



State of New Jersey  
2014-15

03-5150-130

OVERVIEW

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JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
1025 LINCOLN PLACE  
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**

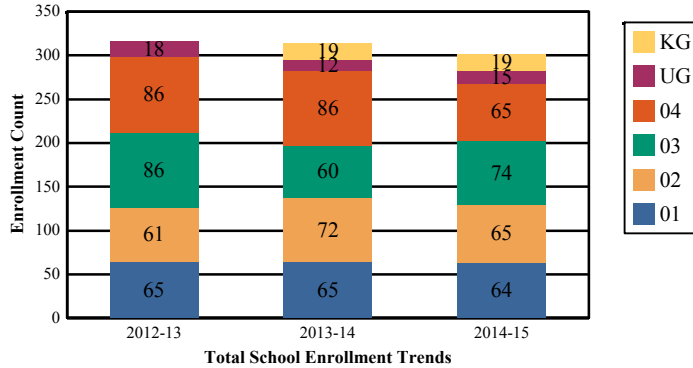
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**Enrollment by Grade**

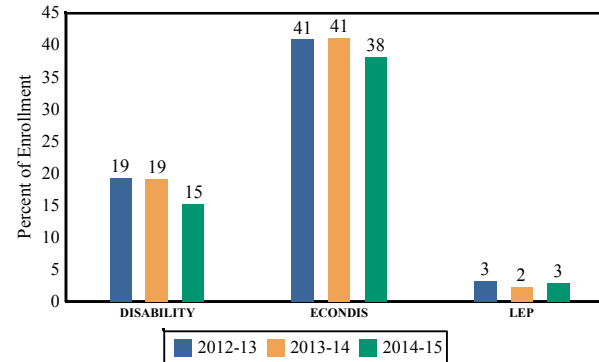
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

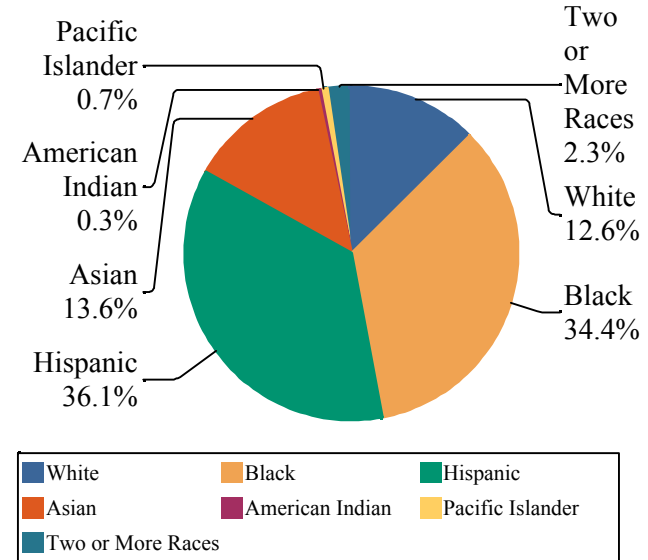
**Enrollment Trends by Program Participation**

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**

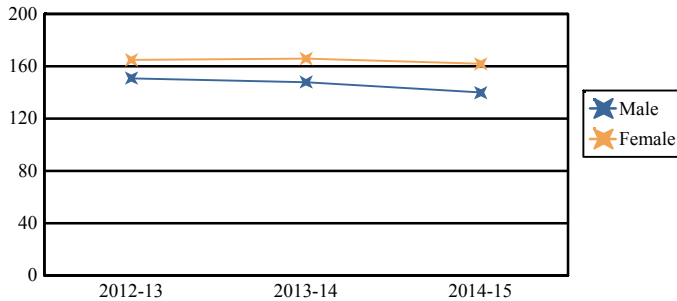
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	316
2013-14	314
2014-15	302

**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	151	165
2013-14	148	166
2014-15	140	162

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	46	15%
Economically Disadvantaged Students	115	38.1%
English Language Learners	9	3.0%

**Language Diversity**

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

2014-15	Percent
English	83.9%
Spanish	11.5%
Arabic	1.0%
Urdu	0.7%
Vietnamese	0.7%
Chinese	0.7%
Other	1.6%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>47%</b>	<b>71</b>	<b>38</b>
Math Met or Exceeded Expectation	<b>41%</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.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	132	46.9%	95%	98.6%	<b>YES</b>
White	-	-	--	--	--
African American	46	36.9%	95%	95.9%	<b>YES</b>
Hispanic	47	36.2%	95%	100%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	33	18.2%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	56	39.3%	95%	98.4%	<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	131	41.3%	95%	98%	YES
White	-	-	--	--	--
African American	46	26.1%	95%	95.9%	YES
Hispanic	47	27.7%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	32	18.8%	95%	97.1%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	56	28.6%	95%	98.5%	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	69	754	744	7%	20%	26%	38%	9%	46%	44%
White	14	751	753	7%	29%	21%	43%	0%	43%	55%
African American	27	738	725	11%	22%	41%	22%	4%	26%	26%
Hispanic	20	755	727	5%	20%	20%	45%	10%	55%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	19	726	718	11%	42%	26%	21%	0%	21%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	746	724	12%	12%	32%	36%	8%	44%	24%

