




RIVERSIDE ELEMENTARY SCHOOL  
2016-2017  
Grade Span 3H-05

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	74	95	99
KG	114	103	101
1	115	119	99
2	103	107	123
3	94	96	104
4	98	101	105
5	75	101	92
Ungraded	5	4	5
Total	678	726	728

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	47%
Male	50%	52%	53%
Economically Disadvantaged Students	62%	60%	62%
Students with Disabilities	14%	14%	15%
English Learners	7%	14%	14%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	52.2%
Hispanic	32.7%
Black or African American	13.5%
Asian	0.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.3%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	76	95	99
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	116	103	101

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	66.9%
Spanish	18.3%
Portuguese	13.6%
Other	1.2%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	254	88.0	24.50	21.50	54.90	22.5	27.5	Not Met
White	128	84.6	31.30	25.70	63.90	27.7	31.4	Met Target†
Hispanic	78	94.3	16.70	*	39.80	16.5	23.5	Not Met
Black or African American	42	90.4	16.70	13.50	35.20	15.7	19.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.00	80.70	*	**	**
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	*	*	*	50.00	54.90	*	**	**
Female	120	87.6	27.50	*	62.20	25.4		
Male	134	88.4	21.60	*	48.10	20.1		
Economically Disadvantaged Students	166	88.6	20.50	*	36.20	*	22.6	Met Target†
Non-Economically Disadvantaged Students	88	87.0	31.80	*	65.80	*		
Students with Disabilities	43	83.0	14.00	8.00	20.50	12.1	14.7	Met Target†
Students without Disabilities	211	89.1	26.50	23.90	61.90	24.9		
English Learners	48	94.3	*	7.40	25.20	*	10.7	Met Target†
Non-English Learners	206	86.7	*	23.90	57.40	*		
Homeless Students	12	92.3	16.70	11.50	26.40	16.1		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	N	N	*	14.30	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

\*\* ESSA accountability targets are only included if data is available for at least 20 students



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	719	719	749	29%	27%	23%	*	*	21%	50%
White	49	727	727	759	*	25%	27%	25%	*	27%	61%
Hispanic	26	709	709	734	42%	*	*	*	0%	15%	35%
Black or African American	14	710	710	731	*	*	*	*	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	48	727	727	753	25%	25%	*	*	*	29%	55%
Male	44	710	710	744	34%	30%	*	*	*	11%	46%
Economically Disadvantaged Students	63	716	716	730	*	*	*	*	*	18%	31%
Non-Economically Disadvantaged Students	29	724	724	761	*	*	*	*	*	28%	63%
Students with Disabilities	18	705	705	720	*	*	*	*	*	17%	24%
Students without Disabilities	74	722	722	754	*	*	*	*	*	22%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	738	738	753	*	23%	34%	28%	*	33%	56%
White	42	746	746	762	*	*	36%	31%	*	41%	67%
Hispanic	32	730	730	740	*	*	41%	*	*	19%	40%
Black or African American	15	729	729	736	*	*	*	*	0%	33%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	39	740	740	758	*	*	44%	28%	*	33%	61%
Male	52	736	736	748	*	*	27%	27%	*	33%	51%
Economically Disadvantaged Students	66	734	734	737	*	*	*	*	*	29%	36%
Non-Economically Disadvantaged Students	25	747	747	764	*	*	*	*	*	44%	69%
Students with Disabilities	10	720	720	724	*	*	*	*	*	20%	25%
Students without Disabilities	81	740	740	759	*	*	*	*	*	35%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	83	723	723	755	23%	29%	25%	*	*	23%	59%
White	42	734	734	763	*	31%	29%	29%	*	31%	69%
Hispanic	24	713	713	743	*	*	*	*	0%	17%	44%
Black or African American	17	711	711	739	*	*	*	*	0%	12%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	756	N	N	N	N	N	N	60%
Female	39	725	725	761	*	*	*	*	*	23%	66%
Male	44	722	722	749	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	44	714	714	739	*	30%	*	*	*	18%	40%
Non-Economically Disadvantaged Students	39	734	734	765	*	28%	*	*	*	28%	71%
Students with Disabilities	10	718	718	724	*	*	*	*	*	10%	22%
Students without Disabilities	73	724	724	761	*	*	*	*	*	25%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

