



OVERVIEW

GLOUCESTER
HARRISON TWP

HARRISON TOWNSHIP ELEMENTARY SCHOOL
120 N MAIN STREET
MULLICA HILL, NJ 08062-9494

GRADE SPAN PK-03

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.

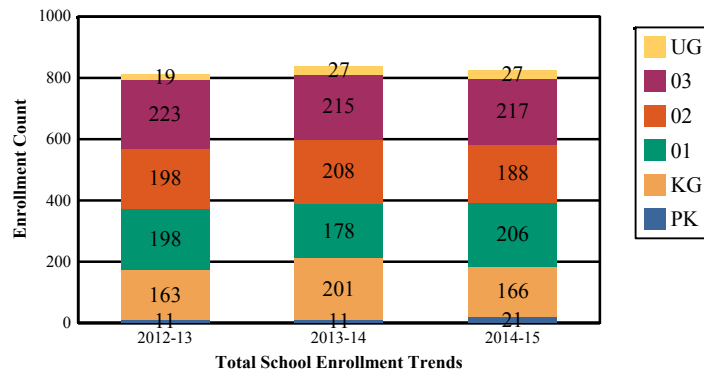
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

GLOUCESTER
HARRISON TWP

Enrollment by Grade

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

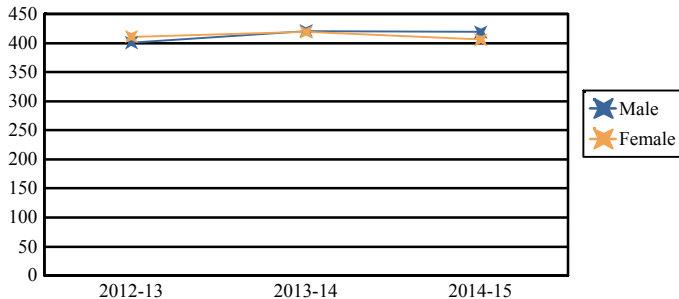


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	812
2013-14	840
2014-15	825

Enrollment by Gender

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

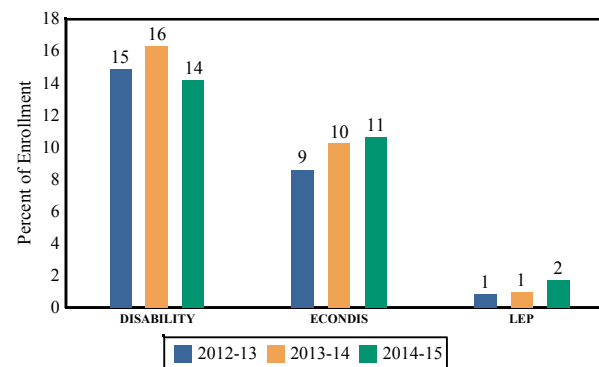


	Male	Female
2012-13	401	411
2013-14	421	419
2014-15	419	406

GRADE SPAN PK-03

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.



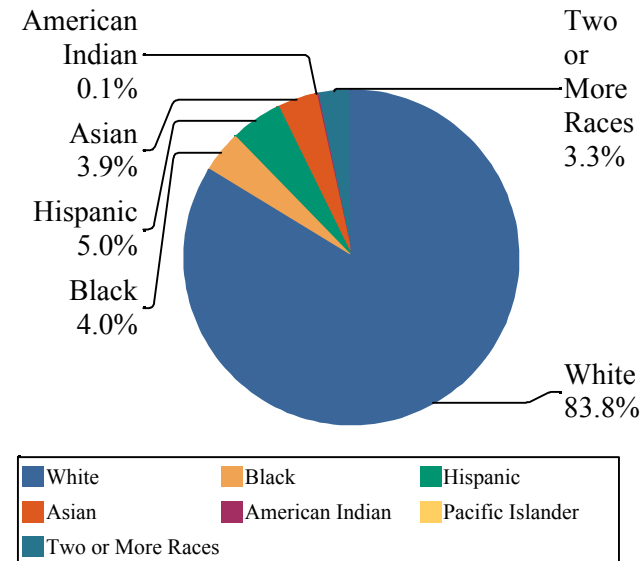
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	117	14%
Economically Disadvantaged Students	88	10.7%
English Language Learners	14	1.7%

