



State of New Jersey

2014-15

23-4920-065

OVERVIEW

MIDDLESEX

SOUTH RIVER BORO

SOUTH RIVER ELEMENTARY SCHOOL

81 JOHNSON PLACE

SOUTH RIVER, NJ 08882

GRADE SPAN PK-05

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

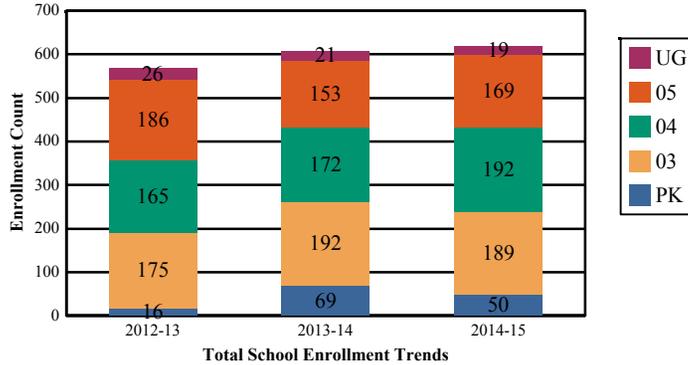
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GRADE SPAN PK-05

Enrollment by Grade

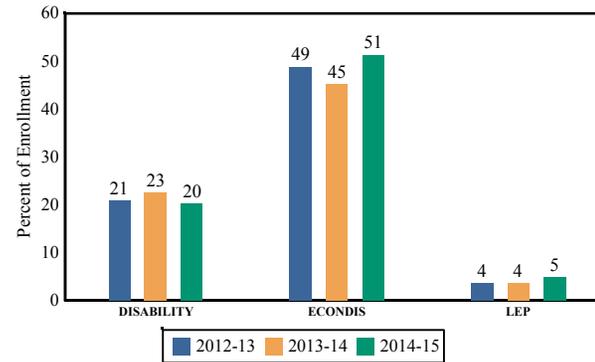
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

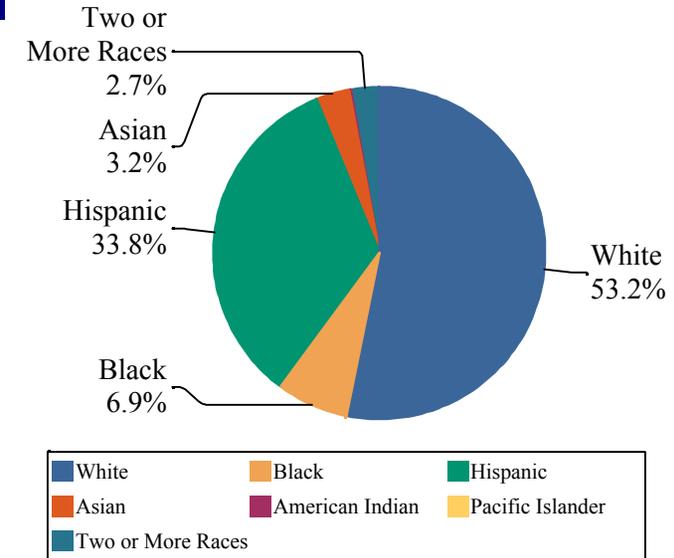
Enrollment Trends by Program Participation

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.

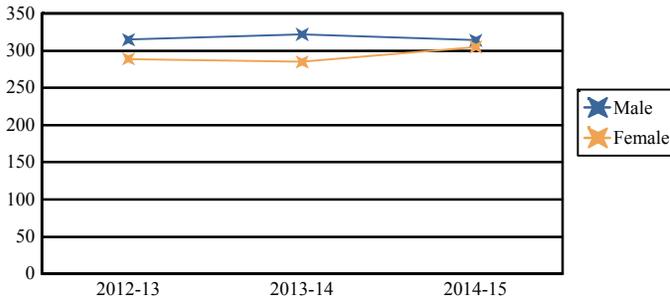


Total School Enrollment	
2012-13	604
2013-14	607
2014-15	619

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	126	20%
Economically Disadvantaged Students	318	51.4%
English Language Learners	30	4.9%

