



State of New Jersey
2014-15

OVERVIEW

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GRADE SPAN KG-05

07-0800-105
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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

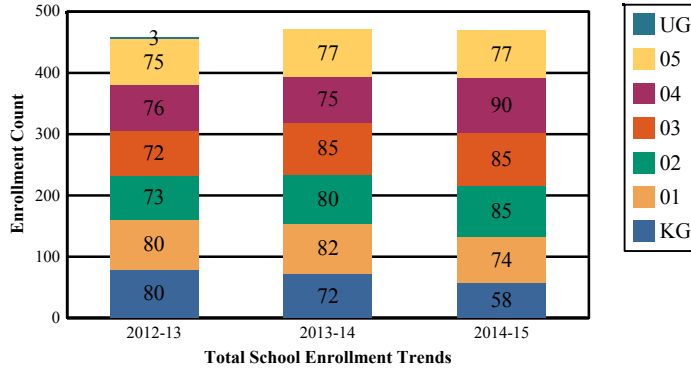
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Enrollment by Grade

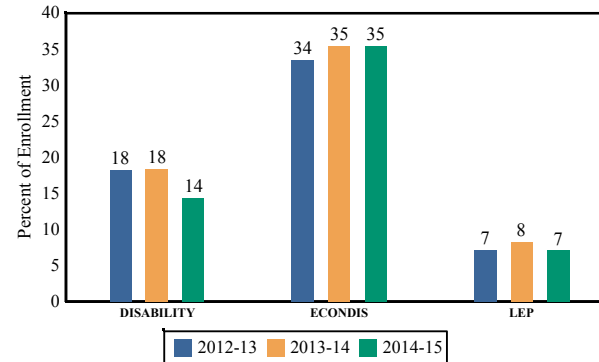
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

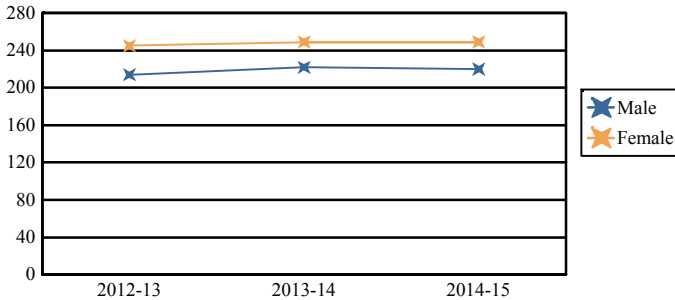
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	459
2013-14	471
2014-15	469

Enrollment by Gender

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



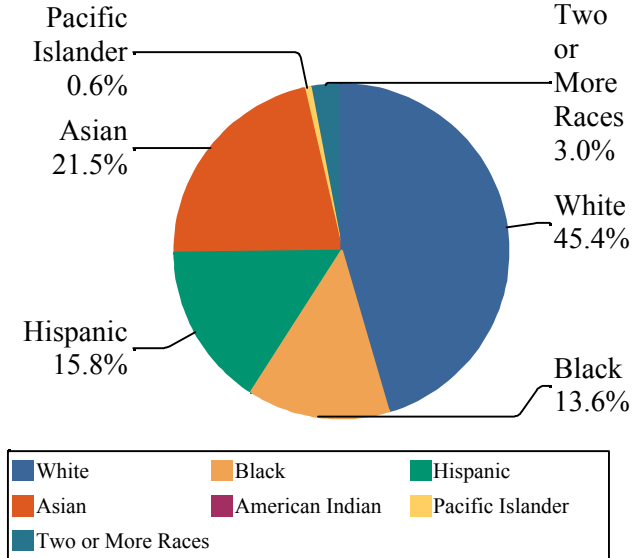
	Male	Female
2012-13	214	245
2013-14	222	249
2014-15	220	249

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	67	14%
Economically Disadvantaged Students	166	35.4%
English Language Learners	33	7.0%

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.