15-2070-050
HARRISON TOWNSHIP ELEMENTARY SCHOOL
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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	98.1%
Spanish	0.5%
Turkish	0.5%
Chinese	0.2%
Vietnamese	0.1%
Hindi	0.1%
Other	0.5%

ACADEMIC ACHIEVEMENT

GLOUCESTER
HARRISON TWP

GRADE SPAN PK-03

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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	57%	36	57
Math Met or Exceeded Expectation	61%		

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	194	57.2%	95%	99.1%	YES
White	165	59.4%	95%	99.4%	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

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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	193	60.6%	95%	99.1%	YES
White	164	60.4%	95%	99.4%	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.

PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	194	756	744	6%	8%	29%	51%	6%	57%	44%
White	165	758	753	5%	7%	29%	53%	7%	59%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	27	738	718	22%	11%	26%	37%	4%	41%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	23	729	724	22%	17%	30%	30%	0%	30%	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-03

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	756	746	3%	11%	26%	48%	12%	61%	46%
White	164	757	752	2%	10%	28%	47%	13%	60%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	27	749	727	4%	22%	26%	30%	19%	48%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	738	730	17%	17%	22%	39%	4%	43%	26%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-03

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2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

COLLEGE AND CAREER READINESS

**GLOUCESTER
HARRISON TWP**

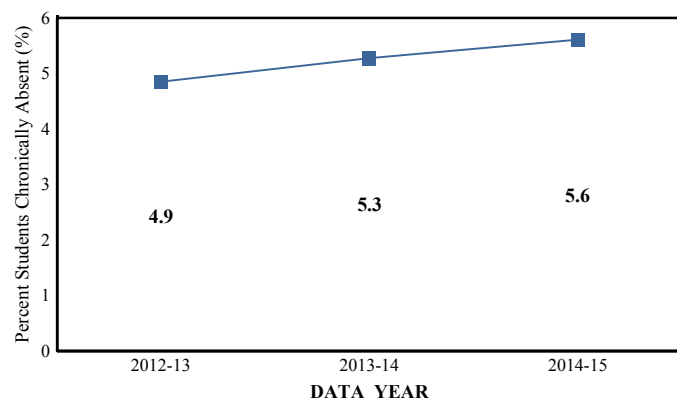
GRADE SPAN PK-03

**HARRISON TOWNSHIP ELEMENTARY SCHOOL
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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.

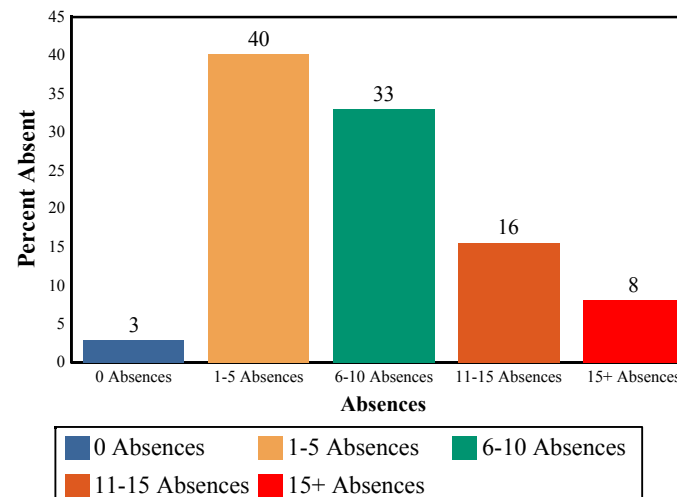


Chronic Absenteeism for 2014-15

5.61%

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

GLOUCESTER
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GRADE SPAN PK-03

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	779	770
50th	755	743
25th	734	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	807	850
75th	777	767
50th	758	745
25th	734	722
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

SCHOOL CLIMATE
GLOUCESTER
HARRISON TWP

State of New Jersey
2014-15

GRADE SPAN PK-03

15-2070-050
HARRISON TOWNSHIP ELEMENTARY SCHOOL
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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. 35 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	0.4%

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. 24 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	14
Administrators	146

