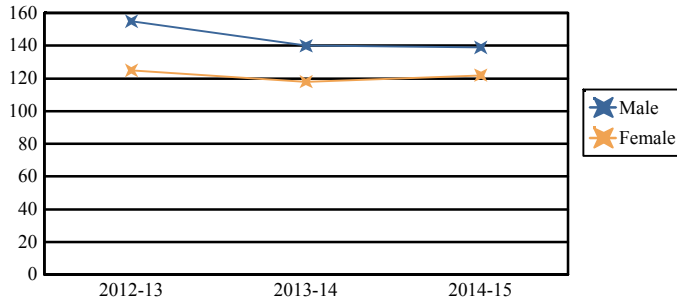
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	280
2013-14	258
2014-15	261

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	155	125
2013-14	140	118
2014-15	139	122

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	47	18%
Economically Disadvantaged Students	15	5.8%
English Language Learners	3	1.2%

Language Diversity

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

2014-15	Percent
English	96.7%
Spanish	1.1%
Polish	0.7%
Portuguese	0.4%
Korean	0.4%
Bulgarian	0.4%
Other	0.4%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	54%	13	51
Math Met or Exceeded Expectation	64%		

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	72	54.1%	95%	100%	YES
White	62	53.3%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	72	63.9%	95%	100%	YES
White	62	64.6%	95%	100%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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>)

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	72	752	744	13%	10%	24%	47%	7%	54%	44%
White	62	754	753	11%	10%	26%	47%	6%	53%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	72	755	746	3%	14%	19%	56%	8%	64%	46%
White	62	754	752	3%	13%	19%	58%	6%	65%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	717	727	14%	64%	7%	14%	0%	14%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

PASSAIC

RINGWOOD BORO

GRADE SPAN KG-03

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

COLLEGE AND CAREER READINESS

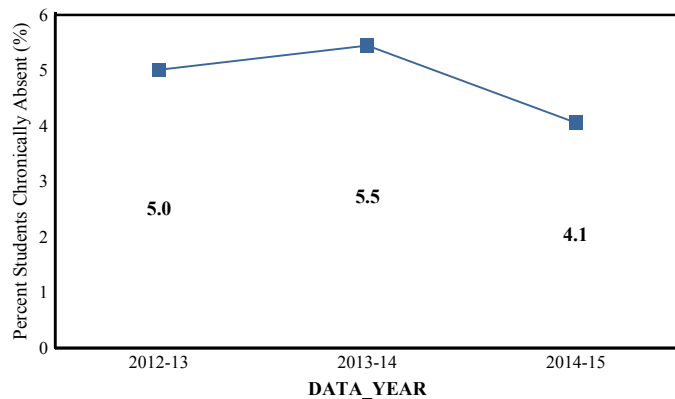
PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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.

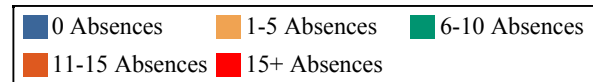
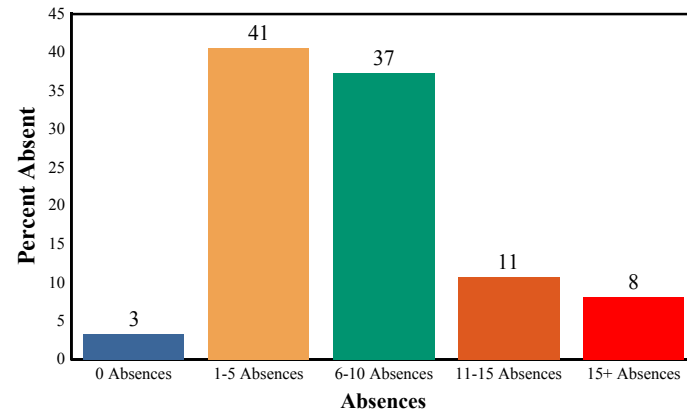


Chronic Absenteeism for 2014-15

4.06%

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.



WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	836	850
75th	775	770
50th	759	743
25th	731	715
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	806	850
75th	777	767
50th	760	745
25th	738	722
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

SCHOOL CLIMATE

PASSAIC

RINGWOOD BORO

GRADE SPAN KG-03

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. 5 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	0.8%

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. 35 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	11
Administrators	261

SCHOOL PEER GROUP

PASSAIC

RINGWOOD BORO

GRADE SPAN KG-03

PETER COOPER SCHOOL

54 ROGER COURT

RINGWOOD, NJ 07456

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	EMERSON BORO	PATRICK M VILLANO SCHOOL	03-1360-060	03-06	8.1%	5.1%	17.6%
BERGEN	FAIR LAWN BORO	RADBURN ELEMENTARY SCHOOL	03-1450-110	KG-05	8.7%	5.1%	23.3%
BERGEN	HILLSDALE BORO	MEADOWBROOK	03-2180-030	PK-04	5.9%	0.9%	21.5%
BERGEN	MAHWAH TWP	GEORGE WASHINGTON SCHOOL	03-2900-080	KG-03	6.7%	1.7%	15.7%
BERGEN	RUTHERFORD BORO	LINCOLN SCHOOL	03-4600-070	KG-03	4.6%	0.2%	5.7%
BERGEN	WESTWOOD REGIONAL	WASHINGTON ELEMENTARY SCHOOL	03-5755-080	KG-05	5.7%	0.7%	10.7%
BURLINGTON	CHESTERFIELD TWP	CHESTERFIELD TOWNSHIP ELEMENTARY SCHOOL	05-0830-025	PK-06	5.6%	0.3%	10.8%
CAMDEN	HADDON HEIGHTS BORO	SEVENTH AVE	07-1880-090	KG-06	4.6%	0%	9.1%
CAMDEN	VOORHEES TWP	EDWARD T. HAMILTON	07-5400-020	KG-05	5.5%	1.2%	18.4%
CAMDEN	VOORHEES TWP	KRESSON SCHOOL	07-5400-055	KG-05	4.6%	0%	9.3%
CHARTERS	HATIKVAH INTERNATIONAL CS	HATIKVAH INTERNATIONAL CHARTER SCHOOL	80-6041-916	KG-05	7.4%	3%	10.7%
ESSEX	CALDWELL-WEST CALDWELL	LINCOLN ELEMENTARY SCHOOL	13-0660-080	KG-05	7.7%	3.2%	9.8%
HUNTERDON	ALEXANDRIA TWP	LESTER D. WILSON ELEMENTARY SCHOOL	19-0020-010	PK-03	5.6%	0%	10.2%
HUNTERDON	READINGTON TWP	HOLLAND BROOK SCHOOL	19-4350-030	04-05	5.8%	1.1%	21.6%
MERCER	W WINDSOR-PLAINSBORO REG	MILLSTONE RIVER SCHOOL	21-5715-150	04-05	6.5%	1.9%	10.3%
MIDDLESEX	EAST BRUNSWICK TWP	WARNSDORFER ELEMENTARY SCHOOL	23-1170-138	KG-05	5.4%	0%	10.4%
MIDDLESEX	METUCHEN BORO	CAMPBELL ELEMENTARY SCHOOL	23-3120-060	01-04	6.1%	0.6%	13.2%
MONMOUTH	HOWELL TWP	GREENVILLE ELEMENTARY SCHOOL	25-2290-012	KG-05	5%	0%	13.7%
MORRIS	MADISON BORO	TOREY J. SABATINI SCHOOL	27-2870-110	KG-05	5.5%	0.9%	12.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	MOUNT TABOR ELEMENTARY SCHOOL	27-3950-100	KG-05	7.5%	4.1%	12.9%
MORRIS	ROXBURY TWP	KENNEDY ELEMENTARY SCHOOL DISTRICT	27-4560-067	KG-04	5.4%	0%	14.8%
PASSAIC	RINGWOOD BORO	PETER COOPER SCHOOL	31-4400-055	KG-03	5.8%	1.2%	10%

SCHOOL PEER GROUP

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

PASSAIC	WAYNE TWP	ALBERT PAYSON TERHUNE ELEMENTARY	31-5570-078	KG-05	5.1%	0.5%	12.4%
PASSAIC	WAYNE TWP	JAMES FALLON ELEMENTARY SCHOOL	31-5570-085	KG-05	5.9%	0.6%	10.9%
SOMERSET	BRANCHBURG TWP	STONY BROOK SCHOOL	35-0510-060	04-05	6%	0.3%	18.9%
SOMERSET	BRIDGEWATER-RARITAN REG	MILLTOWN ELEMENTARY SCHOOL	35-0555-085	KG-04	4.7%	0%	11.2%
UNION	CLARK TWP	VALLEY ROAD SCHOOL	39-0850-040	KG-05	5.7%	0.9%	15.7%
UNION	CRANFORD TWP	LIVINGSTON AVENUE SCHOOL	39-0980-080	03-05	5.1%	0%	24.6%
UNION	SCOTCH PLAINS-FANWOOD REG	WILLIAM J. MCGINN	39-4670-105	KG-04	5.2%	0%	13%
UNION	SUMMIT CITY	LINCOLN-HUBBARD ELEMENTARY SCHOOL	39-5090-100	01-05	7.3%	4%	7.6%
UNION	WESTFIELD TOWN	MCKINLEY ELEMENTARY SCHOOL	39-5730-140	01-05	7%	3.2%	18.3%