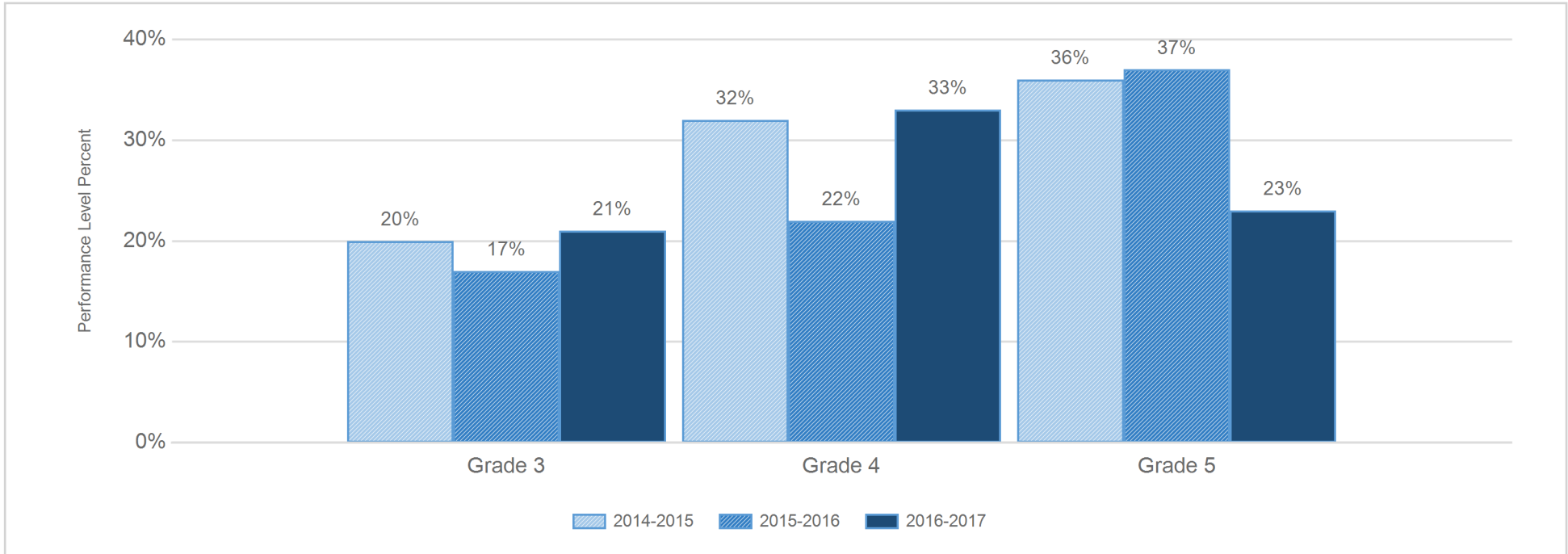


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	261	89.6	22.20	12.80	43.50	20.9	25.6	Not Met
White	132	86.1	26.50	14.20	52.40	24	29.8	Met Target†
Hispanic	81	96.7	19.80	12.00	27.60	19.8	23	Met Target†
Black or African American	42	90.4	14.30	6.90	21.70	13.4	12.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	11.10	75.60	*	**	**
American Indian or Alaska Native	N	N	*	100.00	42.50	*	**	**
Two or More Races	*	*	*	40.00	44.90	*	**	**
Female	123	88.5	20.30	11.90	44.10	18.9		
Male	138	90.5	23.90	13.60	42.90	22.7		
Economically Disadvantaged Students	171	90.3	19.80	10.90	25.10	*	20.7	Met Target†
Non-Economically Disadvantaged Students	90	88.2	26.70	15.50	54.30	*		
Students with Disabilities	45	86.8	13.30	6.10	16.50	12.1	14.5	Met Target†
Students without Disabilities	216	90.1	24.10	14.00	48.80	22.9		
English Learners	52	96.7	15.40	10.90	23.30	15.4	13	Met Target
Non-English Learners	209	87.9	23.90	13.10	45.20	22.1		
Homeless Students	12	92.3	*	3.70	16.40	*		
Students In Foster Care	*	*	*	50.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	725	725	750	*	25%	35%	20%	*	21%	53%
White	50	731	731	758	*	22%	42%	20%	*	22%	63%
Hispanic	29	720	720	738	*	*	*	*	0%	21%	37%
Black or African American	14	719	719	733	*	*	*	*	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	49	727	727	751	*	29%	33%	*	*	25%	52%
Male	47	724	724	750	*	21%	38%	*	*	17%	53%
Economically Disadvantaged Students	66	725	725	735	*	*	27%	*	*	24%	34%
Non-Economically Disadvantaged Students	30	727	727	761	*	*	53%	*	*	13%	65%
Students with Disabilities	18	711	711	728	*	*	*	*	*	11%	29%
Students without Disabilities	78	729	729	754	*	*	*	*	*	23%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Grade Span 3H-05