SCHOOL PEER GROUP
GLOUCESTER
HARRISON TWP

HARRISON TOWNSHIP ELEMENTARY SCHOOL
120 N MAIN STREET
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GRADE SPAN PK-03

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	GRANT ELEMENTARY SCHOOL	03-1130-050	KG-05	14.4%	4.7%	10.5%
BERGEN	DUMONT BORO	LINCOLN ELEMENTARY SCHOOL	03-1130-070	KG-05	15.5%	6.5%	11%
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	WESTWOOD REGIONAL	WESTWOOD REGIONAL MIDDLE SCHOOL	03-5755-062	06-07	11.8%	0.5%	13.2%
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	HELEN L BEELER	05-1420-055	KG-05	20.1%	0%	24.3%
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	SPRINGFIELD TWP	SPRINGFIELD TOWNSHIP SCHOOL DISTRICT	05-5010-050	KG-06	16.5%	0.4%	19.6%
CAMDEN	CHERRY HILL TWP	HORACE MANN ELEMENTARY SCHOOL	07-0800-075	KG-05	16.2%	1%	17.9%
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	FREEHOLD TWP	MARSHALL W. ERRICKSON SCHOOL	25-1660-025	KG-05	14.5%	0.2%	17.3%
MONMOUTH	HAZLET TWP	RARITAN VALLEY SCHOOL	25-2105-095	01-04	10.9%	0%	13.4%

SCHOOL PEER GROUP

**GLOUCESTER
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		GRADE SPAN	PK-03				
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	PINE BROOK SCHOOL	25-2920-075	06	11.6%	0.5%	13.2%
MONMOUTH	WALL TWP	OLD MILL ELEMENTARY SCHOOL	25-5420-077	KG-05	12.2%	0%	15.3%
MORRIS	BUTLER BORO	AARON DECKER SCHOOL	27-0630-025	PK-04	23.7%	11%	15.3%
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	WESTBROOK ELEMENTARY SCHOOL	31-5650-100	KG-06	12.8%	0%	16.7%
SUSSEX	HOPATCONG	DURBAN AVENUE ELEMENTARY SCHOOL	37-2240-035	04-05	21.7%	0%	26.4%
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%
WARREN	BLAIRSTOWN TWP	BLAIRSTOWN ELEMENTARY SCHOOL DISTRICT	41-0400-030	PK-06	15.8%	0.2%	18.7%



State of New Jersey

2014-15

15-2070-080

OVERVIEW

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GRADE SPAN 04-06

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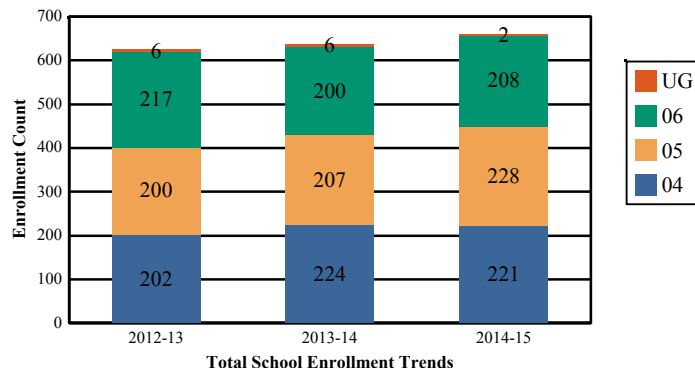
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GRADE SPAN 04-06

15-2070-080
PLEASANT VALLEY SCHOOL
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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.