State of New Jersey 2014-15

OVERVIEW

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

31-4400-060
ROBERT ERSKINE SCHOOL
88 ERSKINE ROAD
RINGWOOD, NJ 07456-2150

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

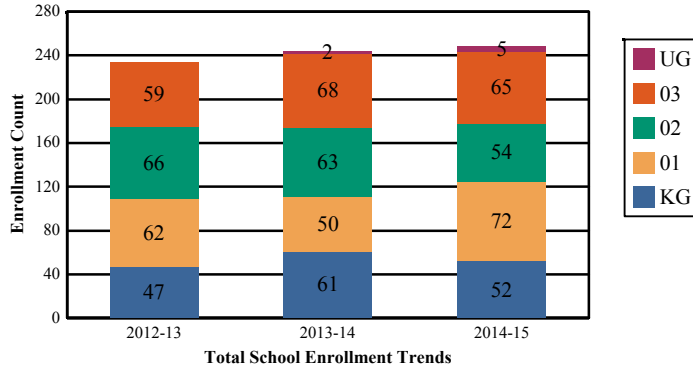
PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

31-4400-060
ROBERT ERSKINE SCHOOL
88 ERSKINE ROAD
RINGWOOD, NJ 07456-2150

Enrollment by Grade

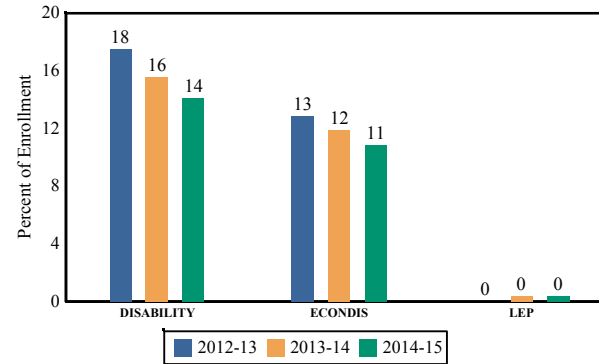
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

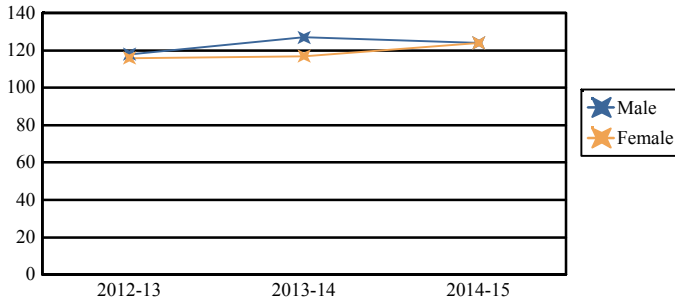
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	234
2013-14	244
2014-15	248

Enrollment by Gender

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

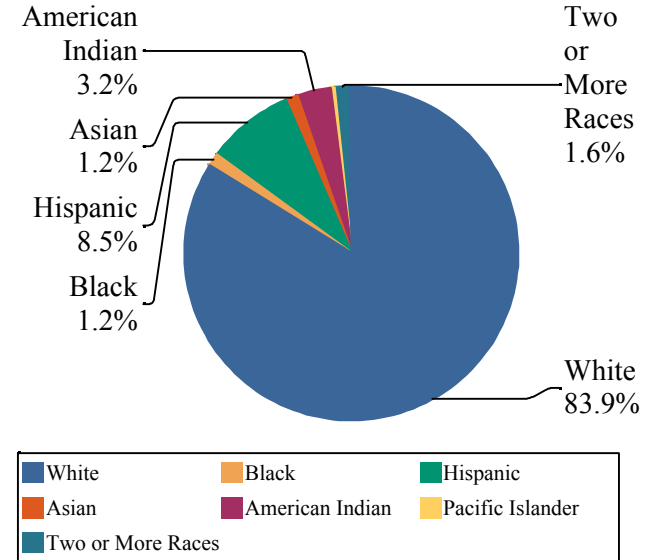


	Male	Female
2012-13	118	116
2013-14	127	117
2014-15	124	124

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	35	14%
Economically Disadvantaged Students	27	10.9%
English Language Learners	1	0.4%

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.



