



State of New Jersey  
2014-15

19-1510-033

OVERVIEW

HUNTERDON  
FLEMINGTON-RARITAN REG

COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

GRADE SPAN PK-04

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**

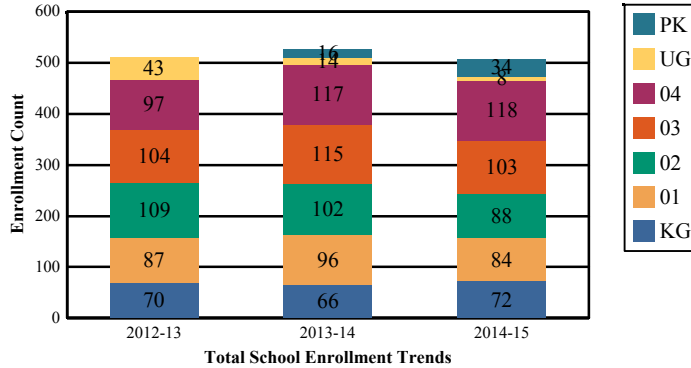
HUNTERDON  
FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

19-1510-033  
COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

**Enrollment by Grade**

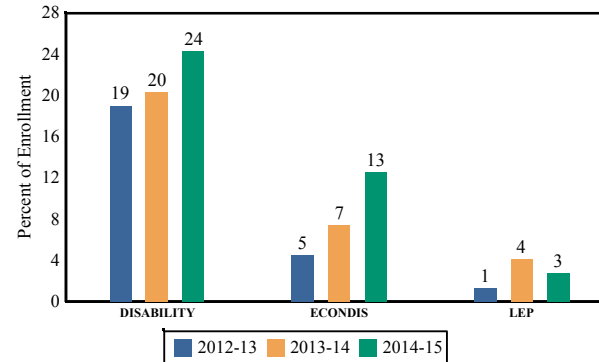
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

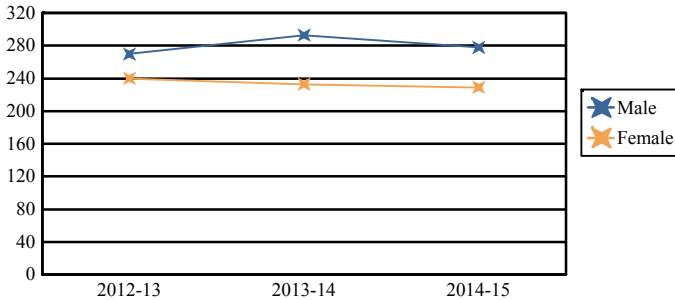
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	510
2013-14	526
2014-15	507

**Enrollment by Gender**

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



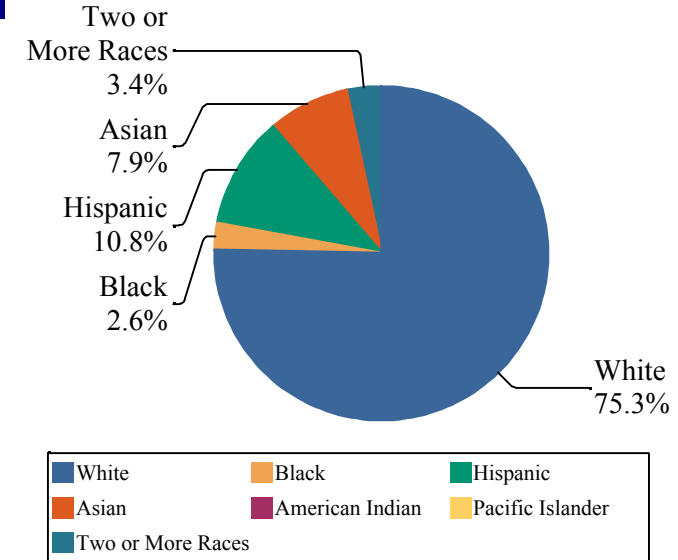
	Male	Female
2012-13	270	240
2013-14	293	233
2014-15	278	229

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	123	24%
Economically Disadvantaged Students	64	12.6%
English Language Learners	14	2.8%

**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	88.4%
Spanish	7.9%
Polish	0.8%
Chinese	0.6%
Russian	0.4%
Hungarian	0.4%
Other	1.6%

**ACADEMIC ACHIEVEMENT**

HUNTERDON  
FLEMINGTON-RARITAN REG

COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

GRADE SPAN PK-04

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	69%	81	80
Math Met or Exceeded Expectation	69%		

**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	194	68.6%	95%	96.2%	YES
White	149	69.8%	95%	95.7%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	42	42.9%	95%	95.7%	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.

**ACADEMIC ACHIEVEMENT**

HUNTERDON  
FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	195	69.2%	95%	96.6%	YES
White	150	70%	95%	96.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	44.2%	95%	97.8%	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.

