



State of New Jersey

2014-15

05-3440-047

OVERVIEW

BURLINGTON

MOUNT LAUREL TWP

HARTFORD UPPER ELEMENTARY SCHOOL

397 HARTFORD ROAD

MOUNT LAUREL, NJ 08054

GRADE SPAN 05-06

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/>.

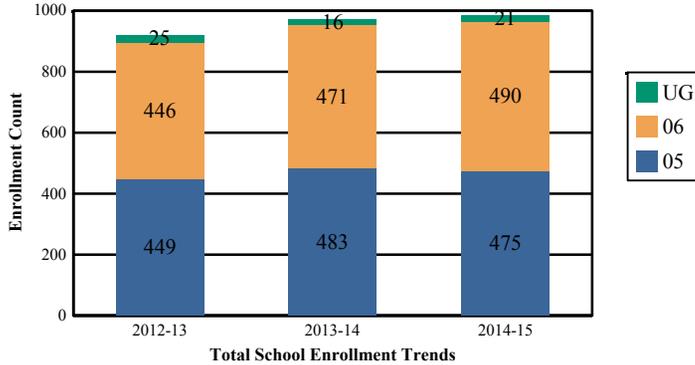
DEMOGRAPHIC INFORMATION

BURLINGTON
MOUNT LAUREL TWP

GRADE SPAN 05-06

Enrollment by Grade

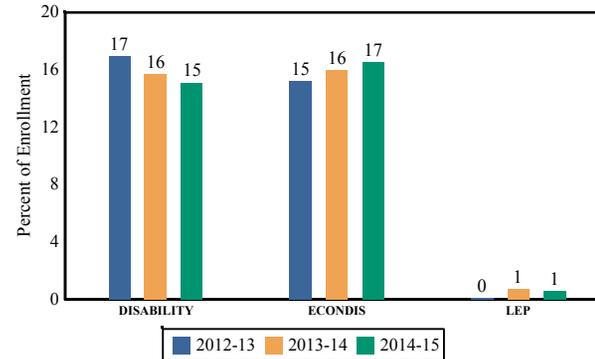
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

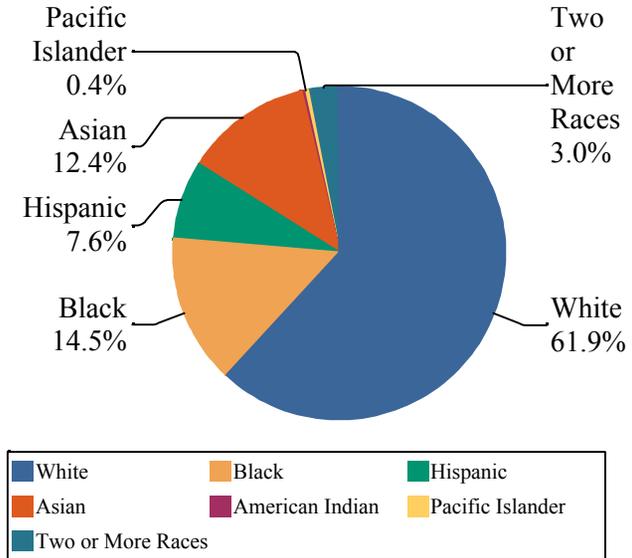


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	149	15%
Economically Disadvantaged Students	163	16.5%
English Language Learners	6	0.6%

Enrollment by Ethnic/Racial Subgroup

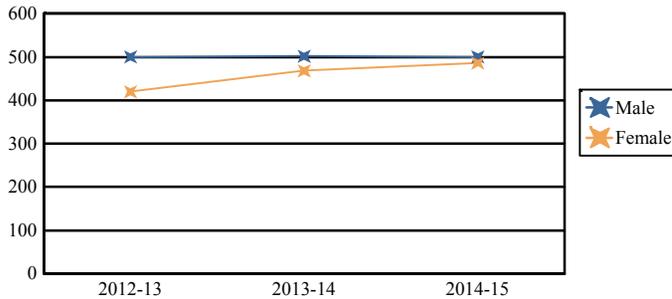
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	920
2013-14	970
2014-15	986

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	500	420
2013-14	502	468
2014-15	500	486

Language Diversity

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

2014-15	Percent
English	87.0%
Chinese	2.4%
Spanish	1.3%
Hindi	1.2%
Gujarati	0.8%
Arabic	0.7%
Other	6.5%

ACADEMIC ACHIEVEMENT

BURLINGTON

MOUNT LAUREL TWP

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HARTFORD UPPER ELEMENTARY SCHOOL

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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	62%	62	68
Math Met or Exceeded Expectation	53%		

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	814	62.4%	95%	89.4%	YES*
White	513	65.1%	95%	89.4%	YES*
African American	111	44.1%	95%	91%	YES*
Hispanic	55	47.3%	95%	83.8%	NO
American Indian	-	-	--	--	--
Asian	113	76.2%	95%	93.7%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	124	28.2%	95%	87.8%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	103	34%	95%	86.5%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

