



State of New Jersey  
2014-15

OVERVIEW  
BERGEN  
TEANECK TWP

03-5150-110  
NATHANIEL HAWTHORNE ELEMENTARY SCHOOL  
201 FYCKE LANE  
TEANECK, NJ 07666

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

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

**DEMOGRAPHIC INFORMATION**

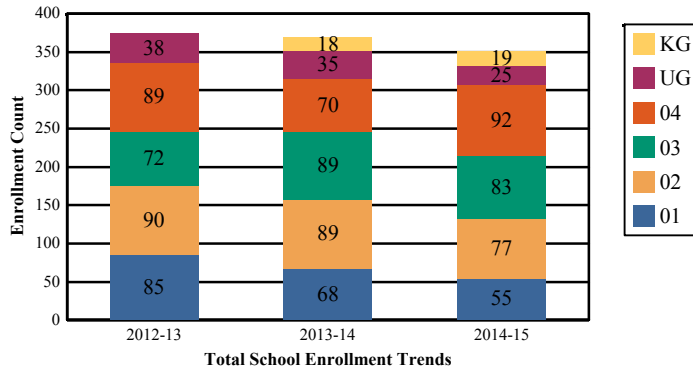
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**Enrollment by Grade**

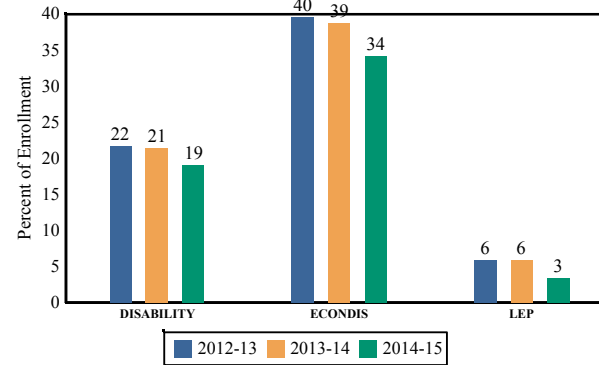
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

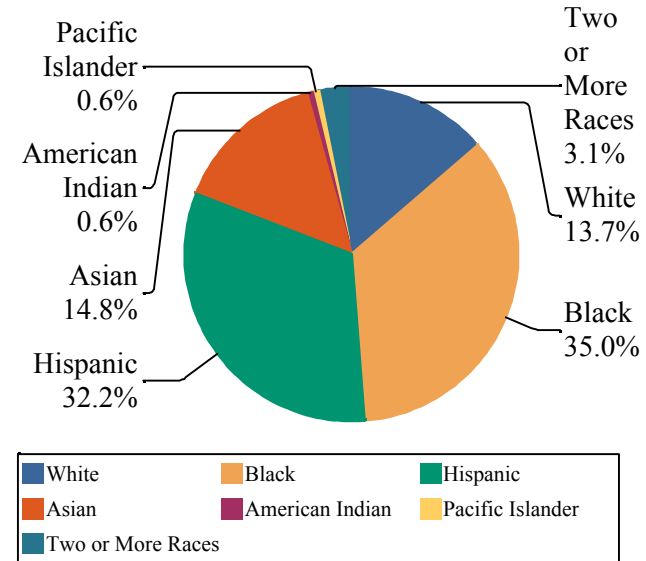
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

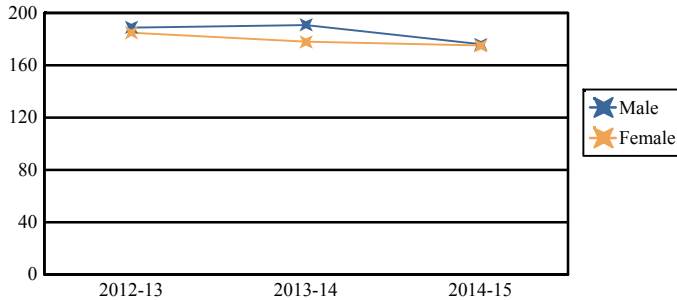
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	374
2013-14	369
2014-15	351

