



State of New Jersey
2014-15

23-3290-300

OVERVIEW
MIDDLESEX
MONROE TWP

APPLEGARTH ELEMENTARY SCHOOL
227 APPLEGARTH RD
MONROE TWP, NJ 08831

GRADE SPAN 04-05

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

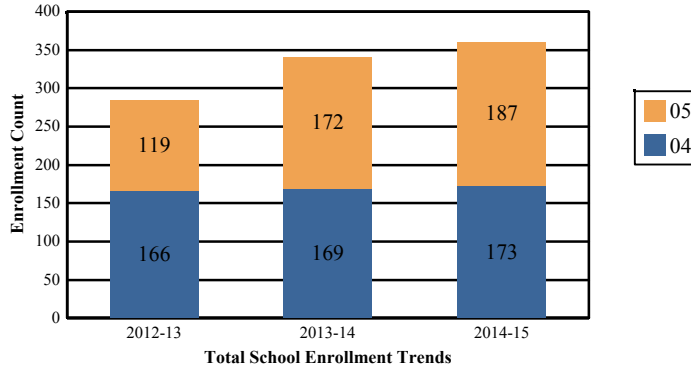
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Enrollment by Grade

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

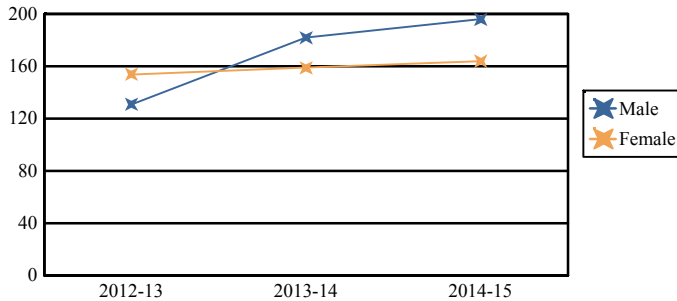


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	285
2013-14	341
2014-15	360

Enrollment by Gender

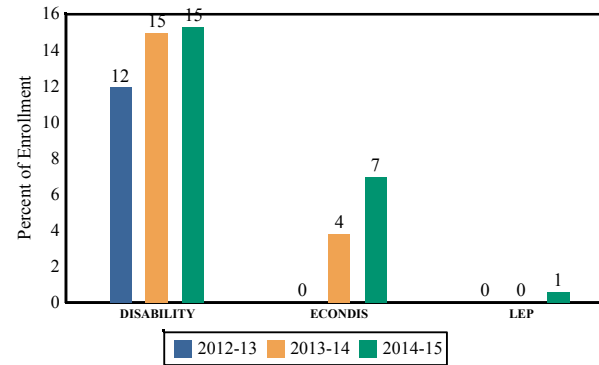
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	131	154
2013-14	182	159
2014-15	196	164

Enrollment Trends by Program Participation

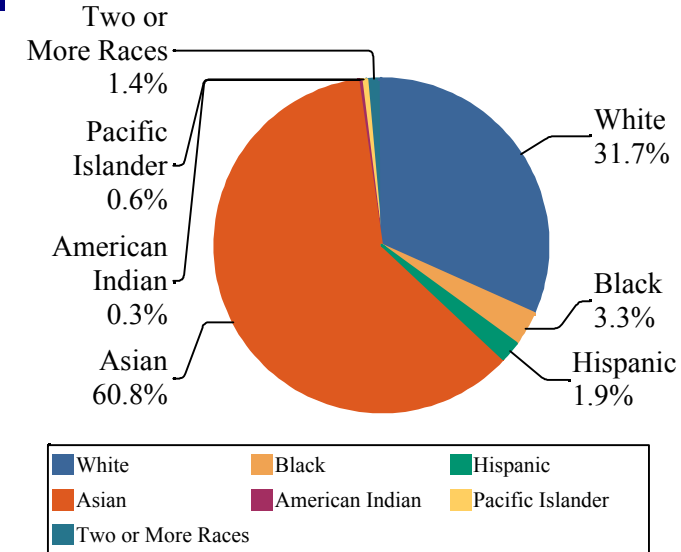
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	55	15%
Economically Disadvantaged Students	25	6.9%
English Language Learners	2	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.



Language Diversity

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

2014-15	Percent
English	52.3%
Telugu	10.7%
Hindi	8.3%
Gujarati	7.7%
Tamil	4.1%
Marathi	2.8%
Other	14.1%

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	78%	100	93
Math Met or Exceeded Expectation	71%		

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	336	77.9%	95%	96.3%	YES
White	92	68.5%	95%	91.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	221	84.6%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	41	34.2%	95%	91.1%	YES*
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	336	70.8%	95%	96.3%	YES
White	92	45.6%	95%	91.1%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	221	84.2%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	41	34.1%	95%	91.1%	YES*
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				
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 - 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	159	772	751	3%	5%	8%	59%	25%	84%	52%
White	41	760	758	5%	10%	12%	66%	7%	73%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	110	777	773	1%	2%	7%	60%	30%	90%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	743	725	7%	21%	29%	36%	7%	43%	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	177	768	751	2%	7%	19%	55%	18%	72%	53%
White	51	760	757	2%	10%	24%	53%	12%	65%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	111	775	771	1%	3%	17%	59%	21%	79%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	27	734	723	11%	33%	26%	26%	4%	30%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	12	739	734	17%	25%	17%	33%	8%	42%	31%

