



State of New Jersey

2014-15

19-4350-030

OVERVIEW

HUNTERDON

READINGTON TWP

GRADE SPAN 04-05

HOLLAND BROOK SCHOOL

52 READINGTON ROAD

WHITEHOUSE STATION, NJ 08889

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

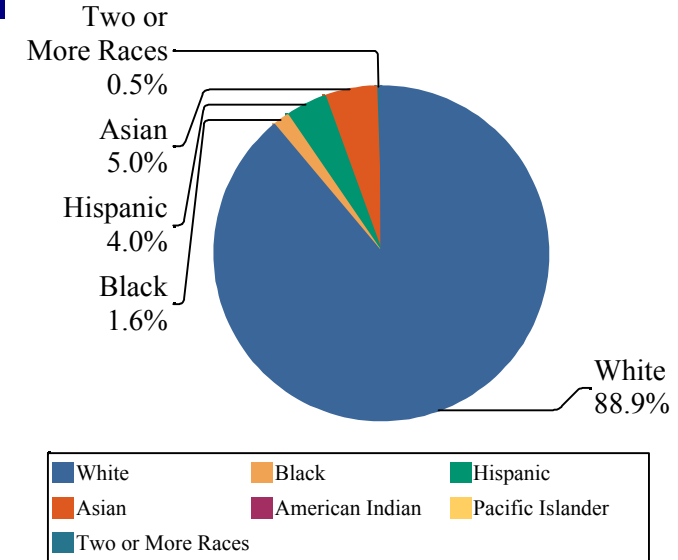
HUNTERDON
READINGTON TWP

GRADE SPAN 04-05

19-4350-030
HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

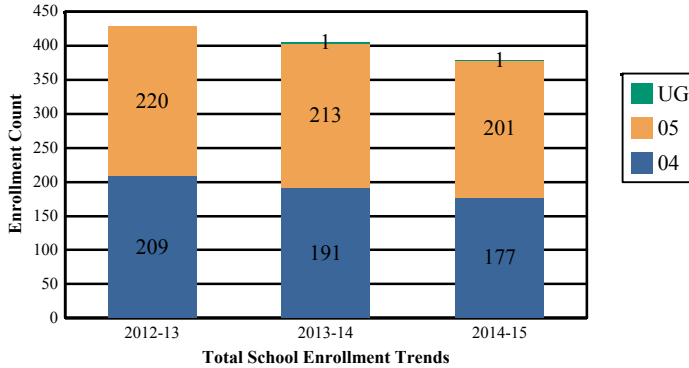
Enrollment by Ethnic/Racial Subgroup

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



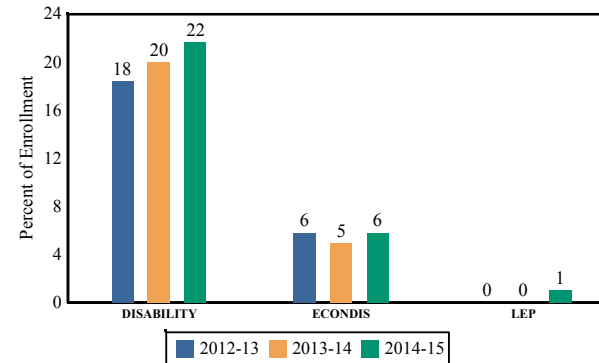
Enrollment by Grade

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.

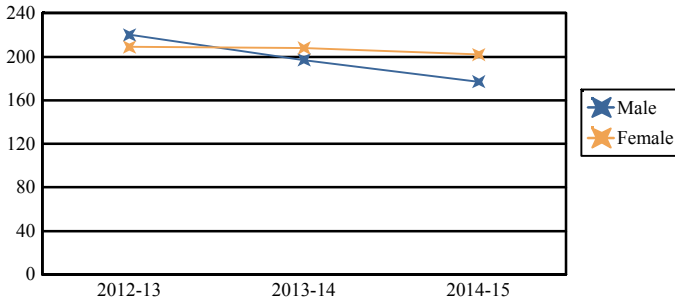


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	429
2013-14	405
2014-15	379