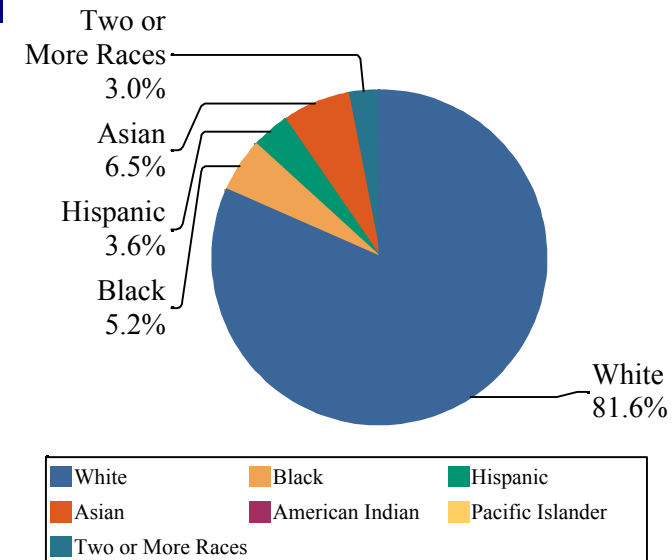
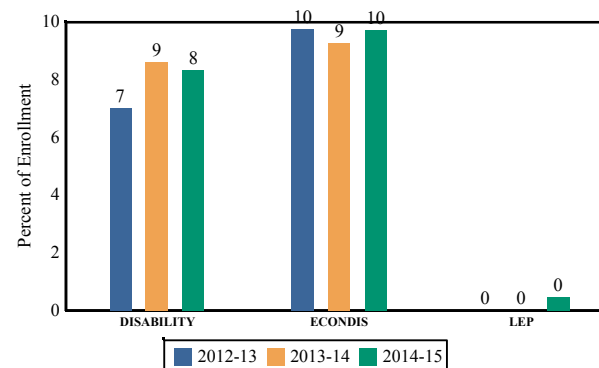


Total School Enrollment Trends

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

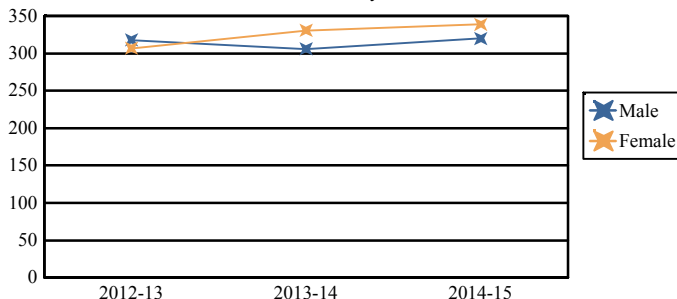
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	625
2013-14	637
2014-15	659

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	318	307
2013-14	306	331
2014-15	320	339

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	55	8%
Economically Disadvantaged Students	64	9.7%
English Language Learners	3	0.5%

Language Diversity

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

2014-15	Percent
English	98.8%
Gujarati	0.5%
Arabic	0.3%
Vietnamese	0.2%
Hindi	0.2%
Spanish	0.2%

ACADEMIC ACHIEVEMENT

GLOUCESTER
HARRISON TWP

GRADE SPAN 04-06

PLEASANT VALLEY SCHOOL
401 CEDAR RD
MULLICA HILL, NJ 08062-9494

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%	39	66
Math Met or Exceeded Expectation	54%		

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	600	61.7%	95%	96.1%	YES
White	501	62.3%	95%	95.4%	YES
African American	33	45.5%	95%	100%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	38	65.8%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	50	24%	95%	88.1%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	51	39.3%	95%	93.9%	YES*

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

GLOUCESTER
HARRISON TWP

GRADE SPAN 04-06

PLEASANT VALLEY SCHOOL
401 CEDAR RD
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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	598	53.7%	95%	95.9%	YES
White	499	55.5%	95%	95.2%	YES
African American	33	24.2%	95%	100%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	38	60.5%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	50	22%	95%	89.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	51	23.5%	95%	93.9%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

GLOUCESTER
HARRISON TWP

GRADE SPAN 04-06

15-2070-080
PLEASANT VALLEY SCHOOL
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MULLICA HILL, NJ 08062-9494

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 (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

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	197	756	751	3%	13%	23%	48%	13%	61%	52%
White	161	758	758	2%	11%	24%	50%	14%	63%	63%
African American	12	723	733	17%	25%	25%	33%	0%	33%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	17	760	773	0%	18%	24%	41%	18%	59%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	29	735	725	17%	24%	28%	21%	10%	31%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	725	734	22%	17%	39%	17%	6%	22%	31%

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	209	758	751	0%	8%	28%	57%	7%	64%	53%
White	187	758	757	0%	7%	29%	58%	6%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	13	744	734	0%	31%	15%	54%	0%	54%	31%

