



# State of New Jersey

2014-15

05-4450-060

## OVERVIEW

BURLINGTON  
RIVERSIDE TWP

GRADE SPAN PK-05

RIVERSIDE ELEMENTARY SCHOOL  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075

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**

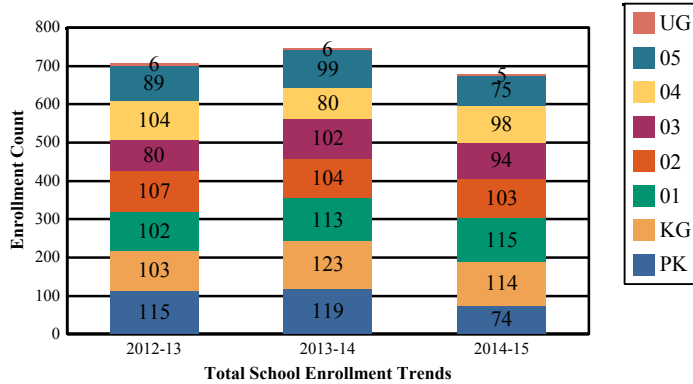
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**Enrollment by Ethnic/Racial Subgroup**

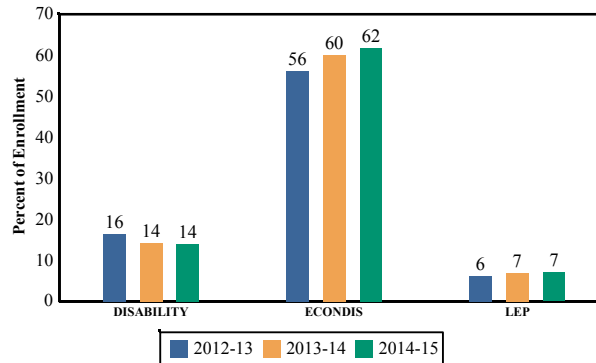
**Enrollment by Grade**

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

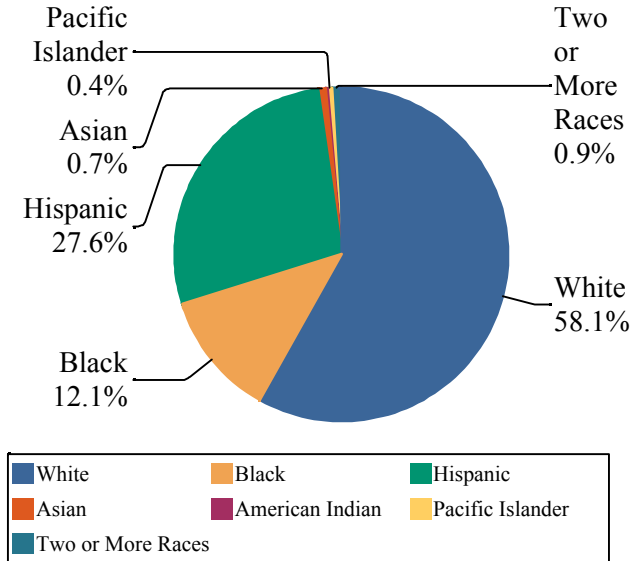


**Enrollment Trends by Program Participation**

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



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

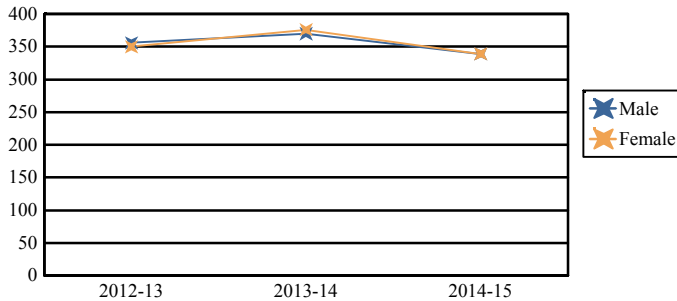


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	706
2013-14	746
2014-15	678

**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	356	350
2013-14	370	376
2014-15	339	339

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	94	14%
Economically Disadvantaged Students	418	61.7%
English Language Learners	47	6.9%