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	734	734	746	*	27%	37%	24%	*	27%	47%
White	47	740	740	754	*	23%	40%	30%	*	32%	59%
Hispanic	34	730	730	734	*	29%	32%	*	*	24%	30%
Black or African American	15	728	728	729	*	*	*	*	0%	20%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	42	733	733	746	*	26%	50%	*	*	19%	47%
Male	56	735	735	746	*	27%	27%	*	*	32%	48%
Economically Disadvantaged Students	71	731	731	731	*	*	*	18%	*	21%	27%
Non-Economically Disadvantaged Students	27	742	742	756	*	*	*	37%	*	41%	61%
Students with Disabilities	12	715	715	724	*	*	*	*	*	17%	22%
Students without Disabilities	86	737	737	751	*	*	*	*	*	28%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Grade Span 3H-05

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	725	725	746	*	39%	25%	18%	*	19%	46%
White	42	732	732	754	*	29%	29%	26%	*	29%	57%
Hispanic	24	716	716	734	*	*	*	*	*	*	30%
Black or African American	17	719	719	728	*	*	*	*	0%	12%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	746	N	N	N	N	N	N	47%
Female	39	721	721	747	*	33%	26%	*	*	15%	47%
Male	44	729	729	746	*	43%	25%	*	*	23%	46%
Economically Disadvantaged Students	44	718	718	732	*	48%	*	*	*	14%	27%
Non-Economically Disadvantaged Students	39	732	732	756	*	28%	*	*	*	26%	59%
Students with Disabilities	10	722	722	724	*	*	*	*	*	20%	19%
Students without Disabilities	73	725	725	751	*	*	*	*	*	19%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



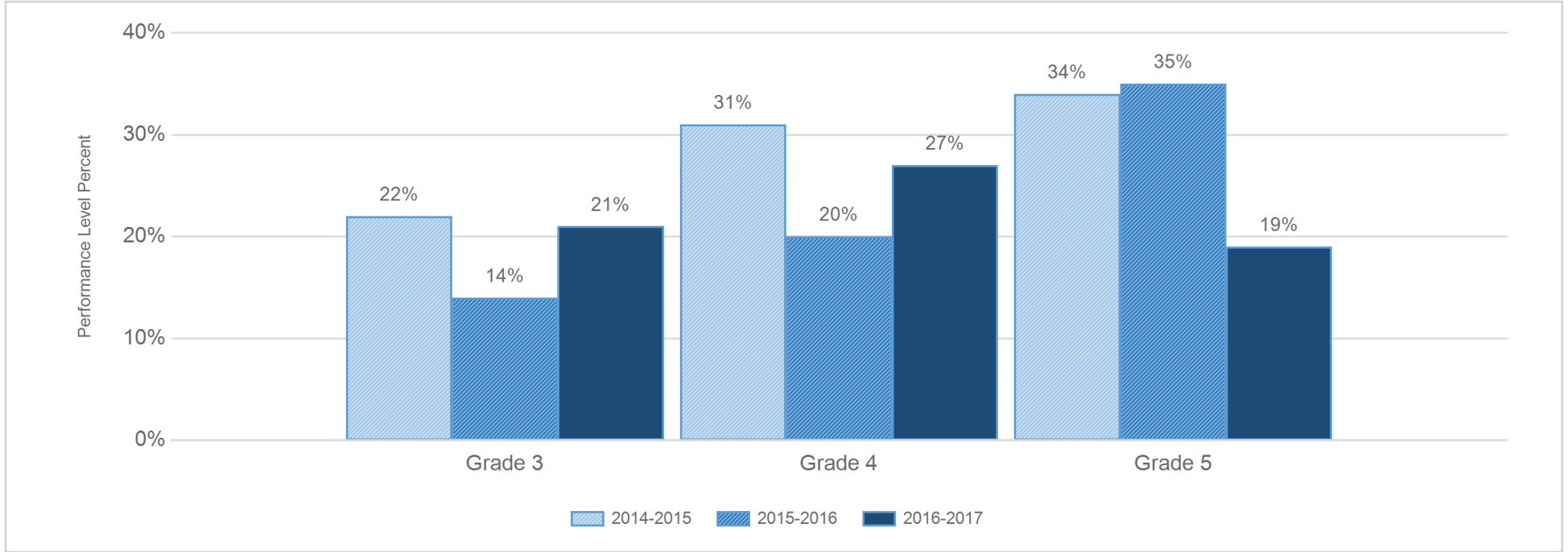
**RIVERSIDE ELEMENTARY SCHOOL  
2016-2017**