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	814	53%	95%	89.4%	YES*
White	513	55.1%	95%	89.4%	YES*
African American	111	26.1%	95%	91%	YES*
Hispanic	55	40%	95%	83.8%	NO
American Indian	-	-	--	--	--
Asian	113	73.5%	95%	93.7%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	124	25.8%	95%	87.8%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	103	23.3%	95%	86.5%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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**HARTFORD UPPER ELEMENTARY SCHOOL
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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	407	762	751	2%	10%	24%	54%	10%	64%	53%
White	271	764	757	2%	7%	24%	55%	12%	67%	62%
African American	47	744	734	2%	28%	23%	47%	0%	47%	31%
Hispanic	27	745	737	4%	22%	33%	37%	4%	41%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	49	776	771	0%	4%	12%	67%	16%	84%	77%
Two or More Races	13	753	758	8%	8%	31%	46%	8%	54%	61%
Students with Disability	65	732	723	8%	38%	22%	31%	2%	32%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	52	737	734	4%	40%	21%	31%	4%	35%	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 05-06

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	407	755	749	4%	10%	25%	50%	10%	60%	50%
White	242	757	755	2%	7%	27%	55%	9%	63%	59%
African American	64	739	732	11%	23%	23%	33%	9%	42%	29%
Hispanic	28	746	736	7%	14%	25%	54%	0%	54%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	64	766	770	3%	6%	20%	47%	23%	70%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	59	726	718	17%	34%	25%	24%	0%	24%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	51	734	733	10%	33%	24%	27%	6%	33%	30%

ACADEMIC ACHIEVEMENT

**BURLINGTON
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GRADE SPAN 05-06

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	407	754	744	3%	14%	29%	44%	11%	55%	42%
White	271	756	749	3%	11%	27%	46%	13%	59%	49%
African American	47	732	728	4%	32%	36%	28%	0%	28%	21%
Hispanic	27	736	733	7%	26%	44%	19%	4%	22%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	49	771	768	0%	2%	22%	55%	20%	76%	74%
Two or More Races	13	756	749	0%	15%	15%	69%	0%	69%	50%
Students with Disability	65	733	724	9%	28%	29%	31%	3%	34%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	52	735	731	8%	27%	37%	23%	6%	29%	23%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 05-06

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	407	751	743	3%	16%	30%	41%	10%	51%	42%
White	242	752	749	1%	13%	35%	44%	7%	51%	50%
African American	64	732	726	8%	36%	31%	22%	3%	25%	19%
Hispanic	28	745	731	11%	18%	14%	54%	4%	57%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	64	768	768	3%	3%	22%	42%	30%	72%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	59	730	718	10%	37%	36%	14%	3%	17%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	51	726	729	16%	31%	35%	18%	0%	18%	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

COLLEGE AND CAREER READINESS

**BURLINGTON
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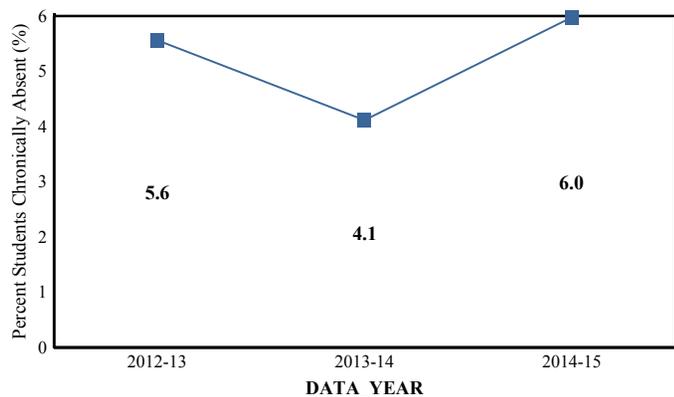
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GRADE SPAN 05-06

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

Chronic Absenteeism Trend

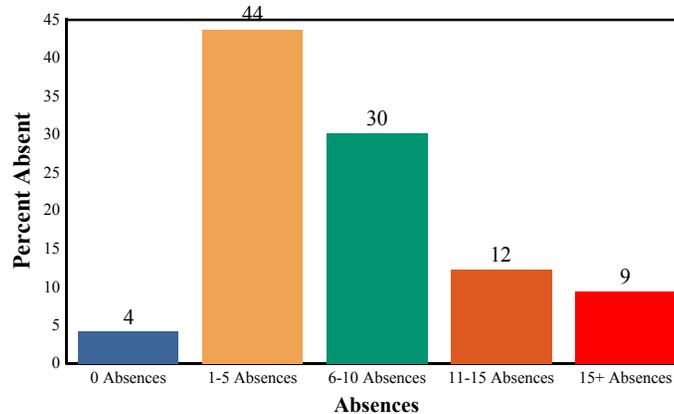
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	5.98%
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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.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