**Language Diversity**

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

2014-15	Percent
English	73.3%
Spanish	15.0%
Portuguese	10.1%
Abkhazian	0.4%
Turkish	0.4%
Gujarati	0.3%
Other	0.4%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	29%	20	13
Math Met or Exceeded Expectation	28%		

**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	228	28.6	95	90.1	YES*
White	129	34.9	95	87.9	YES*
African American	34	17.6	95	89.7	-
Hispanic	62	21	95	97.1	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	15.9	95	79.3	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	137	21.2	95	91.1	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

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

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	226	28.3	95	88.7	YES*
White	129	34.2	95	87.3	YES*
African American	34	11.8	95	92.1	-
Hispanic	60	25	95	91.5	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	18.2	95	80.7	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	134	23.1	95	88.7	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

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

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**PARCC ELA Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	714	744	41	22	17	18	1	20%	44%
White	47	724	753	30	19	28	21	2	23%	55%
African American	15	700	725	67	13	0	20	0	20%	26%
Hispanic	19	699	727	53	32	5	11	0	11%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	49	704	724	53	22	10	14	0	14%	24%

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**GRADE SPAN PK-05**

**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	730	751	16	27	25	29	2	32%	52%
White	43	737	758	12	19	23	44	2	47%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	29	731	737	14	34	31	17	3	21%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	20	705	725	50	25	15	10	0	10%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	726	734	18	32	28	19	4	23%	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	61	736	751	15	20	30	34	2	36%	53%
White	39	734	757	15	21	28	33	3	36%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	14	742	737	7	14	43	36	0	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	14	717	723	21	50	0	21	7	29%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	732	734	13	26	32	29	0	29%	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	82	722	746	23	34	21	22	0	22%	46%
White	48	727	752	17	33	23	27	0	27%	56%
African American	15	713	728	40	27	13	20	0	20%	25%
Hispanic	18	715	733	28	39	22	11	0	11%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	48	714	730	35	35	10	19	0	19%	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	85	736	744	9	28	32	29	1	31%	42%
White	43	743	749	7	19	33	40	2	42%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	29	731	732	14	31	31	24	0	24%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	20	718	724	20	50	10	20	0	20%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	732	730	9	33	35	23	0	23%	23%

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**GRADE SPAN PK-05**

**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	59	739	744	2	20	44	32	2	34%	42%
White	38	738	749	3	21	42	32	3	34%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	13	745	733	0	15	38	46	0	46%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	14	732	724	7	14	57	14	7	21%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	29	740	731	0	17	52	31	0	31%	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

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

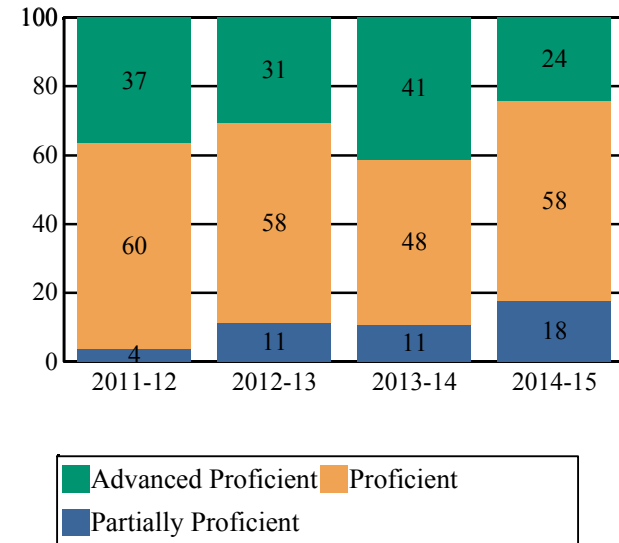
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	58%	18%
White	31%	55%	14%
African American	-	-	-
Hispanic	21%	59%	21%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	25%	67%	8%
Students with Disability	12%	47%	41%
English Language Learners	-	-	-
Economically Disadvantaged Students	16%	61%	23%