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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	159	767	744	2%	7%	20%	54%	17%	71%	42%
White	41	746	749	2%	17%	41%	39%	0%	39%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	110	776	769	0%	4%	13%	59%	25%	84%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	749	724	0%	21%	43%	21%	14%	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	177	766	744	2%	8%	19%	46%	24%	71%	42%
White	51	749	749	0%	20%	29%	41%	10%	51%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	111	777	768	3%	1%	12%	51%	33%	85%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	27	735	724	15%	26%	26%	30%	4%	33%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	12	735	731	17%	25%	17%	42%	0%	42%	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

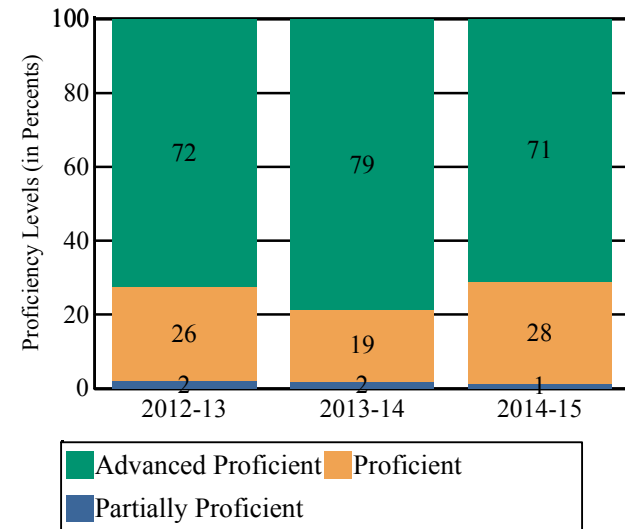
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	71%	28%	1%
White	60%	38%	2%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	79%	21%	0%
Two or More Races	-	-	-
Students with Disability	39%	52%	9%
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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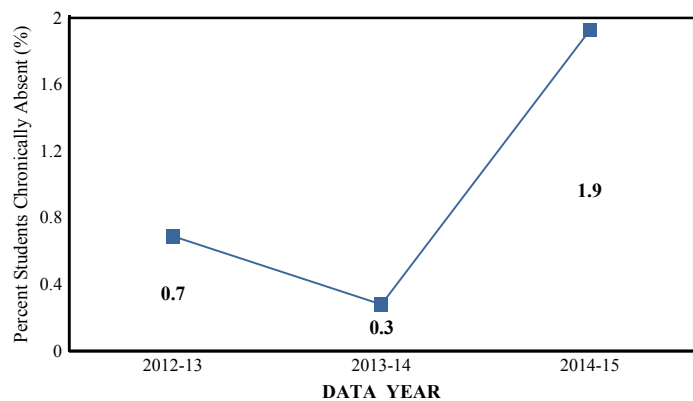
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly 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

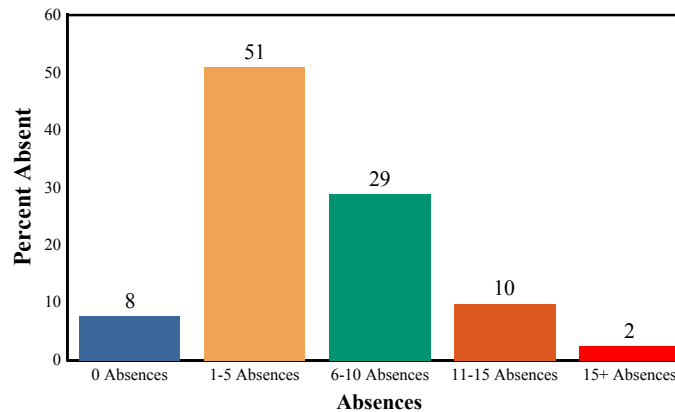
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	1.93%
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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	56	63	67	35	YES
Student Growth on Math	57	56	66	35	YES
		60	67		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	2%	1%	0%
Partially Met	4%	2%	0%
Approached	6%	5%	2%
Met	16%	17%	24%
Exceeded	1%	5%	16%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	6%	2%	0%
Approached	8%	6%	5%
Met	12%	17%	20%
Exceeded	0%	3%	17%

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 - 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	825	850
75th	790	773
50th	775	750
25th	756	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	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	839	850
75th	787	764
50th	770	742
25th	747	721
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	43

WITHIN SCHOOL ACHIEVEMENT GAP

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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	833	850
75th	791	773
50th	771	751
25th	746	728
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	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	836	850
75th	788	763
50th	769	743
25th	747	723
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	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. 29 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	1.1%