Language Diversity

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

2014-15	Percent
English	99.2%
Polish	0.4%
Russian	0.4%

ACADEMIC ACHIEVEMENT

PASSAIC

RINGWOOD BORO

GRADE SPAN KG-03

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	62%	62	67
Math Met or Exceeded Expectation	48%		

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	58	62%	95%	95.2%	YES
White	46	69.6%	95%	94%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
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.

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

31-4400-060
ROBERT ERSKINE SCHOOL
88 ERSKINE ROAD
RINGWOOD, NJ 07456-2150

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	58	48.3%	95%	95.2%	YES
White	46	52.1%	95%	94%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

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ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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>

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	58	759	744	9%	9%	21%	52%	10%	62%	44%
White	46	760	753	9%	9%	13%	61%	9%	70%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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	58	749	746	5%	12%	34%	41%	7%	48%	46%
White	46	750	752	7%	9%	33%	48%	4%	52%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

PASSAIC

RINGWOOD BORO

GRADE SPAN KG-03

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COLLEGE AND CAREER READINESS

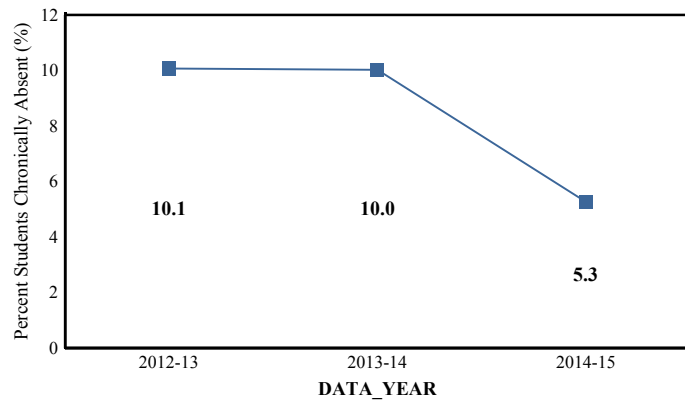
PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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

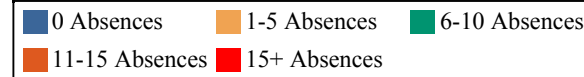
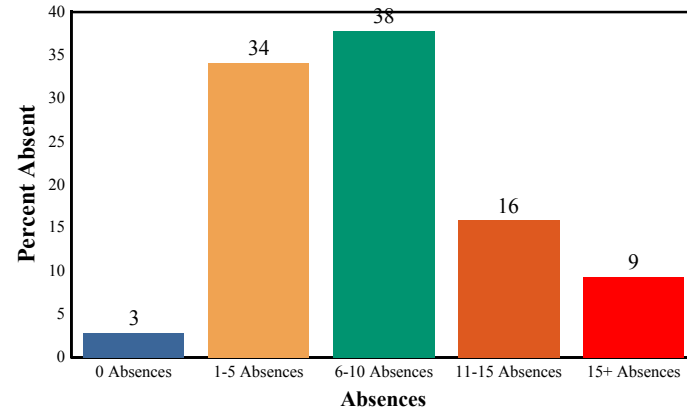


Chronic Absenteeism for 2014-15

5.28%

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.



WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

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Grade Level - 03

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

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25th	736	715
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	Scale Score Gap - School	Scale Score Gap - State
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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	797	850
75th	769	767
50th	748	745
25th	734	722
0th	688	650

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

SCHOOL CLIMATE

PASSAIC

RINGWOOD BORO

GRADE SPAN KG-03

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. 5 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	0.8%

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	6 Hrs. 5 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	11
Administrators	248

