



State of New Jersey  
2014-15

07-0800-130

OVERVIEW

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GRADE SPAN KG-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/>.

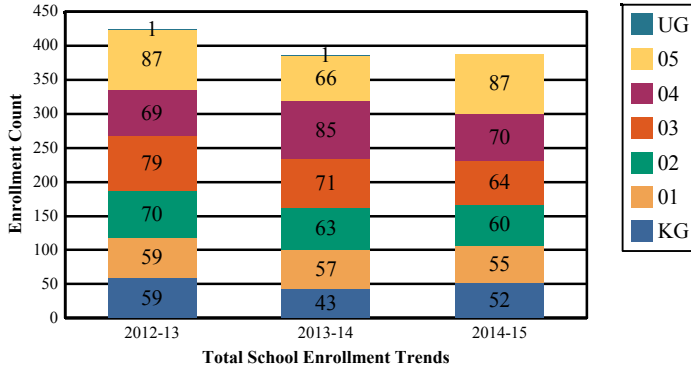
**DEMOGRAPHIC INFORMATION**

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**Enrollment by Grade**

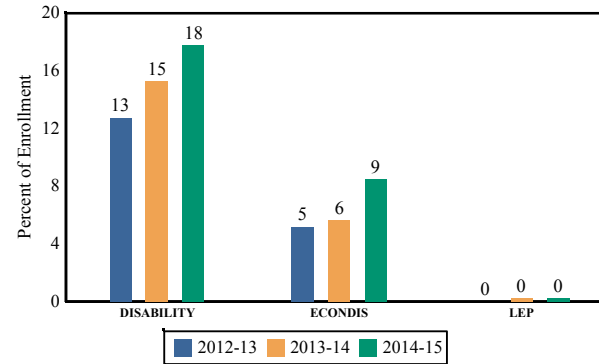
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

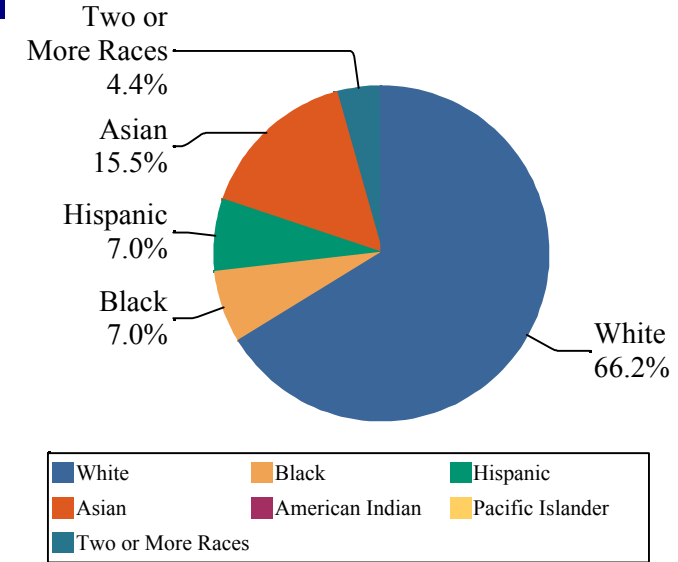
**Enrollment Trends by Program Participation**

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**

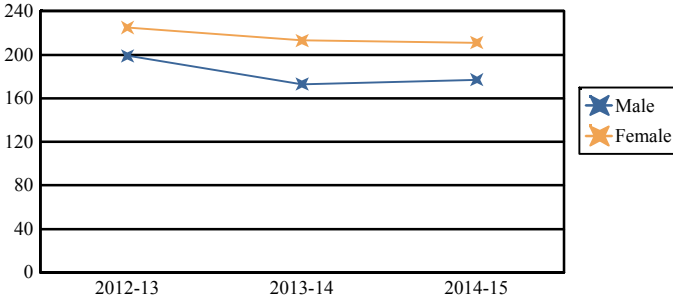
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	424
2013-14	386
2014-15	388