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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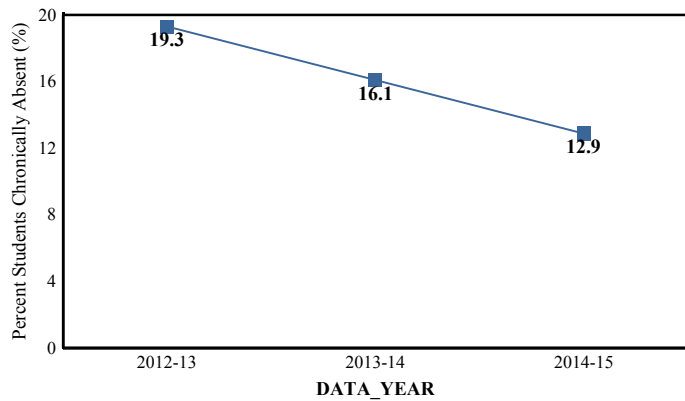
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**GRADE SPAN PK-05**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

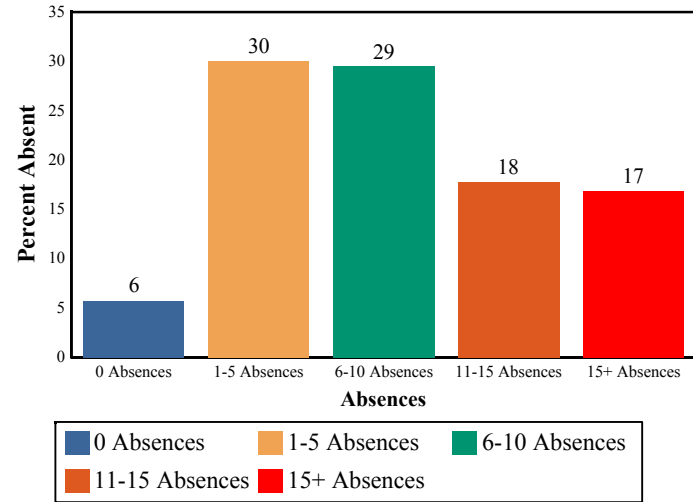
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>12.89%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here:

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

The below chart consist of three 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 last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	37	15	10	35	YES
Student Growth on Math	52	68	50	35	YES
		42	30		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	1%	0%
Partially Met	14%	7%	2%
Approached	11%	7%	8%
Met	6%	13%	15%
Exceeded	0%	0%	1%

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	2%	0%
Partially Met	10%	10%	4%
Approached	13%	9%	14%
Met	7%	11%	14%
Exceeded	0%	0%	1%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	739	770
50th	705	743
25th	685	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	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	781	850
75th	739	767
50th	716	745
25th	701	722
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45



**SCHOOL CLIMATE**

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**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	796	850
75th	754	773
50th	732	750
25th	710	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	784	850
75th	761	773
50th	737	751
25th	717	728
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	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	794	850
75th	754	764
50th	735	742
25th	716	721
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	782	850
75th	756	763
50th	739	743
25th	727	723
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

**SCHOOL CLIMATE**

**BURLINGTON**

**RIVERSIDE TWP**

**GRADE SPAN PK-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.

	<b>School</b>
<b>2014-15</b>	6 Hrs. 23 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	<b>School</b>
<b>2014-15</b>	0.4%

**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.

<b>2014-15</b>	<b>School</b>
<b>Full Time</b>	5 Hrs. 23 Mins.
<b>Shared Time</b>	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.

	<b>School</b>
<b>2014-15</b>	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.

