

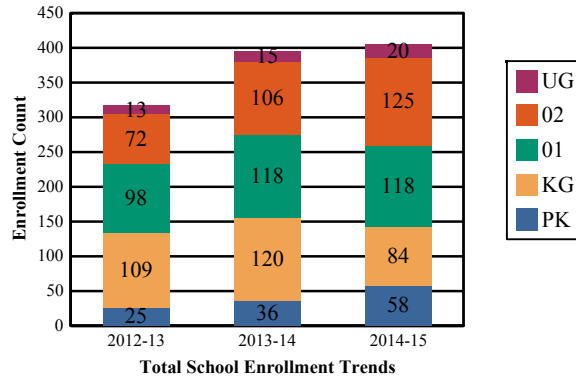
DEMOGRAPHIC INFORMATION

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GRADE SPAN PK-02

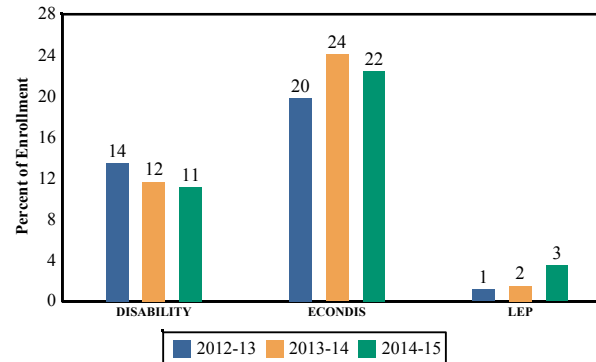
Enrollment by Grade

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



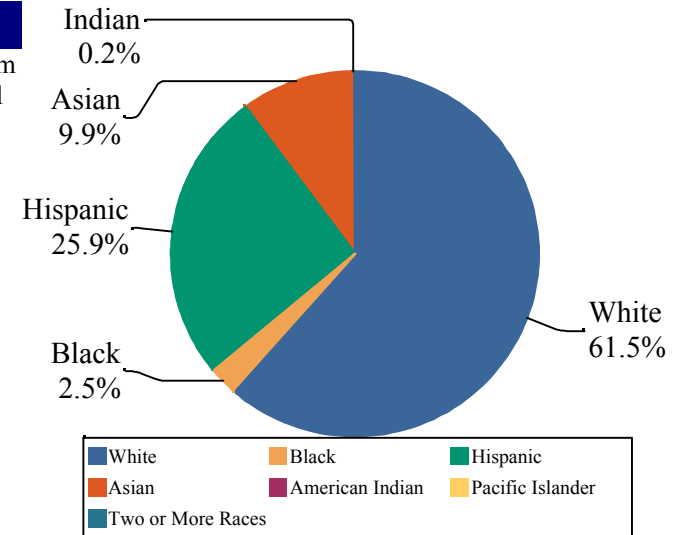
Enrollment Trends by Program Participation

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 American



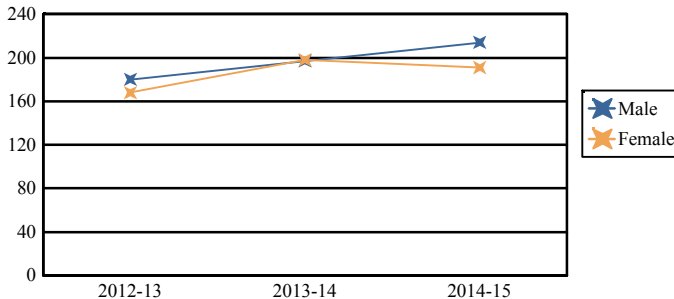
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	348
2013-14	395
2014-15	405

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	180	168
2013-14	197	198
2014-15	214	191

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	45	11%
Economically Disadvantaged Students	91	22.5%
English Language Learners	14	3.5%

Language Diversity

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

2014-15	Percent
English	82.7%
Spanish	7.9%
Arabic	2.2%
Bengali	1.5%
Gujarati	1.0%
Turkish	0.7%
Other	4.0%

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. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 4 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	203

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/>.