**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	199	225
2013-14	173	213
2014-15	177	211

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	69	18%
Economically Disadvantaged Students	33	8.5%
English Language Learners	1	0.3%

**Language Diversity**

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

2014-15	Percent
English	84.2%
Chinese	3.5%
Hebrew	2.5%
Vietnamese	1.8%
Japanese	1.0%
Spanish	1.0%
Other	6.0%

**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	71%	55	83
Math Met or Exceeded Expectation	60%		

**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	162	71%	95%	74.6%	NO
White	103	69.9%	95%	67.1%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	33	78.7%	95%	97.3%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**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	158	60.1%	95%	73.1%	NO
White	99	62.6%	95%	64.9%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	33	69.7%	95%	97.3%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**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				
<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	47	768	744	2%	13%	17%	57%	11%	68%	44%
White	31	764	753	3%	16%	13%	61%	6%	68%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	12	778	769	0%	8%	33%	33%	25%	58%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	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	57	771	751	0%	4%	16%	58%	23%	81%	52%
White	41	770	758	0%	2%	20%	56%	22%	78%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	759	725	0%	18%	18%	45%	18%	64%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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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	58	764	751	0%	12%	24%	53%	10%	64%	53%
White	31	764	757	0%	16%	23%	52%	10%	61%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	13	772	771	0%	0%	15%	77%	8%	85%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	737	723	0%	36%	36%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	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	47	763	746	2%	6%	23%	51%	17%	68%	46%
White	31	759	752	3%	10%	16%	61%	10%	71%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	12	772	772	0%	0%	33%	33%	33%	67%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	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	57	758	744	2%	5%	35%	46%	12%	58%	42%
White	41	758	749	0%	7%	37%	46%	10%	56%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	744	724	9%	9%	45%	36%	0%	36%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	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	54	751	744	2%	15%	28%	50%	6%	56%	42%
White	27	757	749	0%	11%	26%	56%	7%	63%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	13	751	768	0%	15%	15%	69%	0%	69%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	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**

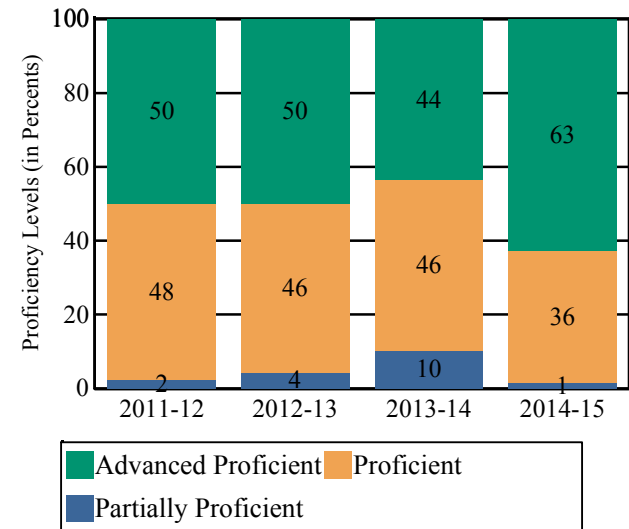
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	36%	1%
White	59%	41%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	43%	50%	7%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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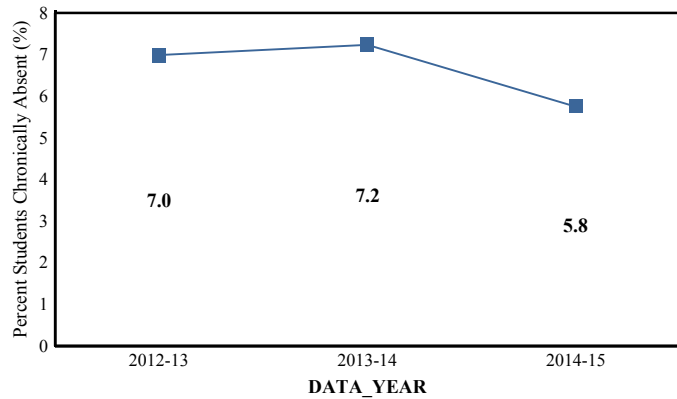
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