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	31
Administrators	0

N/R - Data Not Reported

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	MAHWAH TWP	GEORGE WASHINGTON SCHOOL	03-2900-080	KG-03	6.7%	1.7%	15.7%
BERGEN	OAKLAND BORO	HEIGHTS ELEMENTARY SCHOOL	03-3760-050	KG-05	6.3%	0.3%	16.5%
BURLINGTON	CHESTERFIELD TWP	CHESTERFIELD TOWNSHIP ELEMENTARY SCHOOL	05-0830-025	PK-06	5.6%	0.3%	10.8%
BURLINGTON	EVESHAM TWP	MARLTON ELEMENTARY	05-1420-058	KG-05	8.7%	4.3%	16.4%
BURLINGTON	MANSFIELD TWP	MANSFIELD TOWNSHIP SCHOOL DISTRICT	05-2960-040	PK-06	6.9%	0.5%	13%
BURLINGTON	MEDFORD TWP	HAINES SIXTH GRADE CENTER	05-3080-050	06	7.6%	0.6%	13.9%
CAMDEN	CHERRY HILL TWP	BRET HARTE ELEMENTARY SCHOOL	07-0800-068	KG-05	7.1%	0%	15.5%
ESSEX	CALDWELL-WEST CALDWELL	LINCOLN ELEMENTARY SCHOOL	13-0660-080	KG-05	7.7%	3.2%	9.8%
ESSEX	NUTLEY TOWN	WASHINGTON SCHOOL	13-3750-100	KG-06	9.4%	4.7%	9.4%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH MOUNTAIN ELEMENTARY/ANNEX	13-4900-140	PK-05	6.9%	0%	7.6%
GLOUCESTER	SOUTH HARRISON TWP	SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL	15-4880-050	KG-06	7%	0%	18.1%
HUNTERDON	ALEXANDRIA TWP	LESTER D. WILSON ELEMENTARY SCHOOL	19-0020-010	PK-03	5.6%	0%	10.2%
HUNTERDON	LEBANON BORO	LEBANON BOROUGH SCHOOL	19-2590-050	PK-06	6.4%	0%	4.8%
HUNTERDON	LEBANON TWP	VALLEY VIEW SCHOOL	19-2600-060	PK-04	7.1%	0.3%	19.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	WEST AMWELL TWP SCHOOL	19-1376-030	KG-06	6.2%	0.4%	18.3%
MIDDLESEX	METUCHEN BORO	CAMPBELL ELEMENTARY SCHOOL	23-3120-060	01-04	6.1%	0.6%	13.2%
MIDDLESEX	MONROE TWP	APPLEGARTH ELEMENTARY SCHOOL	23-3290-300	04-05	6.9%	0.6%	15.3%
MIDDLESEX	MONROE TWP	BROOKSIDE ELEMENTARY SCHOOL	23-3290-050	03-05	6.9%	0%	23.9%
MIDDLESEX	MONROE TWP	WOODLAND ELEMENTARY SCHOOL	23-3290-030	03-05	6.9%	0.9%	23.7%
MIDDLESEX	SOUTH BRUNSWICK TWP	CAMBRIDGE ELEMENTARY SCHOOL	23-4860-060	PK-05	6.7%	0.5%	6%
MIDDLESEX	SOUTH BRUNSWICK TWP	INDIAN FIELDS ELEMENTARY SCHOOL	23-4860-100	PK-05	9.3%	4.6%	8.8%

SCHOOL PEER GROUP

**MIDDLESEX
MONROE TWP**

**APPLEGARTH ELEMENTARY SCHOOL
227 APPLEGARTH RD
MONROE TWP, NJ 08831**

GRADE SPAN 04-05

MONMOUTH	MANALAPAN-ENGLISHTOWN REG	LAFAYETTE MILLS SCHOOL	25-2920-055	01-05	6.9%	0.4%	13.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	WEMROCK BROOK SCHOOL	25-2920-110	01-05	6.7%	0.1%	12%
MONMOUTH	MILLSTONE TWP	MILLSTONE TOWNSHIP ELEMENTARY SCHOOL	25-3200-060	03-05	7.4%	1.2%	17.6%
MORRIS	MADISON BORO	CENTRAL AVENUE SCHOOL	27-2870-060	PK-05	8.7%	2.9%	12.2%
MORRIS	ROCKAWAY TWP	STONY BROOK ELEMENTARY SCHOOL	27-4490-080	KG-05	7.1%	0%	17.9%
PASSAIC	WAYNE TWP	JAMES FALLON ELEMENTARY SCHOOL	31-5570-085	KG-05	5.9%	0.6%	10.9%
SOMERSET	BRANCBURG TWP	STONY BROOK SCHOOL	35-0510-060	04-05	6%	0.3%	18.9%
SOMERSET	GREEN BROOK TWP	IRENE E. FELDKIRCHNER ELEMENTARY SCHOOL	35-1810-050	PK-04	7.9%	1.5%	10.9%
SUSSEX	BYRAM TWP	BYRAM LAKES ELEMENTARY SCHOOL	37-0640-010	PK-04	6.5%	0%	16.7%
SUSSEX	SANDYSTON-WALPACK TWP	SANDYSTON WALPACK CONSOLIDATED SCHOOL	37-4650-050	KG-06	6.9%	0%	15.9%