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	209	220
2013-14	191	208
2014-15	177	202

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	82	22%
Economically Disadvantaged Students	22	5.8%
English Language Learners	4	1.1%

Language Diversity

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

2014-15	Percent
English	94.7%
Slovak	1.3%
Spanish	1.1%
Chinese	0.5%
Portuguese	0.5%
Russian	0.5%
Other	1.3%

ACADEMIC ACHIEVEMENT

HUNTERDON

GRADE SPAN 04-05

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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	74%	75	88
Math Met or Exceeded Expectation	67%		

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	354	74.3%	95%	99.2%	YES
White	319	74.3%	95%	99.1%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	71	35.2%	95%	96.2%	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

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GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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	353	67.1%	95%	98.9%	YES
White	318	66.7%	95%	98.8%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	70	34.3%	95%	95%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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READINGTON TWP

GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

PARCC Performance Level

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

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

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

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	161	767	751	2%	8%	14%	55%	21%	76%	52%
White	141	767	758	1%	9%	15%	57%	19%	76%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	30	735	725	10%	37%	20%	30%	3%	33%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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	193	765	751	1%	8%	19%	63%	10%	73%	53%
White	178	764	757	1%	7%	20%	64%	9%	73%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	41	742	723	0%	27%	37%	37%	0%	37%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	746	734	0%	27%	27%	36%	9%	45%	31%

ACADEMIC ACHIEVEMENT

HUNTERDON
READINGTON TWP

GRADE SPAN 04-05

19-4350-030
HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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	161	764	744	1%	9%	20%	60%	10%	70%	42%
White	141	764	749	0%	9%	21%	60%	10%	70%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	30	736	724	3%	40%	23%	33%	0%	33%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

HUNTERDON
READINGTON TWP

GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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	192	761	744	0%	7%	28%	55%	10%	65%	42%
White	177	760	749	0%	8%	28%	56%	8%	64%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	40	742	724	0%	25%	40%	35%	0%	35%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	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
READINGTON TWP

GRADE SPAN 04-05

19-4350-030
HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

NJASK Results - Science Grade Level - 04

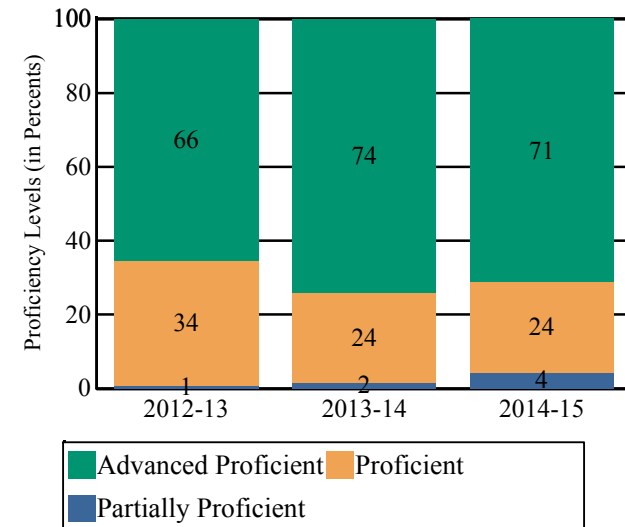
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	71%	24%	4%
White	71%	25%	4%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	52%	32%	16%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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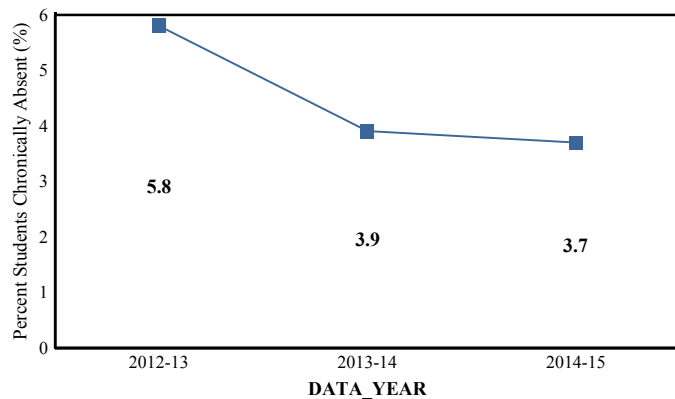
GRADE SPAN 04-05