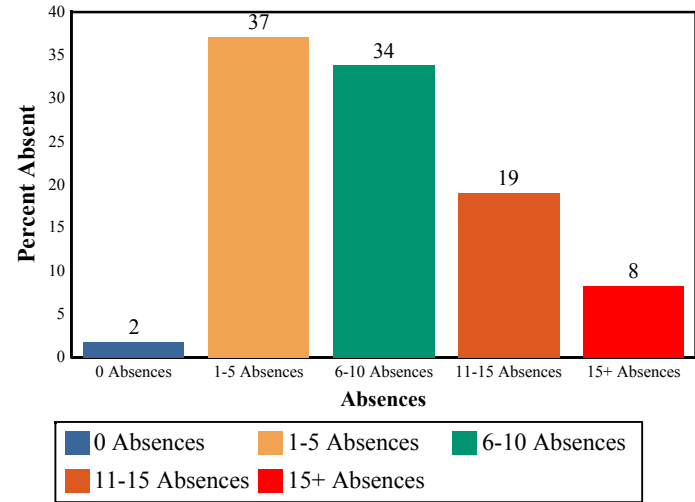
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.76%</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	49	47	42	35	YES
Student Growth on Math	40	24	18	35	YES
		36	30		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	1%	0%	0%
Partially Met	5%	3%	0%
Approached	9%	9%	2%
Met	15%	28%	13%
Exceeded	1%	2%	14%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	8%	3%	0%
Approached	18%	9%	4%
Met	19%	15%	13%
Exceeded	0%	1%	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**

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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**

**Grade Level - 03**

**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	849	850
75th	794	770
50th	767	743
25th	745	715
0th	660	650

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	779	767
50th	762	745
25th	740	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	55

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



**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
CHERRY HILL TWP

WOODCREST ELEMENTARY SCHOOL  
400 CRANFORD DR.  
CHERRY HILL, NJ 08003-3499

GRADE SPAN KG-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	829	850
75th	783	773
50th	767	750
25th	757	728
0th	719	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	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	843	850
75th	789	773
50th	770	751
25th	735	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	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	823	850
75th	770	764
50th	756	742
25th	739	721
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	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	769	763
50th	752	743
25th	729	723
0th	696	650

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

**SCHOOL CLIMATE**

CAMDEN

CHERRY HILL TWP

GRADE SPAN KG-05

**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. 30 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	16
Administrators	388