BURLINGTON

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HARTFORD UPPER ELEMENTARY SCHOOL

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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	45	38	26	35	YES
Student Growth on Math	45	35	32	35	YES
		37	29		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	7%	2%	0%
Approached	14%	6%	4%
Met	16%	20%	17%
Exceeded	0%	2%	8%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	11%	3%	1%
Approached	15%	11%	5%
Met	11%	16%	15%
Exceeded	0%	2%	8%

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

**BURLINGTON
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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 - 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	829	850
75th	782	773
50th	761	751
25th	742	728
0th	661	650

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	773	763
50th	751	743
25th	732	723
0th	678	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

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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	818	850
75th	773	770
50th	757	749
25th	736	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	770	763
50th	749	742
25th	731	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	42

SCHOOL CLIMATE

BURLINGTON

MOUNT LAUREL TWP

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Length of School Day

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

	School
2014-15	6 Hrs. 35 Mins.

Student Suspension Rate

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

	School
2014-15	6.9%

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. 28 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	329

SCHOOL PEER GROUP

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BURLINGTON	MOUNT LAUREL TWP	HARTFORD UPPER ELEMENTARY SCHOOL	05-3440-047	05-06	16.5%	0.6%	15.2%
BURLINGTON	SHAMONG TWP	INDIAN MILLS ELEMENTARY SCHOOL	05-4740-050	PK-04	12.3%	0%	10.3%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
CAMDEN	COLLINGSWOOD BORO	ZANE NORTH ELEMENTARY SCHOOL	07-0940-090	PK-05	14%	0%	12.2%
CAMDEN	HADDON TWP	STRAWBRIDGE ELEMENTARY SCHOOL	07-1890-090	KG-05	12.2%	0.5%	10.3%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060	PK-05	12.3%	0%	9.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	JEFFERSON ELEMENTARY SCHOOL	13-4900-090	03-05	13.9%	0%	13.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.5%	0%	8.4%
ESSEX	WEST ORANGE TOWN	ST. CLOUD ELEMENTARY SCHOOL	13-5680-170	KG-05	16.2%	4%	9.2%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040	01-05	20%	0%	20.2%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MERCER	HAMILTON TWP	ALEXANDER ELEMENTARY SCHOOL	21-1950-085	PK-05	15.7%	0.7%	13.8%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090	PK-03	13.4%	1.2%	9.3%
MIDDLESEX	EAST BRUNSWICK TWP	HAMMARSKJOLD MIDDLE SCHOOL	23-1170-056	06-07	16.9%	1.8%	13.9%
MIDDLESEX	EAST BRUNSWICK TWP	MEMORIAL ELEMENTARY SCHOOL	23-1170-120	KG-05	14.5%	0.4%	13%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095	KG-05	18.8%	8%	7.3%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150	KG-05	26%	13.1%	9.6%
MIDDLESEX	OLD BRIDGE TWP	WILLIAM A. MILLER ELEMENTARY SCHOOL	23-3845-170	KG-05	20.7%	8.5%	10.6%
MIDDLESEX	SOUTH BRUNSWICK TWP	BRUNSWICK ACRES ELEMENTARY SCHOOL	23-4860-055	PK-05	14.4%	4.5%	6.8%
MONMOUTH	HOWELL TWP	RAMTOWN ELEMENTARY SCHOOL	25-2290-035	KG-05	20.6%	0%	21.6%

SCHOOL PEER GROUP

BURLINGTON

MOUNT LAUREL TWP

HARTFORD UPPER ELEMENTARY SCHOOL
397 HARTFORD ROAD
MOUNT LAUREL, NJ 08054

GRADE SPAN 05-06

MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%	
MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%	
MORRIS	ROXBURY TWP	FRANKLIN ELEMENTARY SCHOOL DISTRICT	27-4560-060	KG-04	18.8%	6.1%	11.5%	
OCEAN	BRICK TWP	HERBERTSVILLE ELEMENTARY SCHOOL	29-0530-040	KG-05	21.2%	0%	21.2%	
OCEAN	TOMS RIVER REGIONAL	HOOPER AVENUE ELEMENTARY SCHOOL	29-5190-075	KG-05	15.3%	0%	14.5%	
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%	
PASSAIC	WEST MILFORD TWP	MARSHALL HILL ELEMENTARY SCHOOL	31-5650-070	KG-06	13.3%	0%	11.2%	
SUSSEX	HAMPTON TWP	MARIAN E. MCKEOWN ELEMENTARY SCHOOL	37-1980-050	KG-06	15.8%	0%	14.8%	
SUSSEX	STILLWATER TWP	STILLWATER TOWNSHIP SCHOOL DISTRICT	37-5040-050	PK-06	17.2%	0%	16.4%	
WARREN	WASHINGTON TWP	BRASS CASTLE SCHOOL	41-5530-040	PK-06	17.7%	0%	18.2%	