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

**Grade Span 3H-05**

**Mathematics Assessment – Performance Trends**

This graph presents the percentage of students who met or exceeded expectations for the past two years.





**RIVERSIDE ELEMENTARY SCHOOL  
2016-2017**

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

**Grade Span 3H-05**

**Alternate Assessments - Participation**

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

**English Language Proficiency Test - Participation and Performance**

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	*	*
2	30	*	*
3	12	*	*
4	10	*	*
5+	*	*	*



**RIVERSIDE ELEMENTARY SCHOOL  
2016-2017**

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

**Grade Span 3H-05**

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

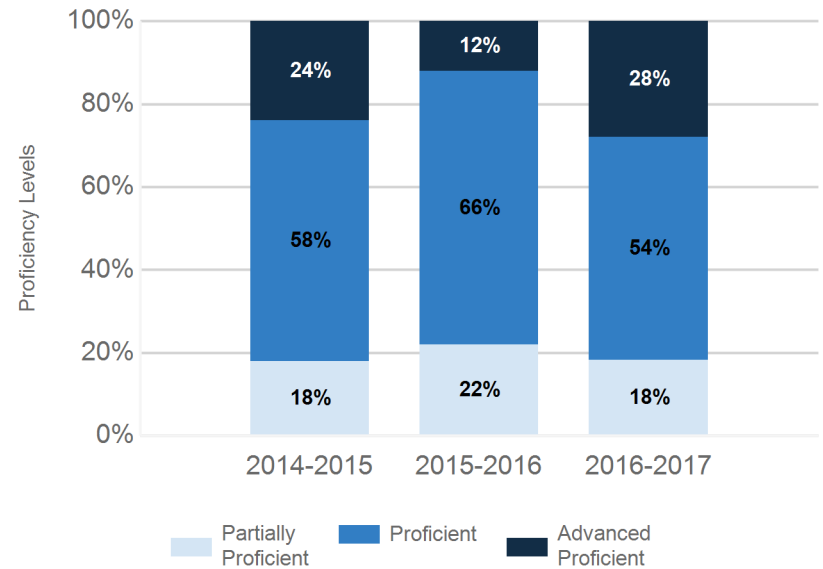
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	28%	54%	18%
White	40%	50%	10%
Hispanic	18%	62%	21%
Black or African American	*	*	44%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	54%	26%
Students with Disabilities	17%	58%	25%
English Learners	*	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

Grade Span 3H-05

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	40.5	50	Met Target	61	38	50	Exceeds Target
White	47	41	50	Met Target	61	39.5	52	Exceeds Target
Hispanic	51	42.5	49	Met Target	66	36	47	Exceeds Target
Black or African American	*	*	45	Not Met	*	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51	42	47	Met Target	60	36.5	46	Exceeds Target
Students with Disabilities	45	42	41	**	66	47	43	Exceeds Target
English Learners	52	48	53	Met Target	65	50.5	51	Exceeds Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