Language Diversity

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

2014-15	Percent
English	72.2%
Vietnamese	7.1%
Spanish	6.9%
Chinese	2.8%
Tagalog	1.3%
Arabic	1.3%
Other	8.6%

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	58%	84	58
Math Met or Exceeded Expectation	42%		

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	195	57.5%	95%	83.6%	NO
White	89	69.6%	95%	78.2%	NO
African American	35	42.9%	95%	90%	YES*
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	40	52.5%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	47	21.3%	95%	87.5%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	79	49.3%	95%	83.9%	NO

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	195	42.1%	95%	83.3%	NO
White	89	55.1%	95%	78.2%	NO
African American	35	20%	95%	90%	YES*
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	41	48.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	46	21.7%	95%	85.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	78	32%	95%	83%	NO

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>

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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	64	748	744	6%	14%	30%	47%	3%	50%	44%
White	32	757	753	3%	9%	25%	59%	3%	63%	55%
African American	11	732	725	9%	27%	36%	27%	0%	27%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	12	740	769	17%	17%	25%	33%	8%	42%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	13	718	718	23%	31%	23%	23%	0%	23%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	745	724	11%	6%	39%	39%	6%	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	71	754	751	7%	8%	27%	46%	11%	58%	52%
White	34	760	758	6%	6%	18%	59%	12%	71%	63%
African American	12	747	733	8%	0%	42%	50%	0%	50%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	15	754	773	7%	20%	27%	20%	27%	47%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	18	729	725	22%	28%	28%	22%	0%	22%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	32	745	734	9%	16%	28%	38%	9%	47%	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	60	758	751	3%	10%	22%	60%	5%	65%	53%
White	23	765	757	0%	9%	13%	74%	4%	78%	62%
African American	12	743	734	17%	8%	25%	50%	0%	50%	31%
Hispanic	11	747	737	0%	18%	36%	45%	0%	45%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	13	770	771	0%	8%	23%	54%	15%	69%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	16	728	723	13%	38%	31%	19%	0%	19%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	750	734	7%	14%	24%	52%	3%	55%	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	64	750	746	3%	16%	33%	45%	3%	48%	46%
White	32	759	752	0%	13%	25%	59%	3%	63%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	12	753	772	8%	8%	25%	50%	8%	58%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	735	727	8%	31%	31%	31%	0%	31%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	748	730	6%	11%	50%	28%	6%	33%	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	70	744	744	1%	20%	37%	41%	0%	41%	42%
White	34	745	749	3%	21%	29%	47%	0%	47%	50%
African American	12	741	727	0%	17%	50%	33%	0%	33%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	15	750	769	0%	20%	33%	47%	0%	47%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	731	724	6%	41%	29%	24%	0%	24%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	739	730	3%	23%	45%	29%	0%	29%	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	61	743	744	7%	15%	43%	31%	5%	36%	42%
White	23	753	749	4%	9%	30%	43%	13%	57%	49%
African American	12	731	728	17%	25%	42%	17%	0%	17%	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	14	750	768	7%	7%	43%	43%	0%	43%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	16	727	724	6%	31%	50%	13%	0%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	29	742	731	3%	28%	34%	28%	7%	34%	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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NJASK Results - Science Grade Level - 04