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	315	289
2013-14	322	285
2014-15	314	305

Language Diversity

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

2014-15	Percent
English	50.2%
Spanish	23.2%
Portuguese	20.3%
Polish	1.6%
Ukrainian	1.0%
Tagalog	0.3%
Other	3.4%

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	43%	46	31
Math Met or Exceeded Expectation	37%		

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	520	42.5%	95%	96.8%	YES
White	277	48.3%	95%	97.3%	YES
African American	36	30.6%	95%	97.6%	YES
Hispanic	174	31%	95%	95.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	281	34.8%	95%	97.1%	YES

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	521	36.5%	95%	96.7%	YES
White	277	41.6%	95%	97%	YES
African American	36	16.7%	95%	97.6%	YES
Hispanic	175	26.8%	95%	96%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	282	28.8%	95%	96.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

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

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	180	737	744	17%	16%	32%	32%	3%	35%	44%
White	103	740	753	16%	15%	29%	38%	3%	41%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	54	727	727	22%	19%	41%	17%	2%	19%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	95	729	724	24%	19%	29%	25%	2%	27%	24%

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GRADE SPAN PK-05

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	184	742	751	8%	17%	32%	39%	5%	44%	52%
White	92	747	758	4%	14%	32%	43%	7%	50%	63%
African American	15	739	733	0%	20%	47%	27%	7%	33%	30%
Hispanic	68	736	737	15%	19%	29%	35%	1%	37%	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	99	737	734	13%	12%	40%	31%	3%	34%	31%

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GRADE SPAN PK-05

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	156	749	751	6%	9%	35%	45%	4%	49%	53%
White	82	754	757	2%	4%	38%	52%	4%	56%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	52	741	737	10%	17%	37%	33%	4%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	87	744	734	10%	11%	34%	40%	3%	44%	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	180	745	746	5%	19%	31%	38%	7%	45%	46%
White	103	747	752	5%	17%	29%	45%	5%	50%	56%
African American	11	725	728	9%	45%	27%	18%	0%	18%	25%
Hispanic	54	739	733	6%	24%	37%	28%	6%	33%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	30	714	727	27%	37%	23%	13%	0%	13%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	95	738	730	7%	24%	34%	32%	3%	35%	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	185	736	744	5%	28%	44%	23%	0%	23%	42%
White	93	739	749	3%	26%	44%	27%	0%	27%	50%
African American	15	733	727	0%	33%	53%	13%	0%	13%	20%
Hispanic	68	731	732	7%	31%	46%	16%	0%	16%	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	100	731	730	9%	29%	46%	16%	0%	16%	23%

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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	156	744	744	5%	16%	36%	41%	2%	43%	42%
White	81	746	749	4%	15%	33%	47%	1%	48%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	53	740	733	4%	19%	43%	34%	0%	34%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	87	739	731	7%	18%	38%	37%	0%	37%	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

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GRADE SPAN PK-05

NJASK Results - Science Grade Level - 04

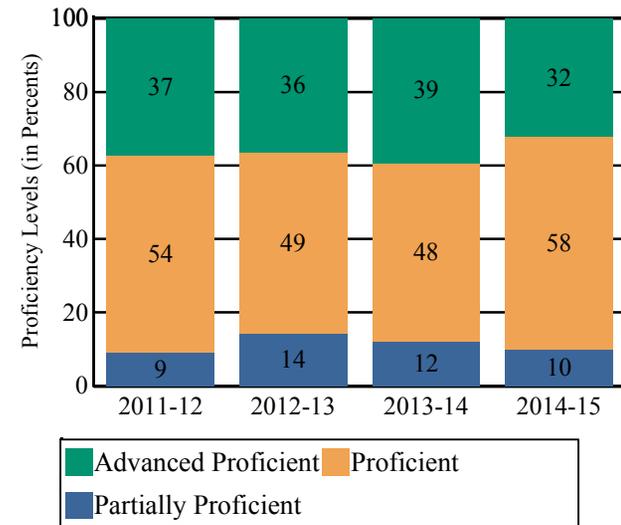
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	58%	10%
White	39%	56%	5%
African American	21%	71%	7%
Hispanic	24%	58%	18%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	65%	27%
English Language Learners	17%	25%	58%
Economically Disadvantaged Students	25%	62%	13%

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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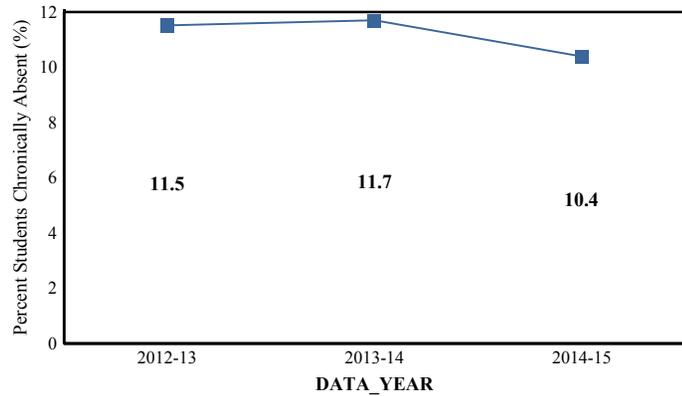
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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

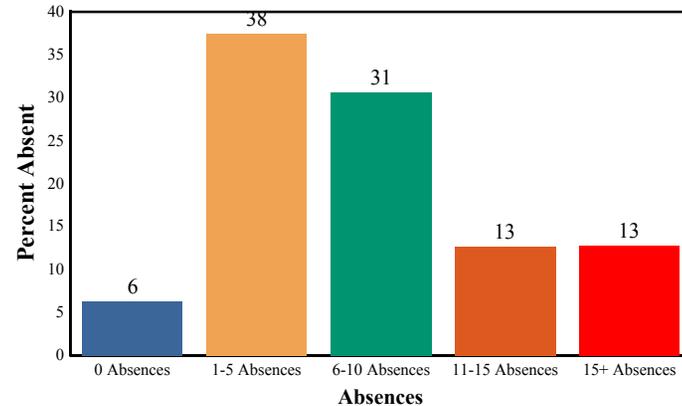
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	10.39%
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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

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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	47	38	36	35	YES
Student Growth on Math	44	34	30	35	YES
		36	33		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	5%	1%	0%
Partially Met	8%	3%	2%
Approached	12%	14%	7%
Met	9%	15%	17%
Exceeded	0%	0%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	12%	7%	4%
Approached	17%	11%	12%
Met	7%	10%	15%
Exceeded	0%	0%	1%

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	823	850
75th	760	770
50th	737	743
25th	720	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	832	850
75th	766	767
50th	744	745
25th	725	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

WITHIN SCHOOL ACHIEVEMENT GAP

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SOUTH RIVER BORO

SOUTH RIVER ELEMENTARY SCHOOL
81 JOHNSON PLACE
SOUTH RIVER, NJ 08882

GRADE SPAN PK-05

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	808	850
75th	759	773
50th	742	750
25th	723	728
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	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	814	850
75th	766	773
50th	749	751
25th	735	728
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	787	850
75th	747	764
50th	734	742
25th	722	721
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	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	801	850
75th	758	763
50th	746	743
25th	728	723
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

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. 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	1.9%

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. 44 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	354

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>
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045	KG-06	53.2%	5.4%	15.3%
ATLANTIC	GALLOWAY TWP	ROLAND ROGERS ELEMENTARY SCHOOL	01-1690-046	KG-06	59.3%	4.2%	23.6%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050	KG-05	54.2%	9.8%	10.8%
BERGEN	BOGOTA BORO	LILLIAN M. STEEN	03-0440-050	KG-06	50.3%	6.8%	14.2%
BERGEN	ELMWOOD PARK	GILBERT AVENUE SCHOOL	03-1345-080	PK-05	43%	5.6%	7.6%
BERGEN	HACKENSACK CITY	NELLIE K. PARKER	03-1860-090	PK-04	56.4%	11.3%	12.2%
BURLINGTON	PEMBERTON TWP	ALEXANDER DENBO/ALETTA CRICHTON SCHOOL	05-4050-130	PK-05	49.6%	4.1%	16.3%
BURLINGTON	PEMBERTON TWP	SAMUEL T. BUSANSKY SCHOOL	05-4050-135	03-05	50%	1.3%	21.3%
CAMDEN	BELLMAR BORO	ETHEL M BURKE ELEMENTARY SCHOOL	07-0260-030	PK-04	42.9%	6.4%	6.8%
CAMDEN	GLOUCESTER TWP	JAMES W. LILLEY JR. ELEMENTARY SCHOOL	07-1780-085	KG-05	42.3%	0%	14.2%
CAPE MAY	LOWER TWP	SANDMAN CONSOLIDATED SCHOOL	09-2840-050	05-06	54.7%	0.2%	26.5%
CUMBERLANI	UPPER DEERFIELD TWP	CHARLES F. SEABROOK SCHOOL	11-5300-050	PK-03	52.8%	7%	12.7%
ESSEX	BLOOMFIELD TWP	FAIRVIEW ELEMENTARY	13-0410-110	PK-06	45.5%	4.9%	11.2%
GLOUCESTER	DEPTFORD TWP	LAKE TRACT ELEMENTARY SCHOOL	15-1100-105	02-06	40.4%	0%	13.3%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065	01-03	50.3%	5.6%	13.2%
HUDSON	JERSEY CITY	NICOLAUS COPERNICUS SCHOOL	17-2390-230	PK-05	69.1%	19.8%	10.8%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050	KG-05	47.5%	7.3%	9%
MIDDLESEX	EDISON TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	23-1290-065	KG-05	35.7%	0%	9%
MIDDLESEX	MIDDLESEX BORO	PARKER ELEMENTARY SCHOOL	23-3140-070	KG-03	50.4%	8.6%	9.6%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065	PK-05	51.4%	4.9%	16.7%
MONMOUTH	MIDDLETOWN TWP	OCEAN AVENUE ELEMENTARY SCHOOL	25-3160-080	KG-05	39.1%	1.4%	10%

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MONMOUTH	NEPTUNE TWP	SHARK RIVER HILLS ELEMENTARY SCHOOL	25-3510-090	PK-05	35.7%	0%	8.4%
MONMOUTH	NEPTUNE TWP	SUMMERFILED ELEMENTARY SCHOOL	25-3510-100	PK-05	47.7%	0.5%	17.2%
MORRIS	WHARTON BORO	MARIE V. DUFFY ELEMENTARY SCHOOL	27-5770-040	PK-05	58.2%	8.2%	17.4%
OCEAN	LITTLE EGG HARBOR TWP	FROG POND ELEMENTARY SCHOOL	29-2690-030	KG-06	53.8%	1.4%	24.5%
OCEAN	LITTLE EGG HARBOR TWP	GEORGE J. MITCHELL ELEMENTARY SCHOOL	29-2690-050	PK-06	40.5%	0.3%	12%
OCEAN	TOMS RIVER REGIONAL	WALNUT STREET ELEMENTARY SCHOOL	29-5190-107	KG-05	50.1%	6.2%	14.5%
PASSAIC	WOODLAND PARK	BEATRICE GILMORE SCHOOL	31-5690-060	03-04	44.4%	2.9%	11.7%
SOMERSET	MANVILLE BORO	WESTON ELEMENTARY SCHOOL	35-3000-090	PK-03	49.5%	5.4%	12.9%
UNION	PLAINFIELD CITY	FREDERIC W. COOK ELEMENTARY SCHOOL	39-4160-120	KG-05	61.6%	13.6%	14.6%
UNION	UNION TWP	JEFFERSON ELEMENTARY	39-5290-085	05	42.7%	1.3%	13.6%