Grade Span 3H-05

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

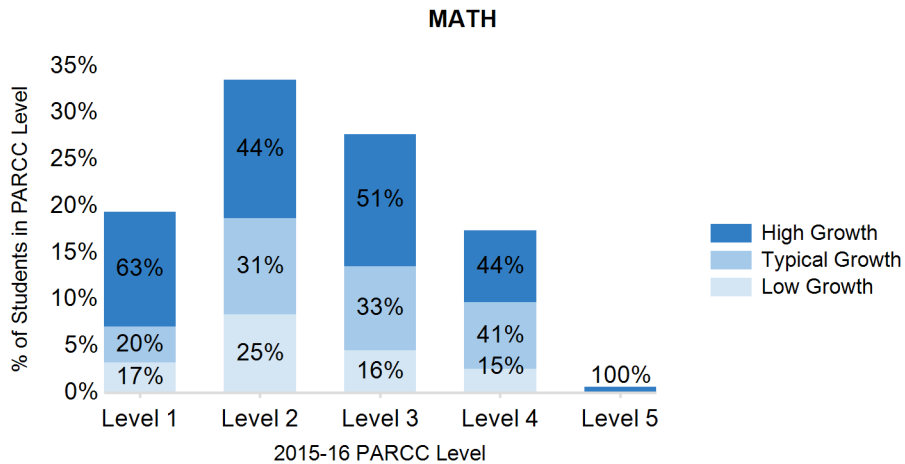
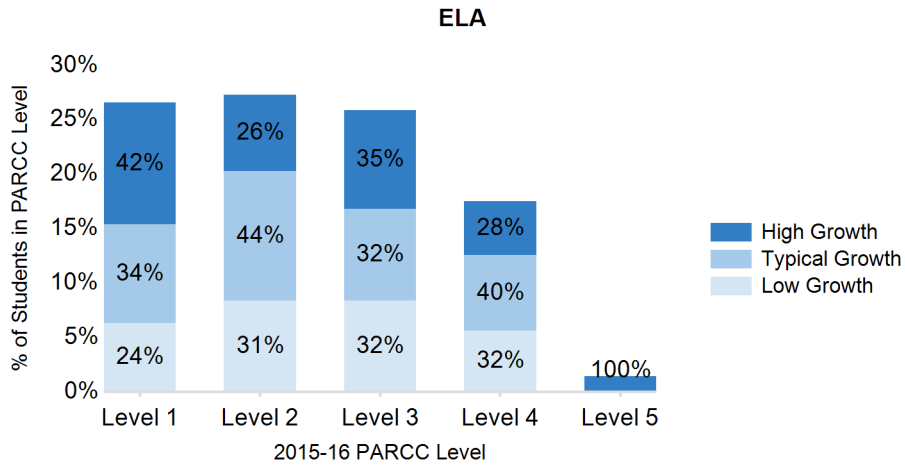
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