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	750	751	5%	11%	37%	37%	11%	48%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	19	751	733	5%	5%	37%	47%	5%	53%	30%
Hispanic	27	738	737	7%	19%	52%	15%	7%	22%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	11	762	773	0%	9%	9%	64%	18%	82%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	723	725	21%	36%	29%	14%	0%	14%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	744	734	3%	19%	42%	32%	3%	35%	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	68	751	746	1%	21%	31%	43%	4%	47%	46%
White	13	749	752	8%	31%	8%	54%	0%	54%	56%
African American	27	742	728	0%	26%	44%	30%	0%	30%	25%
Hispanic	20	752	733	0%	15%	40%	45%	0%	45%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	729	727	6%	50%	33%	11%	0%	11%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	25	747	730	4%	20%	36%	40%	0%	40%	26%



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**PARCC MATH - Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	741	744	3%	27%	35%	33%	2%	35%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	19	742	727	0%	32%	47%	16%	5%	21%	20%
Hispanic	27	728	732	7%	41%	37%	15%	0%	15%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	11	759	769	0%	0%	27%	73%	0%	73%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	728	724	14%	36%	21%	29%	0%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	732	730	6%	35%	39%	19%	0%	19%	23%

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**2015 National Assessment Educational Progress (NAEP)**

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

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

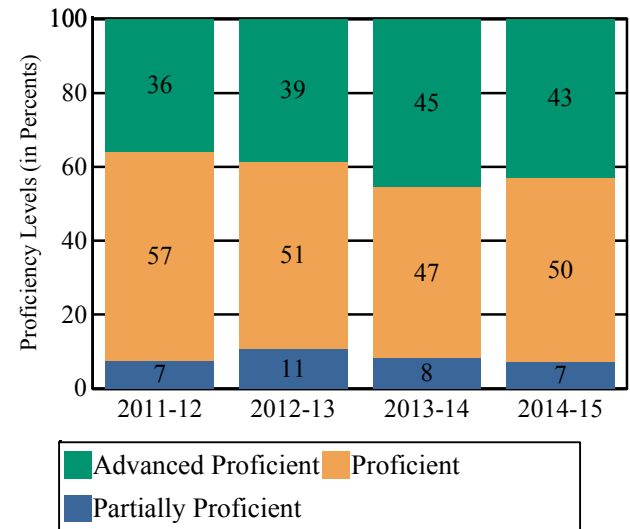
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	43%	50%	7%
White	-	-	-
African American	48%	43%	9%
Hispanic	12%	76%	12%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	27%	45%	27%
English Language Learners	-	-	-
Economically Disadvantaged Students	19%	77%	4%

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

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

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



**COLLEGE AND CAREER READINESS**

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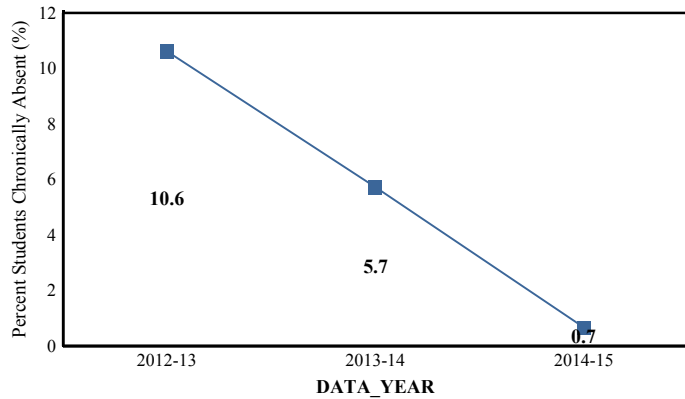
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

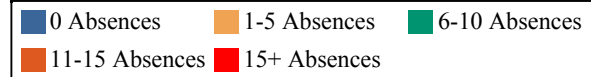
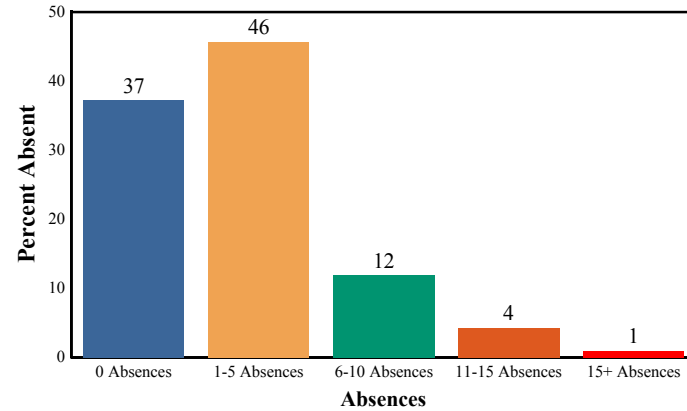