SCHOOL PEER GROUP

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

ROBERT ERSKINE SCHOOL
88 ERSKINE ROAD
RINGWOOD, NJ 07456-2150

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	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
BERGEN	FAIR LAWN BORO	WESTMORELAND ELEMENTARY SCHOOL	03-1450-160	PK-05	17.5%	7.5%	12.9%
BERGEN	MAHWAH TWP	JOYCE KILMER SCHOOL	03-2900-075	04-05	12.2%	1.8%	13.8%
BERGEN	MAHWAH TWP	LENAPE MEADOWS	03-2900-065	PK-03	15.5%	7.3%	10.6%
BERGEN	NORTH ARLINGTON BORO	ROOSEVELT ELEMENTARY SCHOOL	03-3600-070	PK-05	16.8%	9.6%	8.5%
BERGEN	SADDLE BROOK TWP	HELEN I. SMITH SCHOOL	03-4610-085	KG-06	17%	2.5%	17.7%
BERGEN	SADDLE BROOK TWP	SALOME H. LONG MEMORIAL SCHOOL	03-4610-090	KG-06	13.3%	1.4%	15.7%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE INTERMEDIATE SCHOOL	03-5830-300	04-06	12.7%	0.4%	15.4%
BURLINGTON	BORDENTOWN REGIONAL	MAC FARLAND INTERMEDIATE	05-0475-090	04-05	19.8%	3.2%	20.2%
BURLINGTON	EVESHAM TWP	RICHARD L RICE SCHOOL	05-1420-065	PK-05	12.4%	0%	15.8%
BURLINGTON	MOUNT LAUREL TWP	SPRINGVILLE ELEMENTARY SCHOOL	05-3440-075	PK-04	10.8%	1.7%	10.8%
BURLINGTON	TABERNACLE TWP	TABERNACLE ELEMENTARY SCHOOL	05-5130-060	PK-04	11.8%	1.2%	14%
GLOUCESTER	HARRISON TWP	HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-2070-050	PK-03	10.7%	1.7%	11%
GLOUCESTER	MANTUA TWP	SEWELL ELEMENTARY SCHOOL	15-2990-050	PK-03	11.3%	0.4%	13.1%
GLOUCESTER	WASHINGTON TWP	WHITMAN ELEMENTARY SCHOOL	15-5500-070	01-05	18.3%	0%	23.3%
MIDDLESEX	PISCATAWAY TWP	RANDOLPHVILLE ELEMENTARY SCHOOL	23-4130-120	KG-03	21.8%	17.9%	3.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CONSTABLE ELEMENTARY SCHOOL	23-4860-070	PK-05	14.5%	5.4%	11.3%
MIDDLESEX	WOODBRIIDGE TWP	CLAREMONT AVENUE ELEMENTARY SCHOOL	23-5850-120	KG-05	20%	14.9%	5.4%
MIDDLESEX	WOODBRIIDGE TWP	KENNEDY PARK ELEMENTARY SCHOOL	23-5850-180	KG-05	23.1%	20.3%	2.2%
MONMOUTH	HAZLET TWP	RARITAN VALLEY SCHOOL	25-2105-095	01-04	10.9%	0%	13.4%
MONMOUTH	WALL TWP	OLD MILL ELEMENTARY SCHOOL	25-5420-077	KG-05	12.2%	0%	15.3%

SCHOOL PEER GROUP

PASSAIC
RINGWOOD BORO

GRADE SPAN KG-03

MORRIS	BUTLER BORO	AARON DECKER SCHOOL	27-0630-025	PK-04	23.7%	11%	15.3%
MORRIS	PARSIPPANY-TROY HILLS TWP	LAKE HIAWATHA ELEMENTARY SCHOOL	27-3950-070	PK-05	17.4%	8%	12.5%
MORRIS	ROXBURY TWP	LINCOLN/ROOSEVELT SCHOOL DISTRICT	27-4560-080	05-06	12.2%	0.7%	14.8%
PASSAIC	RINGWOOD BORO	ROBERT ERSKINE SCHOOL	31-4400-060	KG-03	10.9%	0.4%	13.3%
PASSAIC	WEST MILFORD TWP	PARADISE KNOLL ELEMENTARY SCHOOL	31-5650-080	KG-06	11.1%	0%	14.8%
PASSAIC	WEST MILFORD TWP	WESTBROOK ELEMENTARY SCHOOL	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	TULSA TRAIL ELEMENTARY SCHOOL	37-2240-070	01-03	20.6%	1.6%	24.2%
UNION	SPRINGFIELD TWP	JAMES CALDWELL ELEMENTARY SCHOOL	39-5000-070	03-05	13.5%	3.7%	12.6%
UNION	UNION TWP	WASHINGTON	39-5290-140	PK-04	16.9%	9.1%	10%
WARREN	FRELINGHUYSEN TWP	FRELINGHUYSEN TOWNSHIP ELEMENTARY SCHOOL	41-1670-050	PK-06	12.1%	0%	16.2%