**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	189	185
2013-14	191	178
2014-15	176	175

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	67	19%
Economically Disadvantaged Students	120	34.2%
English Language Learners	12	3.4%

**Language Diversity**

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

2014-15	Percent
English	83.6%
Spanish	6.3%
Urdu	4.3%
Arabic	2.0%
Bengali	0.9%
Tagalog	0.6%
Other	2.3%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>53%</b>	<b>65</b>	<b>49</b>
Math Met or Exceeded Expectation	<b>52%</b>		

**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.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	172	52.9%	95%	98.9%	<b>YES</b>
White	-	-	--	--	--
African American	61	49.1%	95%	100%	<b>YES</b>
Hispanic	50	46%	95%	100%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	38	18.4%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	59	39%	95%	100%	<b>YES</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	172	52.3%	95%	98.9%	YES
White	-	-	--	--	--
African American	61	39.3%	95%	100%	YES
Hispanic	50	52%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	38	26.3%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	59	32.2%	95%	100%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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**PARCC Performance Level**

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

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

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> 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	83	751	744	5%	16%	30%	43%	6%	49%	44%
White	14	748	753	0%	21%	36%	36%	7%	43%	55%
African American	30	749	725	10%	17%	20%	50%	3%	53%	26%
Hispanic	23	749	727	0%	13%	48%	35%	4%	39%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	11	771	769	0%	18%	18%	45%	18%	64%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	718	718	18%	35%	35%	12%	0%	12%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	746	724	4%	21%	36%	39%	0%	39%	24%

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**GRADE SPAN KG-04**

**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	89	752	751	8%	10%	26%	45%	11%	56%	52%
White	12	772	758	8%	0%	0%	67%	25%	92%	63%
African American	31	742	733	10%	16%	29%	45%	0%	45%	30%
Hispanic	27	747	737	11%	7%	30%	48%	4%	52%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	16	767	773	0%	13%	19%	31%	38%	69%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	724	725	29%	14%	33%	24%	0%	24%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	737	734	16%	13%	32%	32%	6%	39%	31%

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**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	755	746	0%	16%	27%	47%	11%	58%	46%
White	14	752	752	0%	21%	14%	50%	14%	64%	56%
African American	30	746	728	0%	20%	33%	47%	0%	47%	25%
Hispanic	23	754	733	0%	13%	30%	48%	9%	57%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	11	780	772	0%	9%	18%	27%	45%	73%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	735	727	0%	41%	24%	35%	0%	35%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	744	730	0%	25%	32%	43%	0%	43%	26%



**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	89	746	744	2%	27%	24%	42%	6%	47%	42%
White	12	768	749	0%	8%	8%	75%	8%	83%	50%
African American	31	737	727	0%	45%	23%	29%	3%	32%	20%
Hispanic	27	743	732	7%	15%	30%	48%	0%	48%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	16	759	769	0%	13%	31%	38%	19%	56%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	723	724	10%	57%	14%	19%	0%	19%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	730	730	6%	42%	29%	23%	0%	23%	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**

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

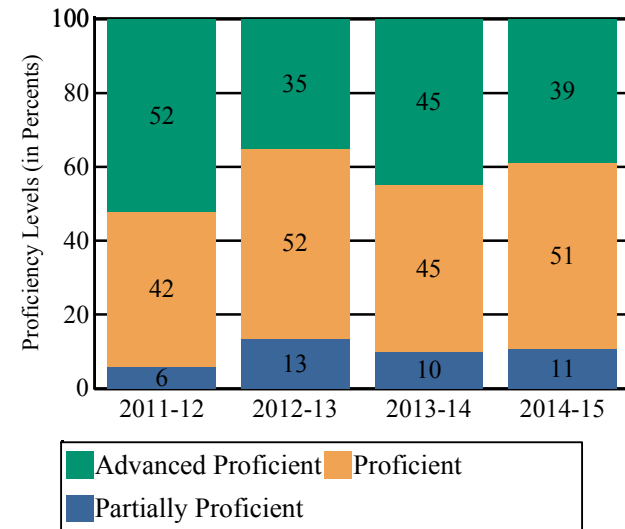
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	39%	51%	11%
White	57%	38%	5%
African American	25%	59%	16%
Hispanic	33%	56%	11%
American Indian	-	-	-
Asian	50%	43%	7%
Two or More Races	-	-	-
Students with Disability	18%	59%	23%
English Language Learners	-	-	-
Economically Disadvantaged Students	10%	72%	17%