19-4350-030
HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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

Chronic Absenteeism Trend

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

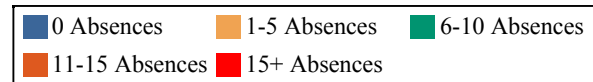
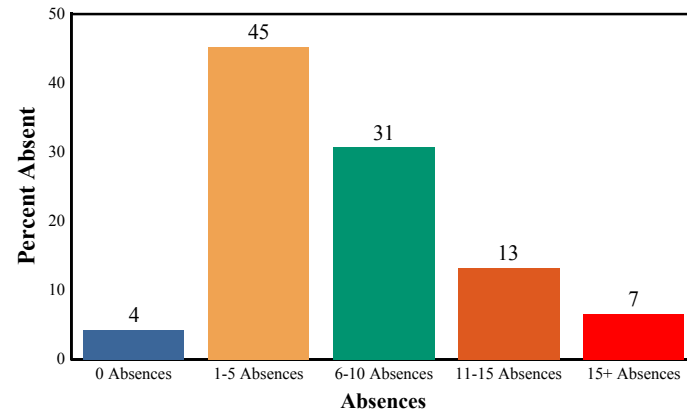


Chronic Absenteeism for 2014-15

3.70%

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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GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	16	29	35	YES
Student Growth on Math	58	50	68	35	YES
		33	49		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	1%	0%	0%
Partially Met	6%	2%	0%
Approached	9%	6%	1%
Met	21%	22%	15%
Exceeded	1%	3%	12%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	4%	3%	0%
Approached	6%	14%	6%
Met	12%	22%	23%
Exceeded	0%	1%	10%

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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GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	783	773
50th	768	750
25th	750	728
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	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	819	850
75th	783	764
50th	767	742
25th	747	721
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

WITHIN SCHOOL ACHIEVEMENT GAP

HUNTERDON

READINGTON TWP

GRADE SPAN 04-05

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	819	850
75th	782	773
50th	765	751
25th	748	728
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	779	763
50th	762	743
25th	743	723
0th	700	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

SCHOOL CLIMATE

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GRADE SPAN 04-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 50 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	0.3%

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	6 Hrs. 5 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	11
Administrators	379