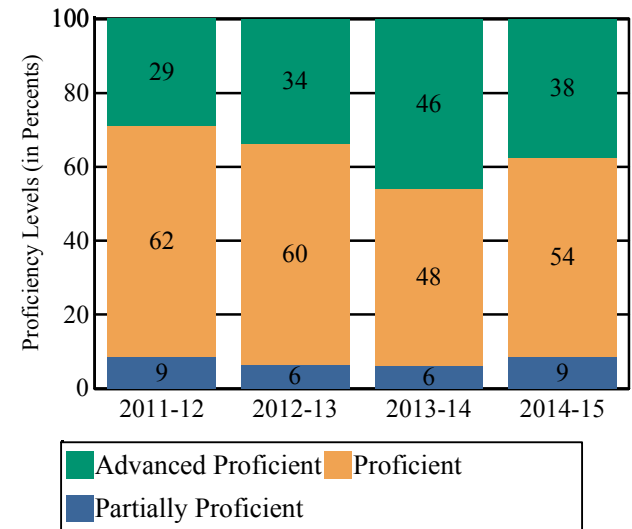
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	54%	9%
White	46%	49%	5%
African American	27%	55%	18%
Hispanic	29%	71%	0%
American Indian	-	-	-
Asian	31%	50%	19%
Two or More Races	-	-	-
Students with Disability	32%	45%	23%
English Language Learners	-	-	-
Economically Disadvantaged Students	32%	53%	15%

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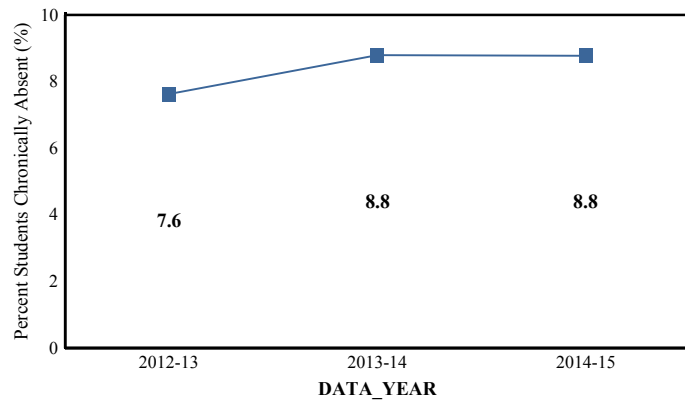
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

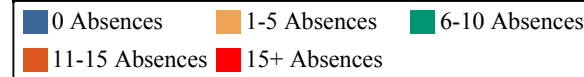
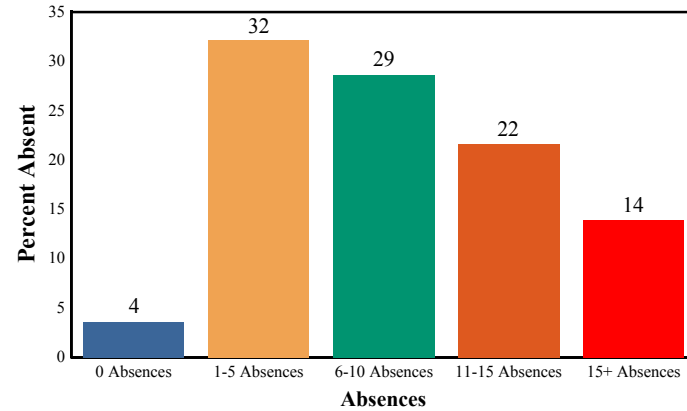


Chronic Absenteeism for 2014-15

8.78%

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	45	36	29	35	YES
Student Growth on Math	39	36	18	35	YES
		36	24		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%	0%	0%
Partially Met	8%	1%	1%
Approached	16%	9%	1%
Met	9%	19%	24%
Exceeded	0%	1%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	11%	6%	2%
Approached	13%	18%	9%
Met	13%	13%	10%
Exceeded	0%	1%	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	812	850
75th	769	770
50th	747	743
25th	725	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	801	850
75th	769	767
50th	745	745
25th	729	722
0th	688	650

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

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN
CHERRY HILL TWP

JOYCE KILMER ELEMENTARY SCHOOL
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

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	830	850
75th	770	773
50th	753	750
25th	735	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	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	806	850
75th	781	773
50th	761	751
25th	740	728
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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	790	850
75th	764	764
50th	739	742
25th	724	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	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	795	850
75th	760	763
50th	744	743
25th	728	723
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	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	0.9%