<b>2014-15</b>	<b>School</b>
<b>Faculty</b>	14
<b>Administrators</b>	339

**SCHOOL PEER GROUP**

**BURLINGTON  
RIVERSIDE TWP**

**GRADE SPAN PK-05**

**RIVERSIDE ELEMENTARY SCHOOL  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075**

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	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033	PK-03	64.6%	8%	11.8%
BERGEN	ENGLEWOOD CITY	DR. LEROY MCCLLOUD ELEMENTARY SCHOOL	03-1370-060	04-06	64.8%	10.5%	11.6%
BERGEN	GARFIELD CITY	WOODROW WILSON SCHOOL #5	03-1700-130	PK-05	67.1%	9.7%	11%
BERGEN	HACKENSACK CITY	FANNY MEYER HILLERS	03-1860-110	PK-04	65.1%	11.1%	12.6%
BERGEN	LODI BOROUGH	HILLTOP SCHOOL	03-2740-065	PK-05	53%	5.7%	8.3%
BERGEN	LODI BOROUGH	WASHINGTON SCHOOL	03-2740-090	PK-05	55.2%	6.4%	7%
BURLINGTON	BURLINGTON CITY	WILBUR WATTS INTERMEDIATE SCHOOL	05-0600-085	03-06	60.3%	1.5%	18.9%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
<b>BURLINGTON</b>	<b>RIVERSIDE TWP</b>	<b>RIVERSIDE ELEMENTARY SCHOOL</b>	<b>05-4450-060</b>	<b>PK-05</b>	<b>61.6%</b>	<b>6.9%</b>	<b>13.7%</b>
BURLINGTON	WILLINGBORO TWP	GARFIELD EAST ELEMENTARY SCHOOL	05-5805-064	PK-05	57.3%	0%	16%
BURLINGTON	WILLINGBORO TWP	TWIN HILLS ELEMENTARY SCHOOL	05-5805-120	PK-05	50.8%	0%	12.3%
CAMDEN	GLOUCESTER TWP	BLACKWOOD ELEMENTARY SCHOOL	07-1780-020	PK-05	56.2%	0%	15.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL SIX	07-5820-080	04-06	57.6%	0.6%	21.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060	03-04	60.1%	1.1%	22%
CHARTERS	JERSEY CITY GLOBAL CS	JERSEY CITY GLOBAL CS	80-6093-981	KG-03	41.2%	0%	0.4%
CUMBERLANI	MILLVILLE CITY	HOLLY HEIGHTS ELEMENTARY SCHOOL	11-3230-075	KG-05	65.4%	0.4%	24.6%
CUMBERLANI	VINELAND CITY	JOHN H. WINSLOW ELEMENTARY SCHOOL	11-5390-115	KG-05	56.4%	4.3%	14.1%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050	KG-05	63.8%	9.2%	13.9%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS5	13-0250-060	KG-05	53.4%	2.7%	8.8%
ESSEX	BLOOMFIELD TWP	BERKELEY ELEMENTARY	13-0410-050	PK-06	60.8%	5.7%	11.3%

**SCHOOL PEER GROUP**

**BURLINGTON  
RIVERSIDE TWP**

**RIVERSIDE ELEMENTARY SCHOOL  
112 E WASHINGTON STREET  
RIVERSIDE, NJ 08075**

**GRADE SPAN PK-05**

ESSEX	BLOOMFIELD TWP	<b>WATSESSING ELEMENTARY</b>	13-0410-150	PK-06	61.4%	6.6%	14.8%
GLOUCESTER	NATIONAL PARK BORO	<b>NATIONAL PARK SCHOOL</b>	15-3490-050	PK-06	50.6%	0.4%	14.4%
GLOUCESTER	WOODBURY CITY	<b>WEST END MEMORIAL ELEMENTARY SCHOOL</b>	15-5860-110	PK-05	57.6%	3.8%	15.3%
HUDSON	HOBOKEN CITY	<b>WALLACE ELEMENTARY SCHOOL</b>	17-2210-070	PK-06	53.8%	3%	12.2%
HUDSON	JERSEY CITY	<b>FRANK R CONWELL SCHOOL</b>	17-2390-100	PK-05	67.4%	12.4%	10.8%
HUDSON	KEARNY TOWN	<b>SCHUYLER ELEMENTARY SCHOOL</b>	17-2410-110	PK-06	54.6%	3.2%	13.2%
MERCER	EWING TWP	<b>PARKWAY ELEMENTARY SCHOOL</b>	21-1430-130	KG-05	61.6%	6.1%	14.9%
OCEAN	BARNEGAT TWP	<b>LILLIAN M. DUNFEE ELEMENTARY</b>	29-0185-010	KG-05	51.6%	1.9%	12.6%
SOMERSET	NORTH PLAINFIELD BORO	<b>WEST END SCHOOL</b>	35-3670-110	PK-04	66.6%	11.5%	8%
UNION	RAHWAY CITY	<b>GROVER CLEVELAND ELEMENTARY SCHOOL</b>	39-4290-090	PK-06	63.7%	11.6%	5%