SCHOOL PEER GROUP

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GRADE SPAN 04-05

HOLLAND BROOK SCHOOL
52 READINGTON ROAD
WHITEHOUSE STATION, NJ 08889

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	EMERSON BORO	PATRICK M VILLANO SCHOOL	03-1360-060	03-06	8.1%	5.1%	17.6%
BERGEN	FAIR LAWN BORO	RADBURN ELEMENTARY SCHOOL	03-1450-110	KG-05	8.7%	5.1%	23.3%
BERGEN	HILLSDALE BORO	MEADOWBROOK	03-2180-030	PK-04	5.9%	0.9%	21.5%
BERGEN	MAHWAH TWP	GEORGE WASHINGTON SCHOOL	03-2900-080	KG-03	6.7%	1.7%	15.7%
BERGEN	RAMSEY BORO	WESLEY D TISDALE ELEMENTARY SCHOOL	03-4310-080	PK-03	6.9%	4.1%	6.4%
BERGEN	RUTHERFORD BORO	LINCOLN SCHOOL	03-4600-070	KG-03	4.6%	0.2%	5.7%
BERGEN	WESTWOOD REGIONAL	WASHINGTON ELEMENTARY SCHOOL	03-5755-080	KG-05	5.7%	0.7%	10.7%
BURLINGTON	CHESTERFIELD TWP	CHESTERFIELD TOWNSHIP ELEMENTARY SCHOOL	05-0830-025	PK-06	5.6%	0.3%	10.8%
CAMDEN	HADDON HEIGHTS BORO	SEVENTH AVE	07-1880-090	KG-06	4.6%	0%	9.1%
CAMDEN	VOORHEES TWP	EDWARD T. HAMILTON	07-5400-020	KG-05	5.5%	1.2%	18.4%
CAMDEN	VOORHEES TWP	KRESSON SCHOOL	07-5400-055	KG-05	4.6%	0%	9.3%
CHARTERS	HATIKVAH INTERNATIONAL CS	HATIKVAH INTERNATIONAL CHARTER SCHOOL	80-6041-916	KG-05	7.4%	3%	10.7%
CHARTERS	THOMAS EDISON ENERGYSMART CS	THOMAS EDISON ENERGYSMART CHARTER SCHOOL	80-6081-967	KG-06	5.7%	2.4%	2.7%
HUNTERDON	READINGTON TWP	HOLLAND BROOK SCHOOL	19-4350-030	04-05	5.8%	1.1%	21.6%
MERCER	W WINDSOR-PLAINSBORO REG	MILLSTONE RIVER SCHOOL	21-5715-150	04-05	6.5%	1.9%	10.3%
MIDDLESEX	EAST BRUNSWICK TWP	WARNSDORFER ELEMENTARY SCHOOL	23-1170-138	KG-05	5.4%	0%	10.4%
MONMOUTH	HOWELL TWP	GREENVILLE ELEMENTARY SCHOOL	25-2290-012	KG-05	5%	0%	13.7%
MONMOUTH	MIDDLETOWN TWP	RIVER PLAZA ELEMENTARY SCHOOL	25-3160-160	KG-05	4.9%	0.6%	11.1%
MORRIS	MADISON BORO	TOREY J. SABATINI SCHOOL	27-2870-110	KG-05	5.5%	0.9%	12.2%
MORRIS	PARSIPPANY-TROY HILLS TWP	MOUNT TABOR ELEMENTARY SCHOOL	27-3950-100	KG-05	7.5%	4.1%	12.9%
MORRIS	ROXBURY TWP	KENNEDY ELEMENTARY SCHOOL DISTRICT	27-4560-067	KG-04	5.4%	0%	14.8%

SCHOOL PEER GROUP

HUNTERDON

READINGTON TWP

GRADE SPAN 04-05

HOLLAND BROOK SCHOOL

52 READINGTON ROAD

WHITEHOUSE STATION, NJ 08889

PASSAIC	RINGWOOD BORO	PETER COOPER SCHOOL	31-4400-055	KG-03	5.8%	1.2%	10%
PASSAIC	WAYNE TWP	ALBERT PAYSON TERHUNE ELEMENTARY	31-5570-078	KG-05	5.1%	0.5%	12.4%
PASSAIC	WAYNE TWP	JAMES FALLON ELEMENTARY SCHOOL	31-5570-085	KG-05	5.9%	0.6%	10.9%
SOMERSET	BRANCBURG TWP	WHITON ELEMENTARY SCHOOL	35-0510-090	PK-03	5.9%	2.3%	9.1%
SOMERSET	BRIDGEWATER-RARITAN REG	MILLTOWN ELEMENTARY SCHOOL	35-0555-085	KG-04	4.7%	0%	11.2%
UNION	CLARK TWP	VALLEY ROAD SCHOOL	39-0850-040	KG-05	5.7%	0.9%	15.7%
UNION	CRANFORD TWP	LIVINGSTON AVENUE SCHOOL	39-0980-080	03-05	5.1%	0%	24.6%
UNION	SCOTCH PLAINS-FANWOOD REG	WILLIAM J. MCGINN	39-4670-105	KG-04	5.2%	0%	13%
UNION	SUMMIT CITY	LINCOLN-HUBBARD ELEMENTARY SCHOOL	39-5090-100	01-05	7.3%	4%	7.6%
UNION	WESTFIELD TOWN	MCKINLEY ELEMENTARY SCHOOL	39-5730-140	01-05	7%	3.2%	18.3%