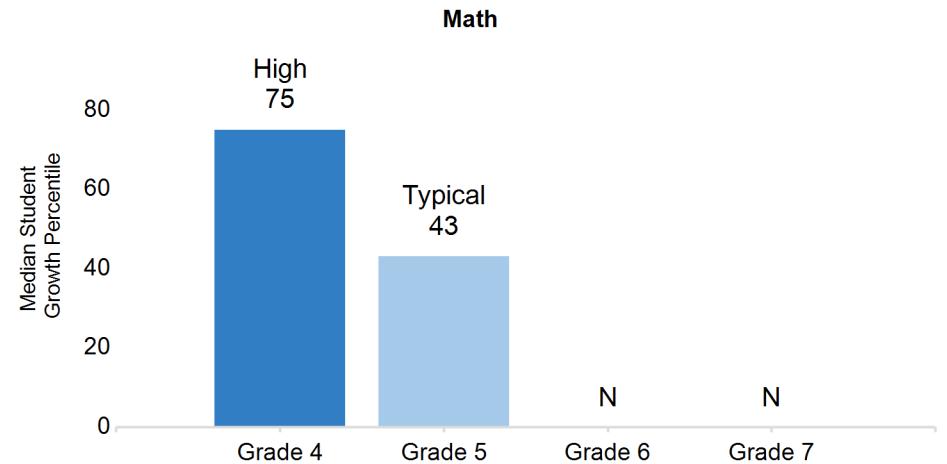
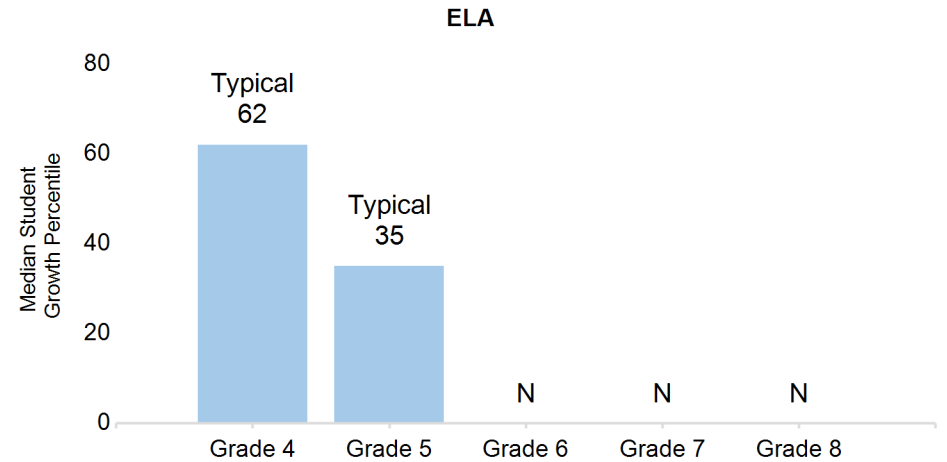
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display





RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

Grade Span 3H-05

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

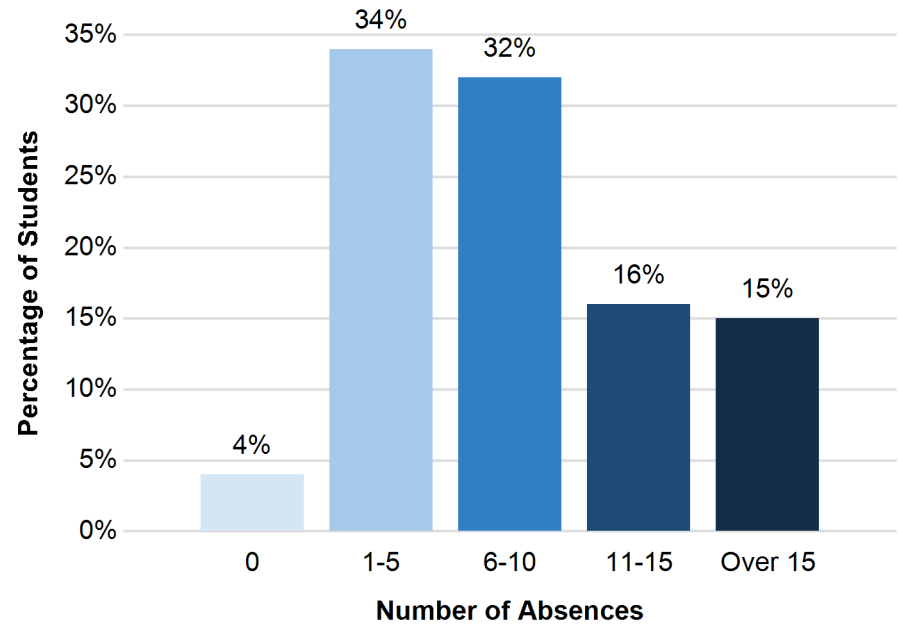
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	8.40	Not Met
White	10.80	8.40	Not Met
Hispanic	8.60	8.40	Not Met
Black or African American	17.80	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	13.30	8.40	Not Met
Students with Disabilities	10.50	8.40	Not Met
English Learners	8.60	8.40	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