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

**NJASK Proficiency Trends - Science - Grade Level - 04**

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



**COLLEGE AND CAREER READINESS**

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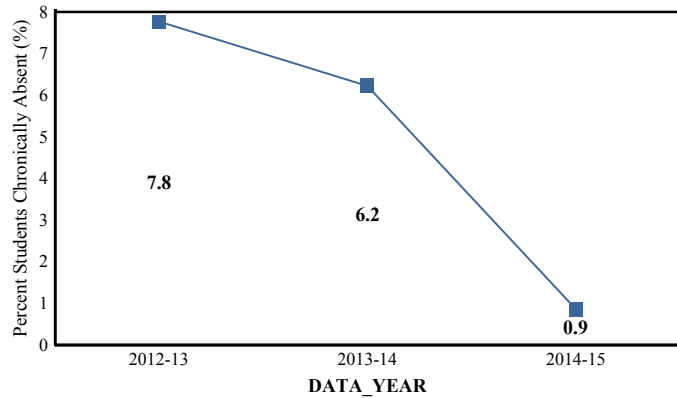
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**GRADE SPAN KG-04**

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**

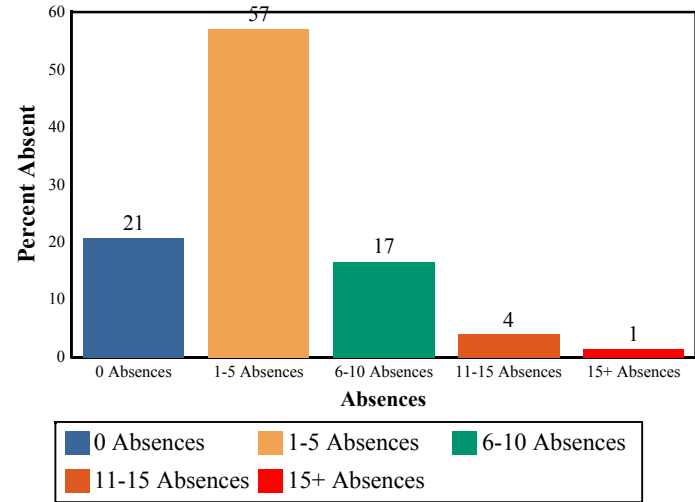
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>0.86%</b>
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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.



**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	63	68	35	YES
Student Growth on Math	63	82	80	35	YES
		73	74		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	8%	0%	0%
Partially Met	10%	0%	1%
Approached	10%	10%	9%
Met	3%	16%	23%
Exceeded	0%	1%	10%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	15%	9%	3%
Approached	2%	11%	11%
Met	2%	11%	28%
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**

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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	820	850
75th	778	770
50th	746	743
25th	726	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	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	850	850
75th	771	767
50th	755	745
25th	732	722
0th	672	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 04**

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

**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.

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	850	850
75th	770	773
50th	751	750
25th	730	728
0th	663	650

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	764	764
50th	746	742
25th	720	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

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

**SCHOOL CLIMATE**

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**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	1.4%