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	194	756	749	2%	6%	32%	54%	6%	60%	50%
White	153	758	755	1%	5%	35%	53%	7%	59%	59%
African American	15	741	732	7%	20%	20%	53%	0%	53%	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	17	758	770	6%	0%	24%	59%	12%	71%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	12	720	718	17%	25%	42%	17%	0%	17%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	20	740	733	15%	15%	25%	45%	0%	45%	30%

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	195	748	744	4%	12%	40%	40%	4%	44%	42%
White	159	750	749	3%	10%	38%	44%	4%	48%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	17	744	769	0%	18%	47%	29%	6%	35%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	29	732	724	24%	10%	34%	28%	3%	31%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	721	730	22%	33%	33%	11%	0%	11%	23%

ACADEMIC ACHIEVEMENT

**GLOUCESTER
HARRISON TWP**

GRADE SPAN 04-06

**15-2070-080
PLEASANT VALLEY SCHOOL
401 CEDAR RD
MULLICA HILL, NJ 08062-9494**

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	209	754	744	1%	12%	33%	42%	11%	54%	42%
White	187	754	749	2%	11%	34%	43%	11%	53%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	735	731	0%	38%	31%	31%	0%	31%	23%

ACADEMIC ACHIEVEMENT

**GLOUCESTER
HARRISON TWP**

GRADE SPAN 04-06

**15-2070-080
PLEASANT VALLEY SCHOOL
401 CEDAR RD
MULLICA HILL, NJ 08062-9494**

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	194	757	743	2%	10%	25%	48%	15%	63%	42%
White	153	759	749	1%	8%	25%	52%	14%	65%	50%
African American	15	736	726	7%	33%	20%	40%	0%	40%	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	17	775	768	0%	6%	12%	35%	47%	82%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	20	733	729	15%	25%	30%	20%	10%	30%	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

ACADEMIC ACHIEVEMENT

GLOUCESTER
HARRISON TWP

GRADE SPAN 04-06

15-2070-080
PLEASANT VALLEY SCHOOL
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NJASK Results - Science Grade Level - 04

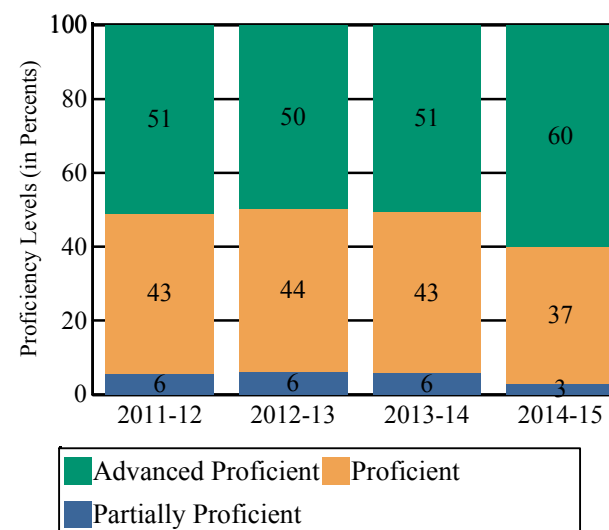
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	37%	3%
White	64%	35%	2%
African American	18%	64%	18%
Hispanic	-	-	-
American Indian	-	-	-
Asian	56%	44%	0%
Two or More Races	-	-	-
Students with Disability	25%	56%	19%
English Language Learners	-	-	-
Economically Disadvantaged Students	35%	53%	12%

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

NJASK Proficiency Trends - Science - Grade Level - 04

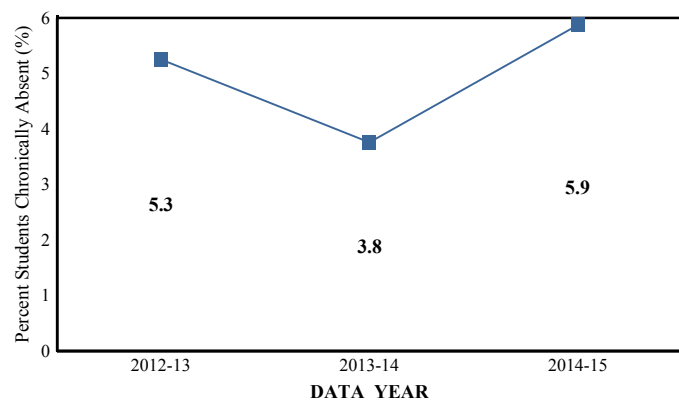
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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.