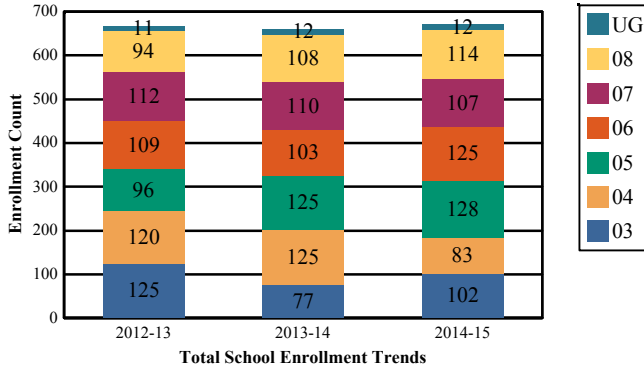
DEMOGRAPHIC INFORMATION

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GRADE SPAN 03-08

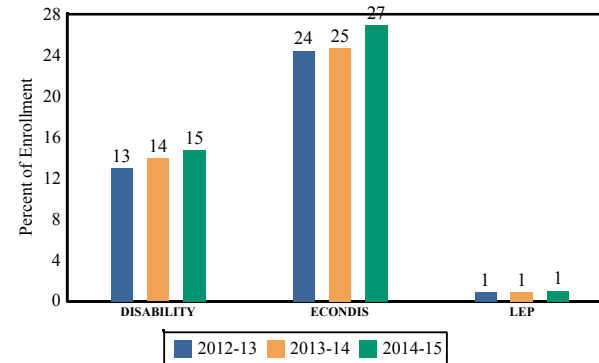
Enrollment by Grade

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



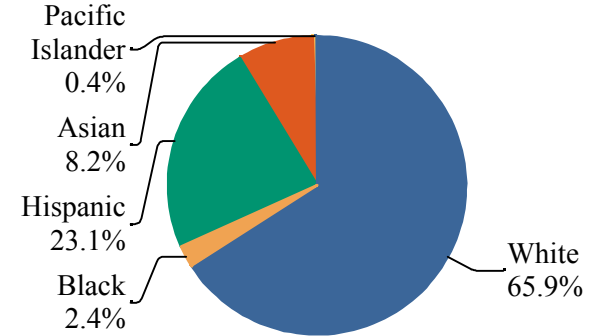
Enrollment Trends by Program Participation

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.

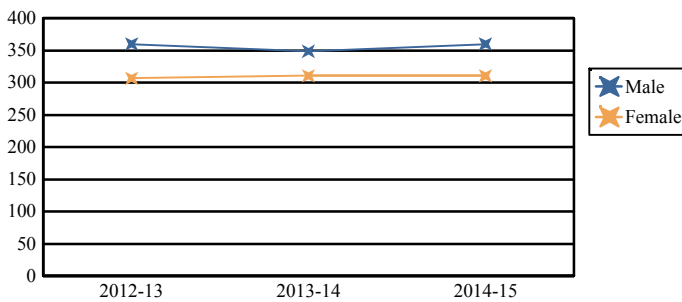


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	667
2013-14	660
2014-15	671

Enrollment by Gender

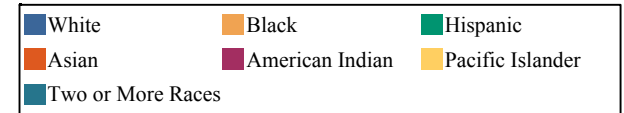
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	360	307
2013-14	349	311
2014-15	360	311

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	99	15%
Economically Disadvantaged Students	181	27.0%
English Language Learners	7	1.0%



Language Diversity

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

2014-15	Percent
English	92.1%
Spanish	4.3%
Bengali	0.9%
Arabic	0.6%
Italian	0.6%
Urdu	0.5%
Other	1.1%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-08

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	47%	23	48
Math Met or Exceeded Expectation	43%		

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	608	47.4%	95%	96.4%	YES
White	411	47.7%	95%	96.2%	YES
African American	-	-	--	--	--
Hispanic	130	43.1%	95%	95.4%	YES
American Indian	-	-	--	--	--
Asian	56	62.5%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	87	22.9%	95%	94.8%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	147	36.7%	95%	98.8%	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

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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	609	42.5%	95%	96.7%	YES
White	411	44.1%	95%	96.4%	YES
African American	-	-	--	--	--
Hispanic	131	34.3%	95%	96.1%	YES
American Indian	-	-	--	--	--
Asian	56	58.9%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	87	25.3%	95%	95.9%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	147	25.2%	95%	98.8%	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

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GRADE SPAN 03-08

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

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TOTOWA BORO

GRADE SPAN 03-08

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

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	94	739	744	14%	21%	26%	36%	3%	39%	44%
White	60	742	753	10%	25%	27%	35%	3%	38%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	24	728	727	25%	21%	17%	38%	0%	38%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	22	731	718	18%	41%	14%	27%	0%	27%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	720	724	30%	30%	19%	22%	0%	22%	24%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

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	70	746	751	7%	19%	24%	43%	7%	50%	52%
White	49	750	758	6%	16%	22%	45%	10%	55%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	14	732	737	14%	29%	21%	36%	0%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	737	734	7%	13%	47%	33%	0%	33%	31%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

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	123	751	751	3%	17%	24%	52%	3%	55%	53%
White	75	753	757	4%	15%	23%	56%	3%	59%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	29	747	737	3%	21%	31%	41%	3%	45%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	16	754	771	0%	13%	19%	63%	6%	69%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	744	723	23%	23%	0%	46%	8%	54%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	738	734	7%	31%	24%	38%	0%	38%	31%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	118	742	749	12%	17%	28%	40%	3%	43%	50%
White	87	742	755	13%	18%	26%	38%	5%	43%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	17	736	736	18%	12%	35%	35%	0%	35%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	12	750	770	0%	17%	25%	58%	0%	58%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	26	738	733	4%	27%	35%	35%	0%	35%	30%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

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	99	744	750	15%	16%	18%	34%	16%	51%	53%
White	69	745	757	16%	13%	20%	33%	17%	51%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	21	743	736	14%	14%	19%	33%	19%	52%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	26	740	733	15%	19%	19%	27%	19%	46%	33%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	104	744	750	13%	15%	27%	36%	10%	45%	53%
White	71	744	757	14%	11%	32%	35%	7%	42%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	25	740	735	8%	24%	20%	36%	12%	48%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	13	699	713	54%	0%	23%	15%	8%	23%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	24	738	732	13%	29%	13%	46%	0%	46%	34%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-08

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	94	747	746	5%	15%	35%	38%	6%	45%	46%
White	60	748	752	2%	17%	38%	38%	5%	43%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	24	740	733	17%	13%	38%	29%	4%	33%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	22	746	727	5%	18%	45%	23%	9%	32%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	731	730	15%	30%	41%	11%	4%	15%	26%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	70	740	744	1%	29%	31%	39%	0%	39%	42%
White	49	742	749	2%	24%	31%	43%	0%	43%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	14	736	732	0%	36%	36%	29%	0%	29%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	15	732	730	0%	27%	60%	13%	0%	13%	23%

ACADEMIC ACHIEVEMENT

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TOTOWA BORO

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	123	742	744	3%	25%	33%	35%	3%	38%	42%
White	75	744	749	3%	23%	32%	39%	4%	43%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	29	736	733	0%	38%	38%	24%	0%	24%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	16	752	768	13%	6%	31%	44%	6%	50%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	746	724	0%	31%	31%	38%	0%	38%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	29	729	731	7%	38%	38%	17%	0%	17%	23%

ACADEMIC ACHIEVEMENT

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TOTOWA BORO

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10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	118	743	743	6%	23%	31%	34%	6%	40%	42%
White	87	742	749	7%	23%	30%	34%	6%	40%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	17	737	731	6%	29%	29%	35%	0%	35%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	12	754	768	0%	17%	33%	33%	17%	50%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	26	737	729	4%	23%	50%	23%	0%	23%	23%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	99	744	740	7%	24%	28%	26%	14%	40%	38%
White	69	745	745	7%	19%	32%	26%	16%	42%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	21	742	730	5%	38%	24%	19%	14%	33%	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	26	738	728	8%	38%	19%	23%	12%	35%	21%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

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	82	737	726	12%	16%	32%	38%	2%	40%	24%
White	56	737	732	11%	20%	29%	41%	0%	41%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	22	736	721	14%	9%	36%	36%	5%	41%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	12	702	705	33%	33%	0%	25%	8%	33%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	20	737	719	15%	10%	40%	30%	5%	35%	17%

ACADEMIC ACHIEVEMENT

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

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	23	789	740	0%	0%	0%	91%	9%	100%	40%
White	15	785	746	0%	0%	0%	100%	0%	100%	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
TOTOWA BORO

GRADE SPAN 03-08

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
TOTOWA BORO

GRADE SPAN 03-08

NJASK Results - Science Grade Level - 04

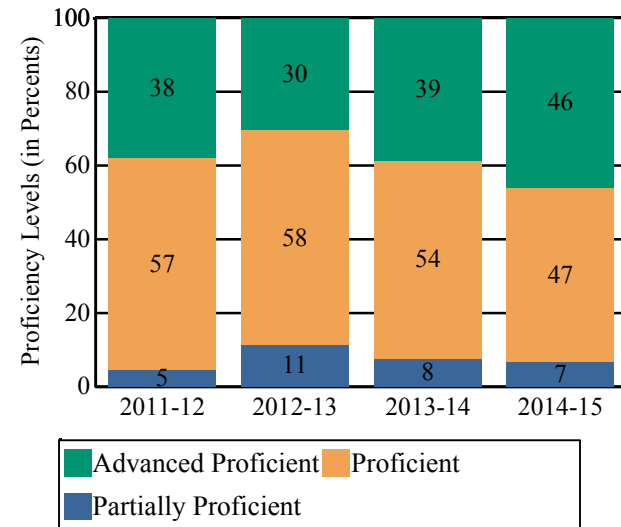
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	46%	47%	7%
White	49%	47%	4%
African American	-	-	-
Hispanic	33%	47%	20%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	27%	55%	18%
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	61%	6%

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.



ACADEMIC ACHIEVEMENT

PASSAIC
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WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

NJASK Results - Science Grade Level - 08

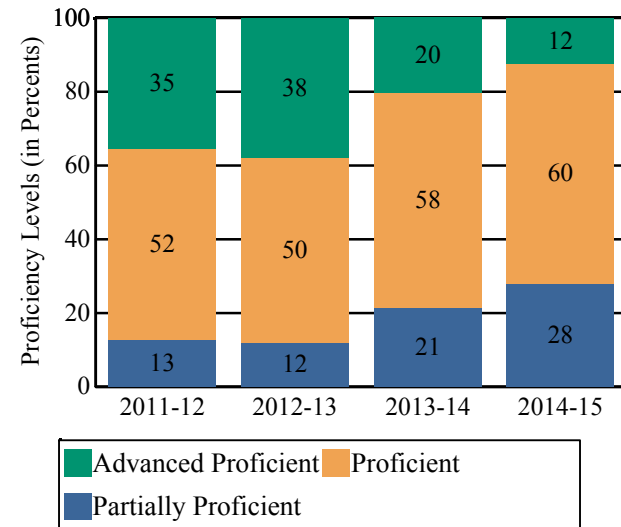
NJASK Proficiency Trends - Science - Grade Level - 08

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

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	60%	28%
White	9%	68%	23%
African American	-	-	-
Hispanic	14%	45%	41%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	33%	7%	60%
English Language Learners	-	-	-
Economically Disadvantaged Students	15%	41%	44%

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



COLLEGE AND CAREER READINESS

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

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
26	24

Algebra I Test Taking

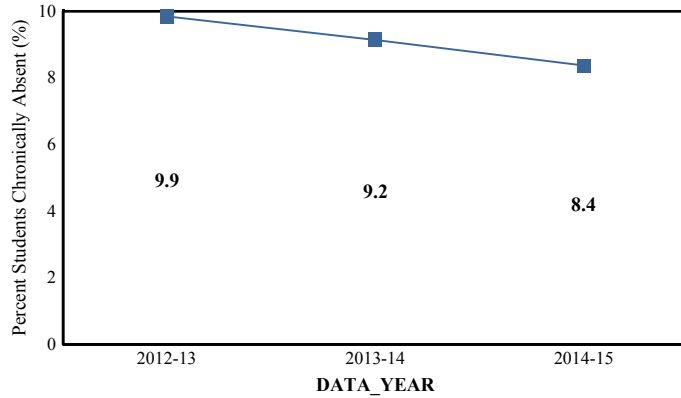
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
92.3%	100.0%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

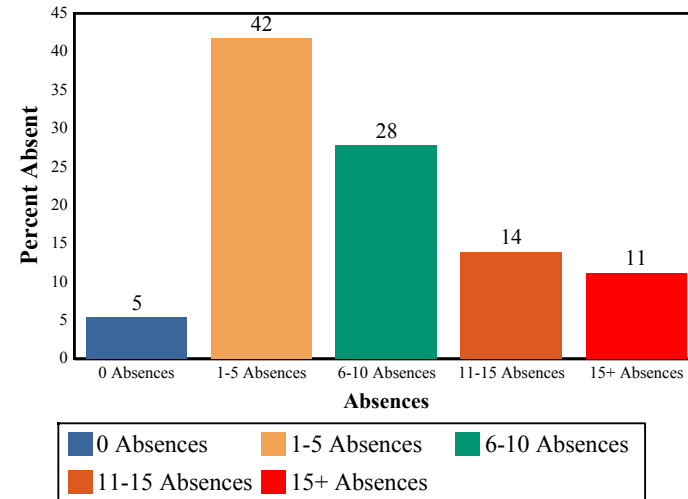
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	8.37%
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Absenteeism

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



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	66.5%	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
TOTOWA BORO

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

GRADE SPAN 03-08

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	49	36	49	35	YES
Student Growth on Math	52	55	63	35	YES
		46	56		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	7%	2%	0%
Partially Met	9%	6%	2%
Approached	10%	9%	6%
Met	8%	13%	20%
Exceeded	0%	2%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	12%	7%	6%
Approached	8%	12%	10%
Met	5%	9%	20%
Exceeded	0%	0%	5%

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

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

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 - 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	818	850
75th	768	770
50th	743	743
25th	714	715
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	764	767
50th	747	745
25th	730	722
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

WITHIN SCHOOL ACHIEVEMENT GAP

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TOTOWA BORO

GRADE SPAN 03-08

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	797	850
75th	763	773
50th	749	750
25th	724	728
0th	682	650

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	771	773
50th	752	751
25th	728	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	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	796	850
75th	761	764
50th	736	742
25th	717	721
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	761	763
50th	737	743
25th	720	723
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

WITHIN SCHOOL ACHIEVEMENT GAP

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TOTOWA BORO

GRADE SPAN 03-08

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	795	850
75th	764	770
50th	748	749
25th	723	726
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

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	828	850
75th	771	776
50th	747	751
25th	716	724
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	52

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	801	850
75th	763	763
50th	742	742
25th	723	721
0th	678	650

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

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	819	850
75th	765	759
50th	736	740
25th	717	720
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	39

WITHIN SCHOOL ACHIEVEMENT GAP

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TOTOWA BORO

GRADE SPAN 03-08

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	808	850
75th	770	777
50th	745	751
25th	718	723
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	54

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	795	850
75th	759	748
50th	738	726
25th	720	704
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

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. 23 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	2.4%

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	4 Hrs. 57 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	134

SCHOOL PEER GROUP

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

WASHINGTON PARK SCHOOL
10 CREWS STREET
TOTOWA, NJ 07512-2022

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	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BERGEN	NEW MILFORD BORO	DAVID E. OWENS MIDDLE SCHOOL	03-3550-085	06-08	17.5%	1.7%	16.4%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE	05-0620-051	06-08	24.6%	1.1%	13.9%
BURLINGTON	WESTAMPTON	WESTAMPTON TOWNSHIP MIDDLE SCHOOL	05-5720-050	PK-08	22.9%	1.1%	13.8%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CAPE MAY	OCEAN CITY	OCEAN CITY INTERMEDIATE SCHOOL	09-3780-060	04-08	28.8%	0%	11.8%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
CUMBERLANI	GREENWICH TWP	MORRIS GOODWIN SCHOOL	11-1820-060	KG-08	20.8%	0%	9.4%
ESSEX	MONTCLAIR TOWN	MT. HEBRON MIDDLE SCHOOL	13-3310-127	06-08	23.2%	1.9%	19.4%
GLOUCESTER	LOGAN TWP	LOGAN MIDDLE SCHOOL	15-2750-300	06-08	21.8%	0%	7.7%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	JOHN ADAMS MIDDLE SCHOOL	23-1290-055	06-08	13.4%	0%	5.8%
MIDDLESEX	SPOTSWOOD BORO	SPOTSWOOD MEMORIAL MIDDLE SCHOOL	23-4970-090	06-08	21.8%	0.3%	9.8%
MONMOUTH	DEAL BORO	DEAL ELEMENTARY SCHOOL	25-1000-040	KG-08	11%	0%	4.9%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MONMOUTH	SPRING LAKE HEIGHTS BORO	SPRING LAKE HEIGHTS ELEMENTARY SCHOOL	25-4990-050	KG-08	13.6%	0.9%	10.7%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	27-2650-040	PK-08	19.7%	1.5%	14.7%
MORRIS	RIVERDALE BORO	RIVERDALE SCHOOL	27-4440-050	PK-08	17.6%	0.9%	12%

SCHOOL PEER GROUP

PASSAIC
TOTOWA BORO

GRADE SPAN 03-08

OCEAN	JACKSON TWP	CHRISTA MCAULIFFE MIDDLE SCHOOL	29-2360-048	06-08	29.8%	1%	16.2%
OCEAN	LAVALLETTE BORO	LAVALLETTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%
OCEAN	PLUMSTED TWP	NEW EGYPT MIDDLE SCHOOL	29-4190-080	06-08	22.8%	1%	14.6%
OCEAN	POINT PLEASANT BEACH BORO	G. HAROLD ANTRIM ELEMENTARY SCHOOL	29-4220-060	PK-08	19.8%	2.6%	20.4%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL NORTH	29-5190-063	06-08	28.4%	0.9%	14.5%
PASSAIC	TOTOWA BORO	WASHINGTON PARK SCHOOL	31-5200-060	03-08	27%	1%	14.8%
SALEM	MANNINGTON TWP	MANNINGTON TOWNSHIP ELEMENTARY SCHOOL	33-2950-050	PK-08	28.6%	0%	10.2%
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%
WARREN	POHATCONG TWP	POHATCONG TOWNSHIP SCHOOL	41-4200-040	PK-08	21.4%	0%	9.3%