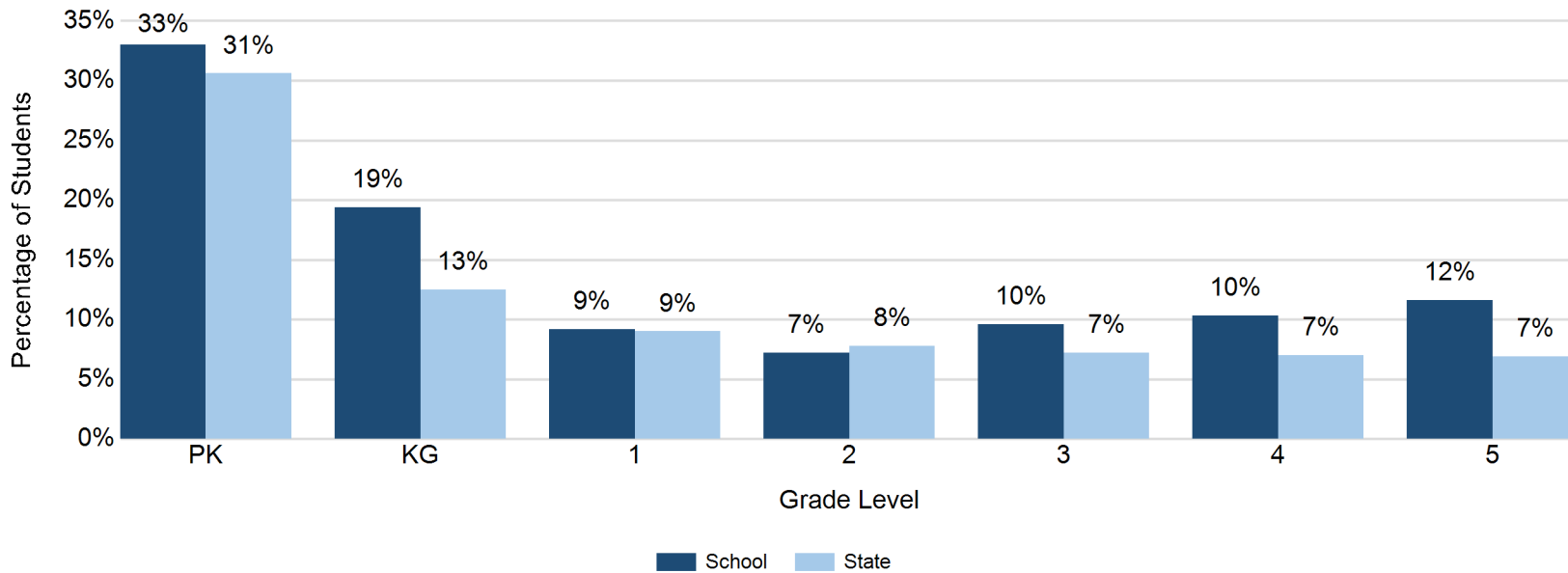
RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

Grade Span 3H-05

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

Grade Span 3H-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 23 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**RIVERSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span 3H-05**

05-4450-060  
 BURLINGTON  
 RIVERSIDE TWP  
 112 E WASHINGTON STREET  
 RIVERSIDE, NJ 08075

**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.2	70.5 kbps	100 kbps	No	N	Fiber	No

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$734	\$12,938	\$13,672



RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

Grade Span 3H-05

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	50	115,100
Average years experience in public schools	11.9	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,476
Average years experience in public schools	16.9	15.7
Average years experience in district	14.5	11.5
Administrators in district for 4 or more years	90%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	12:1
Administrators	364:1	142:1
Librarian/Media Specialists		1419:1
Nurses		710:1
Counselors		355:1
Child Study Team		355:1



RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

Grade Span 3H-05

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

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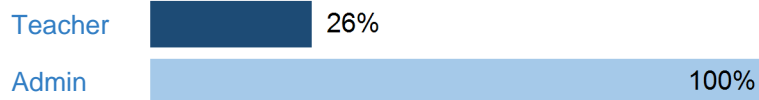
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	77%
2015-16 Administrators: Same district 2016-17	88%	85%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



**RIVERSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span 3H-05**

05-4450-060  
 BURLINGTON  
 RIVERSIDE TWP  
 112 E WASHINGTON STREET  
 RIVERSIDE, NJ 08075

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	5	17.5%
Mathematics Proficiency	11	17.5%
English Language Arts Growth	41	25%
Mathematics Growth	86	25%
Chronic Absenteeism	24	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		37.8
<b>Summative Rating:</b> Percentile rank of Summative Score		30 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**RIVERSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span 3H-05**