**Chronic Absenteeism for 2014-15**

**0.66%**

**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	55	77	63	35	YES
Student Growth on Math	48	54	40	35	YES
		66	52		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	10%	2%	0%
Approached	16%	7%	15%
Met	8%	15%	13%
Exceeded	0%	2%	10%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	18%	7%	2%
Approached	8%	18%	13%
Met	3%	23%	5%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 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	839	850
75th	775	770
50th	745	743
25th	722	715
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	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	800	850
75th	769	767
50th	749	745
25th	731	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**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	819	850
75th	766	773
50th	746	750
25th	733	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	798	850
75th	756	764
50th	740	742
25th	723	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	0.3%

**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	12
Administrators	302



**SCHOOL PEER GROUP**

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TEANECK TWP**

**JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
1025 LINCOLN PLACE  
TEANECK, NJ 07666**

**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>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	<b>E. H. SLAYBAUGH ELEMENTARY SCHOOL</b>	01-1310-035	PK-03	31.8%	1.8%	9.7%
<b>BERGEN</b>	<b>TEANECK TWP</b>	<b>JAMES RUSSELL LOWELL ELEMENTARY SCHOOL</b>	<b>03-5150-130</b>	<b>KG-04</b>	<b>38.1%</b>	<b>3%</b>	<b>14.9%</b>
BURLINGTON	MAPLE SHADE TWP	<b>RALPH J. STEINHAUER ELEMENTARY SCHOOL</b>	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	<b>CLARA BARTON ELEMENTARY SCHOOL</b>	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	<b>MARK NEWBIE ELEMENTARY SCHOOL</b>	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	WATERFORD TWP	<b>THOMAS RICHARDS ELEMENTARY</b>	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	<b>WATERFORD ELEMENTARY SCHOOL</b>	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	<b>MIDDLE TOWNSHIP ELEMENTARY #2</b>	09-3130-085	03-05	44%	2.3%	21.7%
ESSEX	WEST ORANGE TOWN	<b>PLEASANTDALE ELEMENTARY SCHOOL</b>	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	DEPTFORD TWP	<b>GOOD INTENT ELEMENTARY SCHOOL</b>	15-1100-090	02-06	44.6%	6%	16.5%
GLOUCESTER	GREENWICH TWP	<b>BROAD STREET ELEMENTARY SCHOOL</b>	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	<b>WHITEHALL ELEMENTARY SCHOOL</b>	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	<b>GRACE N. ROGERS ELEMENTARY SCHOOL</b>	21-1245-060	PK-05	47.4%	14.9%	7%
MIDDLESEX	CARTERET BORO	<b>PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL</b>	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	<b>ARTHUR M. JUDD</b>	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	PISCATAWAY TWP	<b>DWIGHT D. EISENHOWER ELEMENTARY SCHOOL</b>	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	SAYREVILLE BORO	<b>DWIGHT D. EISENHOWER ELEMENTARY SCHOOL</b>	23-4660-070	KG-03	33.5%	2.4%	11.4%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	<b>CLIFFWOOD ELEMENTARY SCHOOL</b>	25-3040-060	KG-03	43.1%	5.5%	15.4%
OCEAN	BARNEGAT TWP	<b>ROBERT L. HORBELT ELEMENTARY SCHOOL</b>	29-0185-070	KG-05	36.7%	2%	14.2%



State of New Jersey  
2014-15

03-5150-130

**SCHOOL PEER GROUP**

JAMES RUSSELL LOWELL ELEMENTARY SCHOOL  
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BERGEN  
TEANECK TWP

GRADE SPAN KG-04

OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040	PK-04	36.4%	0.4%	16.4%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030	04-06	38.3%	0%	20%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	36.2%	4.1%	10.5%
OCEAN	TUCKERTON BORO	TUCKERTON ELEMENTARY SCHOOL	29-5220-050	PK-06	38.4%	1.2%	17.5%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060	02-03	36.4%	0.8%	16.2%
SALEM	PITTSBORO TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060	03-05	35.2%	0%	16%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050	PK-06	42.2%	0%	23%
UNION	LINDEN CITY	NUMBER 1	39-2660-080	PK-05	58.6%	6.8%	29.3%
UNION	LINDEN CITY	NUMBER 8	39-2660-150	PK-05	56.6%	21.9%	5.5%