**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. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	351



**SCHOOL PEER GROUP**

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**GRADE SPAN KG-04**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BOGOTA BORO	<b>E. ROY BIXBY</b>	03-0440-030	PK-06	44.3%	9.4%	18%
BERGEN	CLIFFSIDE PARK BORO	<b>SCHOOL #4</b>	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	NORTH ARLINGTON BORO	<b>WASHINGTON ELEMENTARY SCHOOL</b>	03-3600-080	PK-05	31.4%	5.6%	11.6%
BERGEN	SADDLE BROOK TWP	<b>FRANKLIN SCHOOL</b>	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	<b>JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL</b>	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	TEANECK TWP	<b>NATHANIEL HAWTHORNE ELEMENTARY SCHOOL</b>	03-5150-110	KG-04	34.2%	3.4%	19.1%
BERGEN	WALLINGTON BORO	<b>JEFFERSON ELEMENTARY SCHOOL</b>	03-5430-060	KG-03	32.9%	11.1%	6.7%
BURLINGTON	NORTH HANOVER TWP	<b>CLARENCE B. LAMB ELEMENTARY SCHOOL</b>	05-3650-040	01-04	30.1%	2.4%	16.5%
CAMDEN	BERLIN TWP	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	CHERRY HILL TWP	<b>JOYCE KILMER ELEMENTARY SCHOOL</b>	07-0800-105	KG-05	35.4%	7%	13.9%
CAMDEN	COLLINGSWOOD BORO	<b>JAMES A. GARFIELD ELEMENTARY SCHOOL</b>	07-0940-050	KG-05	39.2%	15.4%	3.8%
CAMDEN	STRATFORD BORO	<b>PARKVIEW ELEMENTARY SCHOOL</b>	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	<b>WEST CAPE MAY ELEMENTARY SCHOOL</b>	09-5610-050	PK-06	37.5%	6.2%	20%
ESSEX	WEST ORANGE TOWN	<b>REDWOOD ELEMENTARY SCHOOL</b>	13-5680-160	KG-05	32.2%	2.5%	18.6%
GLOUCESTER	DEPTFORD TWP	<b>OAK VALLEY ELEMENTARY SCHOOL</b>	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	<b>THOMAS HEFFERSON ELEMENTARY SCHOOL</b>	15-5500-028	01-05	33.5%	0%	23.7%
MERCER	LAWRENCE TWP	<b>ELDRIDGE PARK SCHOOL</b>	21-2580-080	KG-03	30.4%	5.1%	11%
MIDDLESEX	WOODBRIIDGE TWP	<b>MATTHEW JAGO ELEMENTARY SCHOOL</b>	23-5850-150	PK-05	38.4%	0.2%	26.8%
MORRIS	MORRIS SCHOOL DISTRICT	<b>ALEXANDER HAMILTON</b>	27-3385-060	03-05	35.8%	5.5%	17.7%
MORRIS	MORRIS SCHOOL DISTRICT	<b>THOMAS JEFFERSON SCHOOL</b>	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BERKELEY TWP	<b>BAYVILLE ELEMENTARY SCHOOL</b>	29-0320-020	PK-04	35.8%	6.6%	16.2%

**SCHOOL PEER GROUP**

**BERGEN  
TEANECK TWP**

**NATHANIEL HAWTHORNE ELEMENTARY SCHOOL  
201 FYCKE LANE  
TEANECK, NJ 07666**

**GRADE SPAN KG-04**

OCEAN	JACKSON TWP	<b>CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL</b>	29-2360-030	KG-05	31.9%	4.5%	14%
OCEAN	JACKSON TWP	<b>SYLVIA ROSENAUER ELEMENTARY SCHOOL</b>	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LACEY TWP	<b>MILL POND ELEMENTARY SCHOOL</b>	29-2480-055	05-06	33.2%	0.4%	20.6%
OCEAN	MANCHESTER TWP	<b>RIDGEWAY ELEMENTARY SCHOOL</b>	29-2940-050	KG-05	30.8%	3.7%	14.3%
PASSAIC	CLIFTON CITY	<b>SCHOOL #13</b>	31-0900-180	KG-05	46.4%	20.5%	3.3%
PASSAIC	WAYNE TWP	<b>RYERSON ELEMENTARY SCHOOL</b>	31-5570-140	KG-05	46%	12.4%	16%
SALEM	WOODSTOWN-PILESGROVE REG	<b>MARY S. SHOEMAKER SCHOOL</b>	33-5910-060	01-05	31.3%	1%	19.8%
UNION	SUMMIT CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	<b>HATCHERY HILL ELEMENTARY SCHOOL</b>	41-1870-070	PK-04	32.5%	6.5%	14.8%
WARREN	WASHINGTON BORO	<b>WASHINGTON MEMORIAL ELEMENTARY SCHOOL</b>	41-5480-055	03-06	33.1%	0.3%	22.2%