**ACADEMIC ACHIEVEMENT**

HUNTERDON  
FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

**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>

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	90	762	744	9%	8%	17%	57%	10%	67%	44%
White	68	766	753	7%	3%	19%	60%	10%	71%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	21	736	718	33%	5%	19%	38%	5%	43%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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	104	764	751	1%	8%	21%	54%	16%	70%	52%
White	81	763	758	0%	6%	25%	56%	14%	69%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	743	725	5%	19%	33%	38%	5%	43%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

**ACADEMIC ACHIEVEMENT**

HUNTERDON  
FLEMINGTON-RARITAN REG

COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

GRADE SPAN PK-04

**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	90	766	746	4%	4%	17%	56%	19%	74%	46%
White	68	768	752	4%	3%	13%	60%	19%	79%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	21	747	727	19%	14%	10%	48%	10%	57%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%



**ACADEMIC ACHIEVEMENT**

COPPER HILL ELEMENTARY SCHOOL

HUNTERDON

100 EVERITTS RD

FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

RINGOES, NJ 08551

**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	105	761	744	2%	11%	22%	49%	16%	65%	42%
White	82	760	749	0%	10%	28%	50%	12%	62%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	22	737	724	9%	27%	32%	27%	5%	32%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	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**

HUNTERDON  
FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

19-1510-033  
COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

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

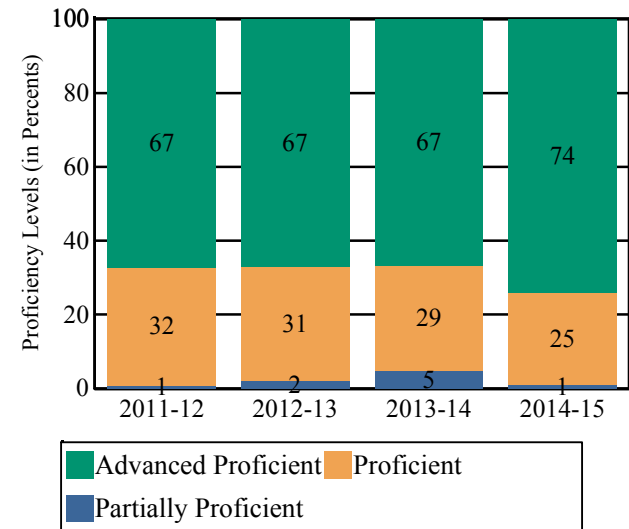
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	74%	25%	1%
White	75%	25%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	59%	36%	5%
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**

HUNTERDON  
FLEMINGTON-RARITAN REG

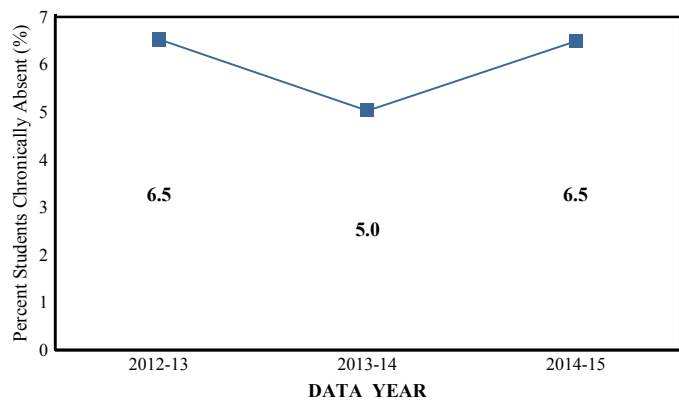
19-1510-033  
COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551

GRADE SPAN PK-04

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**

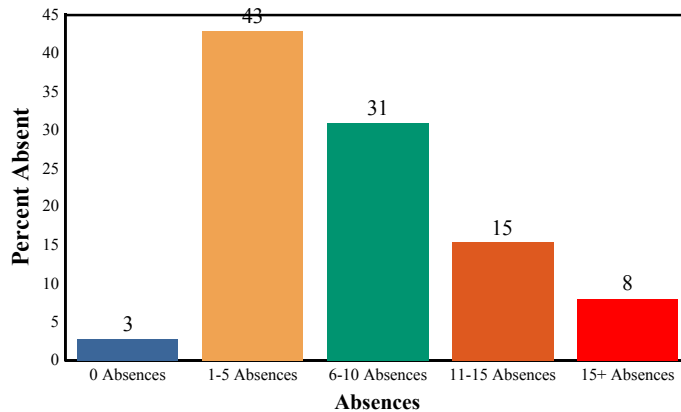
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>6.50%</b>
--	--------------

**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**

HUNTERDON

FLEMINGTON-RARITAN REG

COPPER HILL ELEMENTARY SCHOOL

100 EVERITTS RD

RINGOES, NJ 08551

GRADE SPAN PK-04

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	43	25	23	35	YES
Student Growth on Math	56	59	63	35	YES
		42	43		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	0%	0%	0%
Partially Met	4%	4%	0%
Approached	13%	5%	3%
Met	27%	19%	9%
Exceeded	0%	6%	11%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	7%	3%	1%
Approached	13%	6%	2%
Met	7%	20%	23%
Exceeded	0%	0%	16%

**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**

HUNTERDON  
FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

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	846	850
75th	792	770
50th	766	743
25th	741	715
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	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	833	850
75th	783	767
50th	767	745
25th	750	722
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

**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	826	850
75th	782	773
50th	766	750
25th	744	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	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	815	850
75th	783	764
50th	763	742
25th	737	721
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	43

**SCHOOL CLIMATE**

HUNTERDON

FLEMINGTON-RARITAN REG

GRADE SPAN PK-04

**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. 45 Mins.

**Student Suspension Rate**

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

	School
2014-15	0.2%

**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. 45 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	10
Administrators	127



**SCHOOL PEER GROUP**

**HUNTERDON  
FLEMINGTON-RARITAN REG**

**COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551**

**GRADE SPAN PK-04**

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	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	15.8%	9.1%	15.4%
BERGEN	NEW MILFORD BORO	BERTRAND F GIBBS ELEMENTARY SCHOOL	03-3550-070	KG-05	13.8%	5.6%	16.7%
BERGEN	OAKLAND BORO	DOGWOOD HILL ELEMENTARY SCHOOL	03-3760-040	PK-05	11%	1.4%	17.3%
BURLINGTON	EVESHAM TWP	FLORENCE V EVANS	05-1420-050	KG-05	11.8%	0%	20.8%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MEDFORD TWP	KIRBY'S MILL ELEMENTARY SCHOOL	05-3080-045	PK-05	14.5%	5.5%	19%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
ESSEX	CALDWELL-WEST CALDWELL	JEFFERSON ELEMENTARY SCHOOL	13-0660-070	KG-05	10.1%	3.7%	15.9%
GLOUCESTER	PITMAN BORO	W.C.K. WALLS ELEMENTARY SCHOOL	15-4140-080	PK-05	13.1%	0%	21.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	GENERAL CHARLES G. HARKER SCHOOL	15-5120-080	03-05	11.7%	0.8%	19.2%
GLOUCESTER	WASHINGTON TWP	WEDGWOOD ELEMENTARY SCHOOL	15-5500-060	01-05	14.4%	0%	24.3%
<b>HUNTERDON</b>	<b>FLEMINGTON-RARITAN REG</b>	<b>COPPER HILL ELEMENTARY SCHOOL</b>	<b>19-1510-033</b>	<b>PK-04</b>	<b>12.6%</b>	<b>2.8%</b>	<b>16.9%</b>
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MIDDLESEX	EAST BRUNSWICK TWP	CENTRAL ELEMENTARY SCHOOL	23-1170-070	KG-05	14.8%	8.7%	14.6%
MIDDLESEX	OLD BRIDGE TWP	M. SCOTT CARPENTER ELEMENTARY SCHOOL	23-3845-133	KG-05	12.8%	3.2%	18.2%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	ATLANTIC HIGHLANDS BORO	ATLANTIC HIGHLANDS ELEMENTARY SCHOOL	25-0130-020	PK-06	10.1%	1.3%	19.1%
MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%

**SCHOOL PEER GROUP**

**COPPER HILL ELEMENTARY SCHOOL  
100 EVERITTS RD  
RINGOES, NJ 08551**

**HUNTERDON  
FLEMINGTON-RARITAN REG**

**GRADE SPAN PK-04**

MORRIS	JEFFERSON TWP	<b>ARTHUR STANLICK ELEMENTARY SCHOOL</b>	27-2380-028	03-05	16.3%	0.3%	24.6%
MORRIS	MOUNT OLIVE TWP	<b>CHESTER M. STEPHENS ELEMENTARY SCHOOL</b>	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	MOUNT OLIVE TWP	<b>MOUNTAIN VIEW ELEMENTARY SCHOOL</b>	27-3450-060	PK-05	11.6%	3.3%	14.7%
MORRIS	PARSIPPANY-TROY HILLS TWP	<b>TROY HILLS ELEMENTARY SCHOOL</b>	27-3950-120	KG-05	12.1%	7.3%	13.7%
MORRIS	RANDOLPH TWP	<b>FERNBROOK SCHOOL</b>	27-4330-065	KG-05	17.9%	7.2%	18.8%
MORRIS	ROCKAWAY BORO	<b>LINCOLN ELEMENTARY SCHOOL</b>	27-4480-060	PK-03	11.7%	7.5%	9.7%
OCEAN	JACKSON TWP	<b>HOWARD C. JOHNSON ELEMENTARY SCHOOL</b>	29-2360-044	KG-05	12.9%	0.2%	20.5%
SOMERSET	BRIDGEWATER-RARITAN REG	<b>HILLSIDE INTERMEDIATE SCHOOL</b>	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	<b>MARION T. BEDWELL ELEMENTARY SCHOOL</b>	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	<b>BRAYTON ELEMENTARY SCHOOL</b>	39-5090-070	01-05	12.9%	7.3%	10.2%
WARREN	GREAT MEADOWS REGIONAL	<b>LIBERTY ELEMENTARY SCHOOL</b>	41-1785-060	03-05	13%	2.3%	17.9%