**SCHOOL PEER GROUP**

**CAMDEN  
CHERRY HILL TWP**

**GRADE SPAN KG-05**

**WOODCREST ELEMENTARY SCHOOL  
400 CRANFORD DR.  
CHERRY HILL, NJ 08003-3499**

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	LINWOOD CITY	SEAVIEW ELEMENTARY SCHOOL	01-2680-050	PK-04	9.2%	0%	18.3%
BERGEN	HILLSDALE BORO	ANN BLANCHE SMITH	03-2180-010	KG-04	9.1%	2.3%	14.7%
BERGEN	RUTHERFORD BORO	WASHINGTON SCHOOL	03-4600-110	01-03	9.3%	1.8%	8.6%
BURLINGTON	MEDFORD TWP	CHAIRVILLE ELEMENTARY SCHOOL	05-3080-030	KG-05	8.6%	0.5%	16.8%
BURLINGTON	MEDFORD TWP	MILTON H. ALLEN ELEMENTARY SCHOOL	05-3080-060	KG-05	8.9%	0%	16.4%
BURLINGTON	MOORESTOWN TWP	GEORGE C. BAKER ELEMENTARY SCHOOL	05-3360-060	PK-03	8.6%	0%	12.4%
BURLINGTON	MOORESTOWN TWP	SOUTH VALLEY ELEMENTARY SCHOOL	05-3360-120	PK-03	8.6%	0%	9.1%
CAMDEN	CHERRY HILL TWP	A. RUSSELL KNIGHT ELEMENTARY SCHOOL	07-0800-058	KG-05	8.5%	0.6%	14.5%
CAMDEN	CHERRY HILL TWP	RICHARD STOCKTON ELEMENTARY SCHOOL	07-0800-113	KG-05	9.1%	1%	19.6%
<b>CAMDEN</b>	<b>CHERRY HILL TWP</b>	<b>WOODCREST ELEMENTARY SCHOOL</b>	<b>07-0800-130</b>	<b>KG-05</b>	<b>8.5%</b>	<b>0.3%</b>	<b>16.5%</b>
ESSEX	BLOOMFIELD TWP	BROOKDALE ELEMENTARY	13-0410-060	PK-06	7.9%	0%	12%
ESSEX	BLOOMFIELD TWP	OAK VIEW ELEMENTARY	13-0410-140	PK-06	8.9%	1.1%	13.4%
ESSEX	MONTCLAIR TOWN	WATCHUNG ELEMENTARY SCHOOL	13-3310-170	KG-05	8.4%	0%	10.9%
ESSEX	NUTLEY TOWN	LINCOLN SCHOOL	13-3750-070	PK-06	9.7%	2.5%	25.6%
HUNTERDON	READINGTON TWP	THREE BRIDGES SCHOOL	19-4350-060	PK-03	8.4%	1.2%	12%
HUNTERDON	READINGTON TWP	WHITEHOUSE SCHOOL	19-4350-070	KG-03	8.8%	0.6%	14.9%
MIDDLESEX	EDISON TWP	WOODBROOK ELEMENTARY SCHOOL	23-1290-160	KG-05	7.5%	0.1%	3.7%
MIDDLESEX	OLD BRIDGE TWP	WALTER M. SCHIRRA ELEMENTARY SCHOOL	23-3845-165	KG-05	8.4%	0%	13.8%
MONMOUTH	HOWELL TWP	ADELPHIA ELEMENTARY SCHOOL	25-2290-003	KG-05	8%	0%	15.7%
MONMOUTH	OCEANPORT BORO	WOLF HILL ELEMENTARY SCHOOL	25-3830-050	PK-04	8.5%	0.6%	16.1%
MONMOUTH	WALL TWP	CENTRAL ELEMENTARY SCHOOL	25-5420-070	KG-05	8.5%	0%	15.4%
MORRIS	JEFFERSON TWP	WHITE ROCK ELEMENTARY SCHOOL	27-2380-070	03-05	9.2%	0%	19.2%

**SCHOOL PEER GROUP**

CAMDEN  
CHERRY HILL TWP

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GRADE SPAN KG-05

MORRIS	ROXBURY TWP	JEFFERSON ELEMENTARY SCHOOL DISTRICT	27-4560-065	KG-04	9.3%	2.1%	10.5%
PASSAIC	RINGWOOD BORO	ELEANOR G. HEWITT	31-4400-050	04-05	9%	0.4%	24.2%
PASSAIC	WAYNE TWP	RANDALL CARTER ELEMENTARY SCHOOL	31-5570-135	KG-05	9.1%	0%	15.1%
SOMERSET	BRIDGEWATER-RARITAN REG	BRADLEY GARDENS ELEMENTARY SCHOOL	35-0555-040	KG-04	7.9%	0%	11%
SOMERSET	HILLSBOROUGH TWP	AUTEN ROAD INTERMEDIATE SCHOOL	35-2170-034	05-06	7.9%	0.4%	17.2%
SUSSEX	ANDOVER REG	FLORENCE M. BURD	37-0090-010	PK-04	9.3%	0.4%	21.7%
UNION	SCOTCH PLAINS-FANWOOD REG	HOWARD B. BRUNNER	39-4670-080	PK-04	9%	0%	12.8%
UNION	SCOTCH PLAINS-FANWOOD REG	SCHOOL ONE	39-4670-070	PK-04	9.6%	2.5%	14.3%
WARREN	GREENWICH TWP	GREENWICH SCHOOL	41-1840-040	PK-05	8.2%	0.2%	11.6%