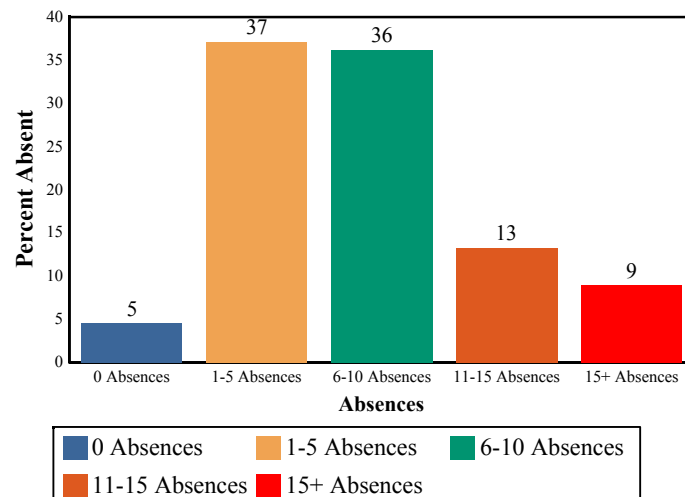


Chronic Absenteeism for 2014-15

5.88%

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

GLOUCESTER

HARRISON TWP

PLEASANT VALLEY SCHOOL

401 CEDAR RD

MULLICA HILL, NJ 08062-9494

GRADE SPAN 04-06

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	55	75	63	35	YES
Student Growth on Math	66	89	88	35	YES
		82	76		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	4%	3%	1%
Approached	12%	9%	7%
Met	11%	20%	23%
Exceeded	0%	2%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	6%	4%	2%
Approached	8%	12%	12%
Met	4%	12%	28%
Exceeded	0%	1%	9%

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

GLOUCESTER

HARRISON TWP

GRADE SPAN 04-06

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	820	850
75th	776	773
50th	757	750
25th	736	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	808	850
75th	764	764
50th	745	742
25th	729	721
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

WITHIN SCHOOL ACHIEVEMENT GAP

GLOUCESTER
HARRISON TWP

GRADE SPAN 04-06

PLEASANT VALLEY SCHOOL
401 CEDAR RD
MULLICA HILL, NJ 08062-9494

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	811	850
75th	773	773
50th	757	751
25th	742	728
0th	701	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

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	800	850
75th	773	770
50th	756	749
25th	744	726
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	44

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	815	850
75th	773	763
50th	752	743
25th	735	723
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

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	817	850
75th	778	763
50th	756	742
25th	737	721
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

SCHOOL CLIMATE
GLOUCESTER
HARRISON TWP

State of New Jersey
2014-15

GRADE SPAN 04-06

15-2070-080
PLEASANT VALLEY SCHOOL
401 CEDAR RD
MULLICA HILL, NJ 08062-9494

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. 35 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	0.5%

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. 27 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	13
Administrators	659

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</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>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	EAST GREENWICH TWP	SAMUEL MICKLE SCHOOL	15-1180-045	03-06	9.7%	0%	17.4%
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	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	ROCKAWAY TWP	KATHARINE D MALONE ELEMENTARY SCHOOL	27-4490-030	KG-05	9.9%	0%	19.1%
PASSAIC	RINGWOOD BORO	ELEANOR G. HEWITT	31-4400-050	04-05	9%	0.4%	24.2%

State of New Jersey
2014-15

SCHOOL PEER GROUP

**GLOUCESTER
HARRISON TWP**

GRADE SPAN 04-06

**15-2070-080
PLEASANT VALLEY SCHOOL
401 CEDAR RD
MULLICA HILL, NJ 08062-9494**

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	EISENHOWER INTERMEDIATE SCHOOL	35-0555-048	05-06	9.7%	0%	16.8%
SUSSEX	ANDOVER REG	FLORENCE M. BURD	37-0090-010	PK-04	9.3%	0.4%	21.7%
SUSSEX	FREDON TWP	FREDON TOWNSHIP SCHOOL DISTRICT	37-1630-050	KG-06	9.6%	0%	13.2%
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%