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. 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	15
Administrators	469

SCHOOL PEER GROUP

CAMDEN
CHERRY HILL TWP

GRADE SPAN KG-05

JOYCE KILMER ELEMENTARY SCHOOL
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

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	H. RUSSEL SWIFT ELEMENTARY SCHOOL	01-1310-050	PK-03	32.3%	6.6%	9.5%
BERGEN	BOGOTA BORO	E. ROY BIXBY SCHOOL #4	03-0440-030	PK-06	44.3%	9.4%	18%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #4	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	NORTH ARLINGTON BORO	WASHINGTON ELEMENTARY SCHOOL	03-3600-080	PK-05	31.4%	5.6%	11.6%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110	KG-04	34.2%	3.4%	19.1%
BERGEN	WALLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-5430-060	KG-03	32.9%	11.1%	6.7%
BURLINGTON	NORTH HANOVER TWP	CLARENCE B. LAMB ELEMENTARY SCHOOL	05-3650-040	01-04	30.1%	2.4%	16.5%
CAMDEN	BERLIN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105	KG-05	35.4%	7%	13.9%
CAMDEN	COLLINGSWOOD BORO	JAMES A. GARFIELD ELEMENTARY SCHOOL	07-0940-050	KG-05	39.2%	15.4%	3.8%
CAMDEN	RUNNEMEDE BORO	ALINE BINGHAM ELEMENTARY SCHOOL	07-4590-020	PK-03	34.3%	2.9%	17.5%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
ESSEX	WEST ORANGE TOWN	REDWOOD ELEMENTARY SCHOOL	13-5680-160	KG-05	32.2%	2.5%	18.6%
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	THOMAS HEFFERSON ELEMENTARY SCHOOL	15-5500-028	01-05	33.5%	0%	23.7%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080	KG-03	30.4%	5.1%	11%
MIDDLESEX	WOODBRIIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150	PK-05	38.4%	0.2%	26.8%
MORRIS	MORRIS SCHOOL DISTRICT	ALEXANDER HAMILTON	27-3385-060	03-05	35.8%	5.5%	17.7%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105	03-05	35.6%	2.5%	18.9%

SCHOOL PEER GROUP

CAMDEN
CHERRY HILL TWP

JOYCE KILMER ELEMENTARY SCHOOL
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GRADE SPAN KG-05

MORRIS	MORRIS SCHOOL DISTRICT	THOMAS JEFFERSON SCHOOL	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BERKELEY TWP	BAYVILLE ELEMENTARY SCHOOL	29-0320-020	PK-04	35.8%	6.6%	16.2%
OCEAN	BRICK TWP	LANES MILL ELEMENTARY SCHOOL	29-0530-045	KG-05	33.8%	0%	21.1%
OCEAN	JACKSON TWP	CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL	29-2360-030	KG-05	31.9%	4.5%	14%
OCEAN	JACKSON TWP	SYLVIA ROSENAUER ELEMENTARY SCHOOL	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	LACEY TWP	MILL POND ELEMENTARY SCHOOL	29-2480-055	05-06	33.2%	0.4%	20.6%
OCEAN	MANCHESTER TWP	RIDGEWAY ELEMENTARY SCHOOL	29-2940-050	KG-05	30.8%	3.7%	14.3%
PASSAIC	CLIFTON CITY	SCHOOL #13	31-0900-180	KG-05	46.4%	20.5%	3.3%
PASSAIC	WAYNE TWP	RYERSON ELEMENTARY SCHOOL	31-5570-140	KG-05	46%	12.4%	16%
SALEM	WOODSTOWN-PILESGROVE REG	MARY S. SHOEMAKER SCHOOL	33-5910-060	01-05	31.3%	1%	19.8%
WARREN	WASHINGTON BORO	WASHINGTON MEMORIAL ELEMENTARY SCHOOL	41-5480-055	03-06	33.1%	0.3%	22.2%