05-4450-060  
 BURLINGTON  
 RIVERSIDE TWP  
 112 E WASHINGTON STREET  
 RIVERSIDE, NJ 08075

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38	12	No	Not Met	Not Met	Not Met	Met Target	Exceeds Target	No
White	31	12	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	50	12	No	Not Met	Met Target†	Not Met	Met Target	Exceeds Target	No
Black or African American	29	12	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48	12	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	59	12	No	Met Target†	Met Target†	Not Met	**	Exceeds Target	No
English Learners	45	12	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





**RIVERSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span 3H-05**




05-4450-060  
 BURLINGTON  
 RIVERSIDE TWP  
 112 E WASHINGTON STREET  
 RIVERSIDE, NJ 08075

School General Info

<b>Principal:</b>	Mr. Shumway	<b>Email Address:</b>	<a href="mailto:sshumway@riverside.k12.nj.us">sshumway@riverside.k12.nj.us</a>
<b>Address:</b>	112 E WASHINGTON STREET RIVERSIDE, NJ 08075	<b>Website:</b>	<a href="http://riversidees.sharpschool.net/">http://riversidees.sharpschool.net/</a>
<b>Phone:</b>	(856)461-1255	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/A

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• RES is fully implementing: Readers' &amp; Writers Workshop, Words Their Way and HM Math.</li> <li>• RES offers Student Government and a variety of other student clubs and activities.</li> <li>• Technology is part of each school day with each classroom having projected technology.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Riverside Elementary School is proud of our mission: "To work to ensure that all students achieve educational excellence. Through a strong sense of community, a rich curricular program, an inspiring learning atmosphere, and a commitment to character, Riverside Elementary will prepare its students to become strong participants and leaders in the world community."</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Riverside Elementary provides many opportunities for student awards and recognition including Ram Rewards, Star Student Awards, Student of the Month Awards, Honor Roll and Perfect Attendance Awards.</p>





**RIVERSIDE ELEMENTARY SCHOOL  
2016-2017**

**Grade Span 3H-05**

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>All of the Literacy Instruction is leveled and individualized by using Readers and Writers Workshop, Reading A to Z and Words Their Way. We use the HM Math Basal, however many of our teachers individualized math instruction as well with Math Workshop.</p>
 <p><b>Clubs and Activities:</b></p>	<p>RES offers Student Government, Environmental Club, Safety Patrol, Peer Mediation Club, Crochet Club, Helping Hands Club, Band and Chorus.</p>







**RIVERSIDE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span 3H-05**

05-4450-060  
 BURLINGTON  
 RIVERSIDE TWP  
 112 E WASHINGTON STREET  
 RIVERSIDE, NJ 08075

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Our school is proud of providing high quality professional development that is truly connected with student learning as it is sustained, intensive, ongoing, comprehensive, aligned, collaborative, continuous, systemic, and capacity-building. Common Prep times, Grade Level meetings and Professional Learning Communities create many opportunities for growth.</p>
 <p><b>Student Supports and Services:</b></p>	<p>RES has three ELL teachers working with our ELL students daily. Our students with disabilities are well-served in a least restrictive environment as we continually find ways to make our programs more inclusive while meeting individual needs. We are proud to offer three tiers of Basic skills programs for struggling learners with both push-in and pull-out learning support opportunities.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Health and Wellness are priorities as students are offered breakfast daily in the classrooms.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>RES has an active School and Family Organization that offers many events throughout the school year. Parents in grades K-5 can view their child's report card and attendance on Genesis. Parents in grades 3-5 can observe their child's present average in each subject.</p>



RIVERSIDE ELEMENTARY SCHOOL  
2016-2017

Grade Span 3H-05

05-4450-060  
BURLINGTON  
RIVERSIDE TWP  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

School Narrative

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Facilities:

Riverside Elementary School was built in 2002. It is fully air conditioned and has a spacious library, computer lab, music room, All purpose room and art room.



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Parent communication is highly valued. The emails from our student database system are used to create bulk parent information mailings that occur at least once per month. The preschool program serves both 3 and 4 year olds. We combine the students in heterogeneous aged classrooms. The Preschool day is 2 hours and 30 minutes and uses the Creative Curriculum model.



Other Information: