

ESEA Waiver - School Profiles 2014

05-0200-050

BASS RIVER TOWNSHIP BOARD OF EDUCATION

BASS RIVER TOWNSHIP ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	68	0.0	YES	63	61.9	81.8	NO
White	63	0.0	YES	58	60.4	82.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	68	0.0	YES	63	69.8	90	NO
White	63	0.0	YES	58	67.2	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0380-025

BEVERLY CITY SCHOOL

Beverly City School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	146	0.0	YES			-	-
White	47	0.0	YES			-	-
Black	75	0.0	YES			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	108	0.0	YES			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	146	0.0	YES			-	-
White	47	0.0	YES			-	-
Black	75	0.0	YES			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	108	0.0	YES			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0475-050

Bordentown Regional

Bordentown Regional High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	173	0.6	YES	168	95.8	90	MET GOAL
White	121	0.0	YES	119	96.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	2.1	YES	46	93.5	82.4	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	173	0.6	YES	168	86.9	86.4	YES
White	121	0.0	YES	119	87.4	89.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	2.1	YES	46	71.7	71.4	YES

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-0475-055

Bordentown Regional

Bordentown Regional Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	572	0.2	YES	534	74.3	79.7	NO
White	378	0.3	YES	359	72.2	82.4	NO
Black	82	0.0	YES	74	70.3	71.2	YES*
Hispanic	50	0.0	YES	40	75.0	70.8	YES
American Indian			-			-	-
Asian	61	0.0	YES	61	91.8	83.2	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	110	0.9	YES	102	27.5	52.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	131	0.8	YES	116	57.7	67.4	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	572	0.3	YES	534	82.8	83.2	YES*
White	378	0.5	YES	359	81.9	85.5	YES*
Black	82	0.0	YES	74	74.3	75.6	YES*
Hispanic	50	0.0	YES	40	85.0	72.6	YES
American Indian			-			-	-
Asian	61	0.0	YES	61	96.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	110	0.9	YES	102	45.1	59.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	131	0.8	YES	116	68.9	70	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0475-060

Bordentown Regional

Clara Barton Elementary

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	69	0.0	YES	61	60.7	83.1	NO
White	55	0.0	YES	50	66.0	84.4	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	69	0.0	YES	61	70.4	85.9	NO
White	55	0.0	YES	50	70.0	88.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0475-090

Bordentown Regional

Mac Farland Intermediate

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	408	0.7	YES	387	69.0	77.9	NO
White	268	0.7	YES	252	69.5	77.2	NO
Black	61	0.0	YES	58	55.1	76.7	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian	50	0.0	YES	49	89.8	90	YES*
Two or More Races			-			-	-
Students with Disabilities	85	3.5	YES	79	46.8	58.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	78	55.2	64.3	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	408	0.7	YES	387	79.0	89.7	NO
White	268	0.7	YES	252	81.0	88.9	NO
Black	61	0.0	YES	58	63.8	88.3	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian	50	0.0	YES	49	93.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	85	3.5	YES	79	56.9	75.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	78	62.9	81.7	NO

Only Includes full year students for performance (Time In School < Year students are removed)

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Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0475-100

Bordentown Regional

Peter Muschal Elementary

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	130	0.0	YES	118	84.7	85.4	YES*
White	91	0.0	YES	82	85.4	82.5	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	130	0.0	YES	118	93.3	90	MET GOAL
White	91	0.0	YES	82	93.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0600-020

Burlington City Public Schools

Burlington City High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	351	0.3	YES	307	63.9	70	NO
White	117	0.0	YES	112	73.2	77.6	YES*
Black	191	0.5	YES	161	57.2	63	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	0.0	YES	78	29.5	40.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	180	0.0	YES	154	55.8	61.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	351	1.4	YES	305	54.1	62.2	NO
White	117	3.4	YES	109	68.8	70.9	YES*
Black	191	0.5	YES	162	45.7	56.1	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	3.4	YES	76	13.1	35.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	180	1.1	YES	153	41.9	54.7	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	NO		NO	NO
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	-			
Limited English Proficiency				
Economically Disadvantaged	NO		NO	NO

Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0600-085

Burlington City Public Schools

Wilbur Watts Intermediate School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	441	0.2	YES	376	45.8	54.7	NO
White	159	0.0	YES	141	57.4	61.8	YES*
Black	246	0.4	YES	205	37.1	51.3	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	98	1.0	YES	79	26.6	37.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	274	0.4	YES	225	37.8	48.7	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	441	0.7	YES	374	62.9	69.2	NO
White	159	1.3	YES	139	73.3	79.2	YES*
Black	246	0.4	YES	205	54.1	62.4	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	98	3.1	YES	77	57.2	62.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	274	0.7	YES	224	56.3	64.4	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0610-030

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY

BURLINGTON COUNTY INST OF TECH - Westhampton

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	293	0.0	YES	292	97.6	90	MET GOAL
White	81	0.0	YES	81	95.0	90	MET GOAL
Black	154	0.0	YES	153	98.0	90	MET GOAL
Hispanic			-	31	100.0	-	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	51	86.3	87.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	145	0.0	YES	145	97.9	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	293	1.0	YES	289	83.7	87.9	YES*
White	81	0.0	YES	81	84.0	90	YES*
Black	154	1.9	YES	150	82.7	84.5	YES*
Hispanic			-	31	87.1	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	51	45.1	61	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	145	2.1	YES	142	86.7	86	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic	-			
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-0610-040

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY

BURLINGTON COUNTY INST OF TECH - Medford

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	176	0.0	YES	176	88.7	90	YES*
White	116	0.0	YES	116	88.8	90	YES*
Black	42	0.0	YES	42	85.7	90	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	63	69.9	79.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	65	0.0	YES	65	89.3	90	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	176	0.0	YES	176	73.9	84.4	NO
White	116	0.0	YES	116	78.4	86.8	NO
Black	42	0.0	YES	42	64.3	72.7	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	63	39.7	63.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	65	0.0	YES	65	78.4	78.4	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-0620-010

BURLINGTON TOWNSHIP BOARD OF EDUCATION

Burlington Township High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	316	0.0	YES	300	95.0	90	MET GOAL
White	148	0.0	YES	142	98.6	90	MET GOAL
Black	113	0.0	YES	106	92.5	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	67.6	60.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	74	0.0	YES	69	85.5	90	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	316	0.3	YES	299	90.3	89.7	MET GOAL
White	148	0.7	YES	141	94.3	90	MET GOAL
Black	113	0.0	YES	106	84.9	84.9	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	44.2	55	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	74	0.0	YES	69	78.3	81.8	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-0620-037

BURLINGTON TOWNSHIP BOARD OF EDUCATION

Fountain Woods Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	878	0.5	YES	787	63.1	65.7	YES*
White	427	0.2	YES	403	70.3	70.9	YES*
Black	258	1.2	YES	215	53.9	58.4	YES*
Hispanic	79	0.0	YES	69	49.2	53.7	YES*
American Indian			-			-	-
Asian	82	0.0	YES	73	64.4	70.8	YES*
Two or More Races			-			-	-
Students with Disabilities	182	1.6	YES	164	31.7	51.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	237	1.3	YES	195	47.7	51.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	878	0.2	YES	789	75.8	81.9	NO
White	427	0.0	YES	404	85.4	88.3	YES*
Black	258	0.8	YES	216	63.0	71.5	NO
Hispanic	79	0.0	YES	69	59.4	71.1	NO
American Indian			-			-	-
Asian	82	0.0	YES	73	83.6	89.8	YES*
Two or More Races			-			-	-
Students with Disabilities	182	1.1	YES	165	50.3	66	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	237	0.4	YES	195	59.5	70.4	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0620-051

BURLINGTON TOWNSHIP BOARD OF EDUCATION

Burlington Township Middle School at Springside

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	986	0.1	YES	920	72.2	77.9	NO
White	466	0.0	YES	446	78.7	82.5	YES*
Black	332	0.0	YES	309	65.1	71.2	NO
Hispanic	82	0.0	YES	65	64.6	73.9	YES*
American Indian			-			-	-
Asian	90	1.1	YES	87	70.1	81.9	NO
Two or More Races			-			-	-
Students with Disabilities	152	0.7	YES	139	25.9	52.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	240	0.8	YES	209	62.2	67.3	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	986	0.1	YES	920	76.3	74.1	YES
White	466	0.0	YES	446	82.7	79.8	YES
Black	332	0.0	YES	309	66.4	64.8	YES
Hispanic	82	0.0	YES	65	70.8	68.5	YES
American Indian			-			-	-
Asian	90	1.1	YES	87	85.1	84.6	YES
Two or More Races			-			-	-
Students with Disabilities	152	0.7	YES	139	32.4	43.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	240	0.4	YES	209	63.7	59.8	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0830-025

Chesterfield Township School District

Chesterfield Township Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	373	0.0	YES	351	81.5	83.6	YES*
White	224	0.0	YES	215	78.6	81.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	114	0.0	YES	106	91.5	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	54	48.1	54.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	373	0.0	YES	351	90.9	90	MET GOAL
White	224	0.0	YES	215	90.7	89.7	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	114	0.0	YES	106	97.2	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	54	70.4	77.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0840-030

CINNAMINSON TOWNSHIP PUBLIC SCHOOLS

CINNAMINSON HIGH SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	1.1	YES	171	97.6	90	MET GOAL
White	143	1.4	YES	140	97.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	5.0	YES	38	89.5	87.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	1.1	YES	171	87.7	87.7	YES
White	143	1.4	YES	140	90.0	88.8	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	5.0	YES	38	57.9	55.4	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-0840-053

CINNAMINSON TOWNSHIP PUBLIC SCHOOLS

CINNAMINSON MIDDLE SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	594	0.0	YES	556	82.2	87.1	NO
White	483	0.0	YES	467	84.6	89.7	NO
Black	50	0.0	YES	41	58.5	71.3	YES*
Hispanic			-	30	70.0	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	104	0.0	YES	97	43.3	59.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	90	0.0	YES	68	60.3	72	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	594	0.0	YES	556	80.2	82.2	YES*
White	483	0.0	YES	467	83.3	85	YES*
Black	50	0.0	YES	41	56.1	60	YES*
Hispanic			-	30	63.3	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	104	0.0	YES	97	44.3	50.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	90	0.0	YES	68	61.8	63.3	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-0840-060

CINNAMINSON TOWNSHIP PUBLIC SCHOOLS

ELEANOR RUSH INTERMEDIATE SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	541	0.4	YES	498	76.9	79.3	YES*
White	439	0.5	YES	416	80.3	81.6	YES*
Black	42	0.0	YES	32	46.9	56.4	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	81	1.2	YES	74	37.9	53.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	80	58.8	57.3	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	541	0.4	YES	498	88.4	90	YES*
White	439	0.5	YES	416	90.4	90	MET GOAL
Black	42	0.0	YES	32	68.8	79.1	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	81	1.2	YES	74	70.2	72.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	80	85.0	76.4	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1030-030

Delanco Township Schools

M. Joan Pearson Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	145	0.7	YES	129	52.7	66.3	NO
White	109	0.9	YES	98	52.0	66.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	15.6	33.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	50	0.0	YES	41	51.2	50.8	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	145	0.0	YES	129	71.3	79.9	NO
White	109	0.0	YES	98	73.4	82	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	37.5	44.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	50	0.0	YES	41	70.7	69.9	YES

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1030-060

Delanco Township Schools

Walnut Street School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	118	0.0	YES	108	72.2	76.4	YES*
White	80	0.0	YES	74	70.3	80.4	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	38	65.8	65.7	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	118	0.0	YES	108	57.4	68.3	NO
White	80	0.0	YES	74	59.5	69.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	38	47.4	57.3	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1060-005

Delran Township School District

Delran High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	212	0.0	YES	207	96.7	90	MET GOAL
White	162	0.0	YES	160	98.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	43	93.0	87.9	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	212	0.5	YES	206	90.3	87.4	MET GOAL
White	162	0.6	YES	159	91.2	88.8	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	2.2	YES	42	80.9	85.5	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-1060-007

Delran Township School District

Delran Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	696	0.3	YES	654	75.1	79.2	NO
White	522	0.4	YES	498	76.3	82.3	NO
Black	81	0.0	YES	75	68.0	65.3	YES
Hispanic	54	0.0	YES	45	62.2	75.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	133	0.0	YES	126	34.1	49.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	181	2.2	YES	157	63.6	60.4	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	696	0.4	YES	653	76.5	80	NO
White	522	0.6	YES	497	78.5	82	YES*
Black	81	0.0	YES	75	65.3	67.9	YES*
Hispanic	54	0.0	YES	45	66.6	76.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	133	0.8	YES	125	36.0	48.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	181	0.6	YES	156	65.4	63.8	YES

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1060-015

Delran Township School District

Delran Intermediate School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	697	1.0	YES	640	63.9	73.7	NO
White	536	0.9	YES	503	65.0	76.2	NO
Black	73	2.7	YES	62	51.6	60	YES*
Hispanic			-	32	62.5	54	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	138	2.2	YES	122	41.0	54.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	181	2.8	YES	155	47.1	58.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	697	1.3	YES	639	80.5	84.4	NO
White	536	1.3	YES	501	81.6	87.2	NO
Black	73	2.7	YES	63	69.8	70.5	YES*
Hispanic			-	32	81.3	75.8	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	138	2.9	YES	121	61.2	69.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	181	0.6	YES	155	67.8	71.3	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1250-060

Eastampton Township School District

Eastampton Township School District

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	429	0.0	YES	399	70.7	77.3	NO
White	252	0.0	YES	242	74.8	83.3	NO
Black	92	0.0	YES	80	58.8	66.6	YES*
Hispanic	65	0.0	YES	60	68.3	68.2	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	101	0.0	YES	92	39.1	51.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	96	0.0	YES	90	61.1	60.8	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	429	0.0	YES	399	74.2	78.7	NO
White	252	0.0	YES	242	78.5	84.4	NO
Black	92	0.0	YES	80	60.0	65.9	YES*
Hispanic	65	0.0	YES	60	75.0	77.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	101	0.0	YES	92	52.2	56.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	96	0.0	YES	90	63.3	57.9	YES

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1280-050

Edgewater Park Township

Magowan Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	173	0.6	YES	155	60.0	75.5	NO
White	67	1.5	YES	62	61.3	79.9	NO
Black	43	0.0	YES	37	51.4	73.8	NO
Hispanic	51	0.0	YES	44	59.1	67.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	25.8	53	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	89	51.7	71.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	173	0.6	YES	155	70.3	86.8	NO
White	67	1.5	YES	62	82.2	90	YES*
Black	43	0.0	YES	37	59.4	79.9	NO
Hispanic	51	0.0	YES	44	61.4	90	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	48.4	76.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	89	58.4	87.3	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1280-070

Edgewater Park Township

Samuel M Ridgway Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	366	0.5	YES	328	60.1	71	NO
White	131	0.8	YES	123	69.1	76	YES*
Black	133	0.0	YES	115	50.4	64.9	NO
Hispanic	74	0.0	YES	68	52.9	69.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	1.7	YES	52	21.1	56.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	187	0.5	YES	173	53.2	64.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	366	0.5	YES	328	74.4	75.5	YES*
White	131	0.8	YES	123	83.8	81.5	YES
Black	133	0.0	YES	115	60.9	66.9	YES*
Hispanic	74	0.0	YES	68	73.5	77.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	1.7	YES	52	38.4	56.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	187	1.1	YES	172	66.8	74.4	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-030

Evesham Township School District

Frances DeMasi Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	163	0.6	YES	152	67.7	79.7	NO
White	118	0.0	YES	113	64.6	79.2	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	163	0.6	YES	152	79.0	90	NO
White	118	0.0	YES	113	77.0	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-040

Evesham Township School District

Frances DeMasi Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	798	0.4	YES	755	79.5	82.1	YES*
White	623	0.5	YES	600	80.2	83	YES*
Black	52	0.0	YES	46	67.4	72.5	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian	89	0.0	YES	78	83.3	89.1	YES*
Two or More Races			-			-	-
Students with Disabilities	149	1.3	YES	143	45.5	59.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	80	0.0	YES	77	67.5	62.6	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	798	0.5	YES	754	80.8	83.6	YES*
White	623	0.6	YES	599	81.0	83.4	YES*
Black	52	0.0	YES	46	58.7	80.3	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian	89	0.0	YES	78	93.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	149	1.3	YES	143	53.9	62.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	80	0.0	YES	77	67.5	77.9	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-050 *Evesham Township School District*
Florence V Evans

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	286	0.0	YES	263	72.6	79	NO
White	222	0.0	YES	207	72.0	80.3	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	33	81.8	81.3	YES
Two or More Races			-			-	-
Students with Disabilities	61	0.0	YES	56	48.2	68.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	286	0.0	YES	263	80.2	90	NO
White	222	0.0	YES	207	78.8	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	33	93.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	61	0.0	YES	56	57.2	86.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
 MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-055

Evesham Township School District

Helen L Beeler

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	217	0.9	YES	196	59.2	70	NO
White	177	1.1	YES	165	60.6	71	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	0.0	YES	49	36.8	61.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	217	0.9	YES	196	69.9	86.4	NO
White	177	1.1	YES	165	70.9	88.4	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	0.0	YES	49	51.0	80.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-057

Evesham Township School District

J Harold Van Zant

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	221	0.0	YES	208	73.1	77.3	YES*
White	179	0.0	YES	172	73.8	77.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	44	40.9	60.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	221	0.5	YES	207	88.4	90	YES*
White	179	0.6	YES	171	88.3	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	2.1	YES	43	72.1	82.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-058 *Evesham Township School District*
Marlton Elementary

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	246	0.4	YES	230	77.4	79.9	YES*
White	221	0.5	YES	209	76.6	80	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	47	61.7	61.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	246	0.0	YES	231	87.9	90	YES*
White	221	0.0	YES	210	87.2	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	47	83.0	79.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
 MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-060

Evesham Township School District

Marlton Middle

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	846	0.2	YES	775	78.3	81.4	NO
White	707	0.1	YES	661	79.9	81.8	YES*
Black	54	0.0	YES	43	62.8	74.4	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian	44	0.0	YES	39	79.5	80.9	YES*
Two or More Races			-			-	-
Students with Disabilities	201	0.5	YES	185	53.5	62.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	110	0.9	YES	94	62.8	70.9	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	846	0.2	YES	775	83.4	84.4	YES*
White	707	0.1	YES	661	83.9	84.6	YES*
Black	54	0.0	YES	43	69.8	84.1	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian	44	0.0	YES	39	92.3	89.3	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	201	0.5	YES	185	53.6	66.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	110	0.9	YES	94	69.2	78.9	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-065

Evesham Township School District

Richard L Rice School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	201	0.5	YES	177	74.6	74.1	YES
White	167	0.6	YES	148	77.7	77.3	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	58	1.7	YES	49	57.1	57.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	201	0.5	YES	177	84.7	86.7	YES*
White	167	0.6	YES	148	87.2	89.2	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	58	1.7	YES	49	73.5	62.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1420-070 *Evesham Township School District*
Robert B Jaggard School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	187	0.0	YES	168	80.4	75.3	YES
White	149	0.0	YES	142	81.0	74.5	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	187	0.0	YES	168	86.3	90	YES*
White	149	0.0	YES	142	85.2	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
 MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1520-050

Florence Township School District

Florence Township Memorial High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	98	0.0	YES	91	95.6	90	MET GOAL
White	62	0.0	YES	57	94.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	98	1.0	YES	90	84.4	84.7	YES*
White	62	0.0	YES	57	87.7	87.3	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-1520-055 *Florence Township School District*
Florence Riverfront School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	673	0.9	YES	654	60.3	70.8	NO
White	404	1.5	YES	395	62.5	75	NO
Black	168	0.0	YES	164	52.4	61.2	NO
Hispanic	41	0.0	YES	39	51.3	59.7	YES*
American Indian			-			-	-
Asian	53	0.0	YES	52	75.0	73.5	YES
Two or More Races			-			-	-
Students with Disabilities	100	1.0	YES	96	18.8	46.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	207	0.5	YES	205	49.3	60.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	673	0.9	YES	654	73.7	81.4	NO
White	404	1.5	YES	395	78.4	84.8	NO
Black	168	0.0	YES	164	61.0	70.7	NO
Hispanic	41	0.0	YES	39	61.5	82.4	NO
American Indian			-			-	-
Asian	53	0.0	YES	52	88.5	84	YES
Two or More Races			-			-	-
Students with Disabilities	100	1.0	YES	96	35.4	62	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	207	0.5	YES	205	61.5	71.9	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1520-070 *Florence Township School District*
Roebling Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	129	0.8	YES	119	61.3	69.9	YES*
White	75	1.3	YES	70	64.3	68.2	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	44	38.6	55.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	129	0.8	YES	119	70.6	83.6	NO
White	75	1.3	YES	70	74.3	86.4	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	44	40.9	71.8	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-1910-050

Hainesport Township School District

Hainesport Township School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	467	0.2	YES	450	75.6	77.3	YES*
White	379	0.3	YES	369	76.9	79	YES*
Black			-	32	59.4	65.7	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	98	1.0	YES	92	33.7	45.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	72	1.4	YES	61	55.7	58.5	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	467	0.2	YES	450	86.2	84.7	YES
White	379	0.3	YES	369	89.2	87	YES
Black			-	32	50.0	65.8	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	98	1.0	YES	92	58.7	54.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	72	1.4	YES	61	65.6	69.7	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-2610-040

Lenape Regional High School District

Cherokee High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	574	0.0	YES	562	95.7	90	MET GOAL
White	495	0.0	YES	490	96.4	90	MET GOAL
Black			-	33	87.9	90	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	95	0.0	YES	93	76.3	86.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	43	90.7	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	574	0.3	YES	560	91.6	90	MET GOAL
White	495	0.4	YES	488	93.5	90	MET GOAL
Black			-	33	69.7	83.6	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	95	2.1	YES	91	60.4	76.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	43	76.8	81.8	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-2610-050

Lenape Regional High School District

Lenape High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	500	0.2	YES	477	96.9	90	MET GOAL
White	362	0.0	YES	351	98.0	90	MET GOAL
Black	79	1.3	YES	70	90.0	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian	41	0.0	YES	39	97.5	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	68	1.5	YES	63	77.7	80.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	69	0.0	YES	61	90.1	87.5	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	500	0.2	YES	477	91.6	90	MET GOAL
White	362	0.0	YES	351	94.6	90	MET GOAL
Black	79	1.3	YES	70	74.3	78.6	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian	41	0.0	YES	39	97.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	68	1.5	YES	63	55.6	63.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	69	0.0	YES	61	82.0	77.2	YES

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian	YES			YES
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-2610-060

Lenape Regional High School District

Shawnee High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	420	0.7	YES	407	98.5	90	MET GOAL
White	400	0.8	YES	388	98.5	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	53	90.6	79.9	MET GOAL
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	93.4	-	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	420	0.7	YES	407	92.8	90	MET GOAL
White	400	0.8	YES	388	93.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	53	58.4	63.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	66.7	-	--

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
	Schoolwide	YES		
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	-			

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-2610-070

Lenape Regional High School District

Seneca High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	328	0.0	YES	325	98.5	90	MET GOAL
White	309	0.0	YES	306	98.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	41	87.8	86.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	93.5	-	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	328	0.0	YES	325	92.7	90	MET GOAL
White	309	0.0	YES	306	93.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	41	46.3	59.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	87.1	-	--

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	-			

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-2850-010

Lumberton Township Board of Education

Ashbrook Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	0.0	YES	158	81.7	80	YES
White	102	0.0	YES	97	85.6	85.5	YES
Black			-	32	71.9	61.5	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	38	63.2	51.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	0.0	YES	158	81.7	89.7	NO
White	102	0.0	YES	97	88.6	90	YES*
Black			-	32	68.8	72.2	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	38	57.9	67.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-2850-020

Lumberton Township Board of Education

Bobby's Run Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	345	0.9	YES	306	74.5	80	NO
White	206	0.5	YES	194	78.3	83.7	YES*
Black	76	0.0	YES	61	65.6	65.8	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	66	22.7	52.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	62	3.2	YES	46	50.0	69.1	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	345	0.0	YES	309	80.3	90	NO
White	206	0.0	YES	195	84.6	90	NO
Black	76	0.0	YES	61	67.3	84.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	66	48.5	75.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	62	0.0	YES	47	61.7	86.9	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-2850-060

Lumberton Township Board of Education

Lumberton Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	547	0.9	YES	504	81.6	87.1	NO
White	359	0.8	YES	342	86.9	89.9	YES*
Black	114	0.9	YES	101	68.3	78.2	NO
Hispanic			-	31	64.5	69.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	117	1.7	YES	110	50.0	65	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	104	1.9	YES	86	59.3	76.1	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	547	0.7	YES	505	79.4	85.1	NO
White	359	0.6	YES	343	87.1	87.7	YES*
Black	114	0.9	YES	101	56.4	75.6	NO
Hispanic			-	31	70.9	75.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	117	0.9	YES	111	44.1	55	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	104	1.0	YES	87	59.8	64.5	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-2960-040

Mansfield Township School District

Mansfield Township School District

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	446	0.2	YES	407	76.4	78.3	YES*
White	286	0.0	YES	261	78.2	80.7	YES*
Black	51	0.0	YES	49	65.3	66.7	YES*
Hispanic			-	31	70.9	79.3	YES*
American Indian			-			-	-
Asian	59	0.0	YES	53	81.2	81.3	YES*
Two or More Races			-			-	-
Students with Disabilities	79	0.0	YES	69	44.9	51.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	34	64.7	79.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	446	0.2	YES	406	90.3	89.7	MET GOAL
White	286	0.3	YES	260	91.9	90	MET GOAL
Black	51	0.0	YES	49	77.6	81.6	YES*
Hispanic			-	31	83.9	82.3	YES
American Indian			-			-	-
Asian	59	0.0	YES	53	98.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	79	1.3	YES	68	67.6	70	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	34	85.3	77.1	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3010-030

Maple Shade Schools

Maple Shade High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	459	0.0	YES	416	72.3	79	NO
White	327	0.0	YES	309	78.7	79	YES*
Black	50	0.0	YES	39	53.8	82.5	NO
Hispanic	64	0.0	YES	54	51.9	70.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	111	0.0	YES	98	41.9	58.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	174	0.0	YES	152	59.9	78.5	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	459	0.2	YES	415	71.6	78	NO
White	327	0.3	YES	308	77.0	79.5	YES*
Black	50	0.0	YES	39	53.8	64.7	YES*
Hispanic	64	0.0	YES	54	53.7	68.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	111	0.0	YES	98	33.7	47.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	174	0.0	YES	152	56.6	75.3	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	-			-
Hispanic	-			-
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3010-080

Maple Shade Schools

Maude M. Wilkins Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	366	0.0	YES	326	46.3	71.6	NO
White	209	0.0	YES	197	51.8	72.6	NO
Black	50	0.0	YES	43	44.2	47.2	YES*
Hispanic	79	0.0	YES	61	26.2	53.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	0.0	YES	76	17.1	57.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	163	0.0	YES	138	35.5	62.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	366	0.0	YES	326	61.0	89.7	NO
White	209	0.0	YES	197	71.1	90	NO
Black	50	0.0	YES	43	44.2	61.1	NO
Hispanic	79	0.0	YES	61	39.3	67.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	0.0	YES	76	50.0	84.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	163	0.0	YES	138	52.2	79.3	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3010-100

Maple Shade Schools

Ralph J. Steinhauer Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	310	0.6	YES	275	56.0	66.4	NO
White	216	0.9	YES	195	61.1	68.5	NO
Black			-			-	-
Hispanic	51	0.0	YES	45	35.5	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	65	1.5	YES	61	36.1	41.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	1.6	YES	105	45.8	60.2	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	310	0.0	YES	277	80.9	87.6	NO
White	216	0.0	YES	197	84.8	87.7	YES*
Black			-			-	-
Hispanic	51	0.0	YES	45	73.3	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	65	0.0	YES	62	61.3	74.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.0	YES	105	75.2	86.1	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3070-040

Medford Lakes School District

Neeta School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	339	0.3	YES	319	81.5	86.8	NO
White	318	0.3	YES	301	82.4	87.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	52	36.5	57.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	339	0.3	YES	319	81.8	90	NO
White	318	0.3	YES	301	82.7	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	52	40.4	65.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8) MET 2013 Attendance Rate >=90%
--

YES

ESEA Waiver - School Profiles 2014

05-3080-030

Medford Township Public Schools

Chairville Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	240	0.0	YES	225	85.8	83.4	YES
White	206	0.0	YES	197	86.9	84	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	47	55.3	64.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	240	0.0	YES	225	96.0	90	MET GOAL
White	206	0.0	YES	197	97.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	47	83.0	81.8	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3080-040

Medford Township Public Schools

Cranberry Pines Elementary

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	190	0.0	YES	182	85.1	90	YES*
White	174	0.0	YES	167	84.5	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	190	0.5	YES	182	94.5	90	MET GOAL
White	174	0.6	YES	167	94.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3080-045

Medford Township Public Schools

Kirby's Mill Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	154	0.6	YES	143	76.9	87.1	NO
White	120	0.8	YES	116	76.7	87.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	46.9	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	154	0.6	YES	143	90.2	90	MET GOAL
White	120	0.8	YES	116	89.6	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	78.2	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3080-050

Medford Township Public Schools

Haines Sixth Grade Center

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	321	0.0	YES	298	86.2	82.4	YES
White	284	0.0	YES	271	87.8	82.9	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	53	0.0	YES	48	50.0	60.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	321	0.3	YES	297	89.2	90	YES*
White	284	0.4	YES	270	88.9	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	53	0.0	YES	48	54.2	72.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3080-055

Medford Township Public Schools

Medford Memorial Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	728	0.0	YES	703	86.5	90	NO
White	663	0.0	YES	648	87.1	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	107	0.0	YES	103	48.5	75.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	46	0.0	YES	41	75.6	70.8	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	728	0.0	YES	703	86.4	90	NO
White	663	0.0	YES	648	87.2	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	107	0.0	YES	103	50.5	73.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	46	0.0	YES	41	75.6	81.3	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3080-060

Medford Township Public Schools

Milton H. Allen Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	212	0.0	YES	194	87.1	86.3	YES
White	191	0.0	YES	177	87.6	86.2	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	44	65.9	62.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	212	0.0	YES	194	93.8	90	MET GOAL
White	191	0.0	YES	177	93.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	44	77.3	75.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3080-070

Medford Township Public Schools

Taunton Forge Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	165	0.0	YES	157	85.3	90	YES*
White	151	0.0	YES	146	84.9	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	165	0.0	YES	157	95.5	90	MET GOAL
White	151	0.0	YES	146	95.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3360-040

Moorestown Township Public School District

Moorestown High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	343	0.9	YES	321	97.5	90	MET GOAL
White	263	0.8	YES	252	98.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	2.3	YES	40	85.0	75.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	35	88.6	-	--

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	343	0.9	YES	321	94.0	90	MET GOAL
White	263	0.8	YES	252	96.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	4.7	YES	39	74.4	77.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	35	68.6	-	--

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	-			

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-3360-060

Moorestown Township Public School District

George C. Baker Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	104	0.0	YES	94	89.3	86	YES
White	76	0.0	YES	72	91.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	104	0.0	YES	94	93.6	90	MET GOAL
White	76	0.0	YES	72	95.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3360-100

Moorestown Township Public School District

Mary E. Roberts Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	75	0.0	YES	63	77.7	79.5	YES*
White	50	0.0	YES	47	76.6	71.8	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	75	0.0	YES	63	82.6	90	YES*
White	50	0.0	YES	47	87.3	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3360-110

Moorestown Township Public School District

William Allen Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	678	0.6	YES	616	88.7	88.9	YES*
White	515	0.8	YES	479	90.6	90	MET GOAL
Black	48	0.0	YES	45	68.9	67.6	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian	68	0.0	YES	58	93.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	87	2.3	YES	78	53.9	61	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	67	0.0	YES	51	74.5	60.9	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	678	0.6	YES	616	87.5	90	YES*
White	515	0.8	YES	479	90.4	90	MET GOAL
Black	48	0.0	YES	45	60.0	66	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian	68	0.0	YES	58	96.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	87	1.1	YES	79	40.5	58.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	67	0.0	YES	51	58.8	68.2	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3360-115

Moorestown Township Public School District

Moorestown Upper Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	917	0.3	YES	789	79.9	83.4	NO
White	677	0.1	YES	612	81.1	84.5	NO
Black	70	0.0	YES	54	61.1	67.5	YES*
Hispanic	44	2.3	YES			-	-
American Indian			-			-	-
Asian	92	0.0	YES	71	90.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	153	1.3	YES	132	44.7	60.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	86	1.2	YES	64	45.4	64.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	917	0.3	YES	789	89.1	90	YES*
White	677	0.3	YES	611	90.6	90	MET GOAL
Black	70	0.0	YES	54	72.2	83.3	YES*
Hispanic	44	2.3	YES			-	-
American Indian			-			-	-
Asian	92	0.0	YES	71	97.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	153	0.7	YES	133	61.7	76.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	86	1.2	YES	64	64.1	78.6	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3360-120

Moorestown Township Public School District

South Valley Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	99	0.0	YES	86	91.9	87	MET GOAL
White	59	0.0	YES	55	89.1	88.1	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	99	0.0	YES	86	96.5	90	MET GOAL
White	59	0.0	YES	55	96.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3430-050

Mount Holly Township Public Schools

Gertrude C. Folwell Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	317	0.6	YES	275	56.8	63.7	NO
White	171	1.2	YES	152	66.4	70.9	YES*
Black	87	0.0	YES	68	42.6	52.9	YES*
Hispanic	46	0.0	YES	44	47.7	67.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	83	1.2	YES	70	24.3	41.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	189	0.0	YES	159	47.2	53.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	317	0.6	YES	275	59.6	80.9	NO
White	171	1.2	YES	152	65.8	83.7	NO
Black	87	0.0	YES	68	47.1	73.1	NO
Hispanic	46	0.0	YES	44	54.6	90	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	83	1.2	YES	70	35.7	61.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	189	0.0	YES	159	46.5	75.5	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3430-060

Mount Holly Township Public Schools

F. W. Holbein Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	319	0.3	YES	277	61.7	67.3	YES*
White	129	0.0	YES	119	68.0	74.3	YES*
Black	124	0.8	YES	100	47.0	56.1	YES*
Hispanic	52	0.0	YES	45	75.6	72.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	85	1.2	YES	75	26.6	37.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	192	0.5	YES	158	53.8	57.6	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	319	0.3	YES	277	64.3	77.5	NO
White	129	0.0	YES	119	68.9	79.6	NO
Black	124	0.8	YES	100	55.0	69.2	NO
Hispanic	52	0.0	YES	45	73.4	85.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	85	1.2	YES	75	29.3	53.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	192	0.5	YES	158	54.5	70.4	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-010

Mount Laurel Township School District

Countryside Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	129	0.0	YES	119	86.5	83.7	YES
White	87	0.0	YES	82	89.0	84.8	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	129	0.0	YES	119	91.6	90	MET GOAL
White	87	0.0	YES	82	90.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-045

Mount Laurel Township School District

Fleetwood Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	134	0.0	YES	126	77.8	87.2	NO
White	81	0.0	YES	79	78.5	87.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	134	0.0	YES	126	87.4	90	YES*
White	81	0.0	YES	79	87.4	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-047

Mount Laurel Township School District

Hartford Upper Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	976	0.4	YES	892	79.7	83	NO
White	601	0.2	YES	564	82.1	85.8	NO
Black	140	0.0	YES	120	60.9	67.3	YES*
Hispanic	72	1.4	YES	63	73.0	74.5	YES*
American Indian			-			-	-
Asian	133	0.0	YES	124	89.5	90	YES*
Two or More Races			-			-	-
Students with Disabilities	163	0.0	YES	144	38.9	64.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	1.3	YES	130	58.5	69.7	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	976	0.3	YES	892	91.7	90	MET GOAL
White	601	0.2	YES	564	92.8	90	MET GOAL
Black	140	0.7	YES	119	79.8	88.3	NO
Hispanic	72	0.0	YES	64	95.3	90	MET GOAL
American Indian			-			-	-
Asian	133	0.0	YES	124	97.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	163	0.6	YES	143	67.8	90	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	0.7	YES	130	81.5	87.2	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-050

Mount Laurel Township School District

Hillside Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	156	0.0	YES	146	88.4	90	YES*
White	112	0.0	YES	108	90.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	156	0.0	YES	146	88.4	90	YES*
White	112	0.0	YES	108	90.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-055

Mount Laurel Township School District

Larchmont Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	163	1.8	YES	141	68.0	78.1	NO
White	85	3.5	YES	78	78.2	83.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	2.4	YES	36	50.0	61.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	37	40.5	-	--

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	163	1.2	YES	142	78.2	88.8	NO
White	85	2.4	YES	79	81.0	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	2.4	YES	36	72.3	78.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	37	67.6	-	--

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-060

Mount Laurel Township School District

T. E. Harrington Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	935	0.3	YES	878	85.2	88.9	NO
White	607	0.3	YES	581	86.7	90	NO
Black	161	0.6	YES	141	75.9	76.8	YES*
Hispanic	53	0.0	YES	49	81.7	77.1	YES
American Indian			-			-	-
Asian	96	0.0	YES	91	97.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	141	1.4	YES	129	50.4	63.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	162	0.6	YES	139	72.0	75.4	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	935	0.3	YES	878	80.8	87.5	NO
White	607	0.3	YES	581	82.8	89.3	NO
Black	161	0.6	YES	141	67.4	76.9	NO
Hispanic	53	0.0	YES	49	73.4	73.9	YES*
American Indian			-			-	-
Asian	96	0.0	YES	91	98.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	141	1.4	YES	129	41.1	58.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	162	0.0	YES	139	63.3	72.7	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-065

Mount Laurel Township School District

Parkway Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	164	1.2	YES	144	88.2	86.9	YES
White	127	0.8	YES	114	89.5	89	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	164	1.2	YES	144	95.1	90	MET GOAL
White	127	0.8	YES	114	96.5	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3440-075

Mount Laurel Township School District

Springville Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	189	0.0	YES	171	84.2	78.5	YES
White	119	0.0	YES	112	86.6	76.1	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	189	0.0	YES	171	91.8	90	MET GOAL
White	119	0.0	YES	112	92.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3540-050

New Hanover Township

New Hanover Township School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	114	0.0	YES	106	51.8	56.7	YES*
White	59	0.0	YES	56	67.9	66.3	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	42	23.8	43.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	113	0.0	YES	105	58.1	65.7	YES*
White	58	0.0	YES	55	72.7	73.7	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	42	35.7	55.6	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3650-036

North Hanover Township School District

North Hanover Township Upper Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	281	0.0	YES	228	70.2	69.4	YES
White	168	0.0	YES	141	78.0	73	YES
Black	48	0.0	YES	43	48.9	52.9	YES*
Hispanic	47	0.0	YES	30	63.3	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	68	0.0	YES	66	45.5	44.8	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	95	0.0	YES	78	62.8	64.7	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	281	0.0	YES	228	85.6	85.4	YES
White	168	0.0	YES	141	89.3	86.5	YES
Black	48	0.0	YES	43	76.8	68.7	YES
Hispanic	47	0.0	YES	30	80.0	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	68	0.0	YES	66	66.7	63.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	95	0.0	YES	78	82.1	82.4	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3650-040

North Hanover Township School District

Clarence B. Lamb Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	300	0.0	YES	228	70.2	72.8	YES*
White	193	0.0	YES	156	71.2	74.7	YES*
Black	45	0.0	YES	36	63.9	71	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	0.0	YES	49	57.1	53.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	101	0.0	YES	74	66.3	73.5	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	300	0.0	YES	228	73.2	85.3	NO
White	193	0.0	YES	156	78.8	88.9	NO
Black	45	0.0	YES	36	58.4	71	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	0.0	YES	49	59.1	71.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	101	0.0	YES	74	64.9	81	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3690-050

Northern Burlington County Regional School District

Northern Burlington County Regional High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	293	0.0	YES	273	97.1	90	MET GOAL
White	220	0.0	YES	213	98.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	41	83.0	73.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	293	0.0	YES	273	90.1	90	MET GOAL
White	220	0.0	YES	213	92.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	41	56.1	67.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-3690-060

Northern Burlington County Regional School District

Northern Burlington County Regional Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	741	1.1	YES	648	84.6	84.3	YES
White	519	1.0	YES	466	84.3	86	YES*
Black	99	0.0	YES	78	80.8	74.1	YES
Hispanic	62	4.8	YES	49	83.7	82.6	YES
American Indian			-			-	-
Asian	55	0.0	YES	51	92.2	85.2	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	138	2.9	YES	120	51.6	51.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	1.7	YES	92	68.4	65.6	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	741	0.7	YES	650	82.1	78.1	YES
White	519	0.8	YES	467	82.0	79.9	YES
Black	99	0.0	YES	78	74.4	67.6	YES
Hispanic	62	1.6	YES	50	82.0	69.9	YES
American Indian			-			-	-
Asian	55	0.0	YES	51	94.1	87.1	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	138	2.2	YES	120	40.8	37.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	1.7	YES	92	64.2	57.4	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3920-050

Palmyra Public Schools

Palmyra High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	184	1.1	YES	166	74.7	77.9	YES*
White	97	2.1	YES	92	82.6	81.5	YES
Black	51	0.0	YES	46	63.0	74.4	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	50	0.0	YES	46	47.8	49.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	79	0.0	YES	71	71.8	56.5	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	184	1.1	YES	166	63.3	72.5	NO
White	97	1.0	YES	93	74.2	76.4	YES*
Black	51	2.0	YES	45	46.7	68.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	50	0.0	YES	46	23.9	41.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	79	0.0	YES	71	54.9	54.8	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	-			-
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	-			
Limited English Proficiency				
Economically Disadvantaged	-			

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-3920-060

Palmyra Public Schools

Charles Street School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	271	0.7	YES	228	65.8	74.7	NO
White	151	0.0	YES	144	72.3	76.7	YES*
Black	52	1.9	YES	33	54.5	66.3	YES*
Hispanic	44	2.3	YES	31	48.4	49.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	1.6	YES	48	50.0	48.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	0.8	YES	89	51.7	69.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	271	0.4	YES	228	70.6	86.6	NO
White	151	0.0	YES	144	74.3	88	NO
Black	52	0.0	YES	33	54.5	78.1	NO
Hispanic	44	2.3	YES	31	61.3	73.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	1.6	YES	48	66.7	62.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	0.8	YES	89	67.5	84.4	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4050-050

Pemberton Township Schools

Helen A. Fort/Marcus Newcomb Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,067	0.4	YES	883	61.1	71.7	NO
White	594	0.3	YES	511	63.8	76	NO
Black	299	0.7	YES	245	58.0	65.1	NO
Hispanic	136	0.0	YES	110	53.6	68.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	172	1.2	YES	141	19.1	44.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	568	0.7	YES	476	54.0	65.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,067	0.7	YES	881	60.6	67.2	NO
White	594	0.7	YES	510	65.1	70.3	NO
Black	299	1.0	YES	244	56.6	61.2	YES*
Hispanic	136	0.0	YES	110	46.3	64.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	172	1.7	YES	140	27.9	43.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	568	1.4	YES	474	54.9	62	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8) MET 2013 Attendance Rate >=90%
--

YES

ESEA Waiver - School Profiles 2014

05-4050-055

Pemberton Township Schools

Pemberton Township High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	251	1.2	YES	227	85.9	84.9	YES
White	114	1.8	YES	103	86.4	84.5	YES
Black	87	0.0	YES	77	84.4	86.3	YES*
Hispanic			-	37	83.8	80.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	50	40.0	43.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.0	YES	99	79.8	77.6	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	251	2.0	YES	225	72.4	75	YES*
White	114	3.5	YES	101	80.2	76.5	YES
Black	87	0.0	YES	77	62.3	74	NO
Hispanic			-	37	64.9	67.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	7.0	NO	49	26.5	34	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	2.8	YES	96	63.6	64.5	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic	YES			YES
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	NO		NO	NO

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-4050-110

Pemberton Township Schools

Fort Dix Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	127	1.6	YES	55	70.9	54.7	YES
White	64	0.0	YES	33	60.6	54.2	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	43	2.3	YES			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	127	0.8	YES	55	81.8	84.1	YES*
White	64	0.0	YES	33	81.8	87.5	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	43	0.0	YES			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4050-130

Pemberton Township Schools

Alexander Denbo School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	342	0.0	YES	292	43.2	62.8	NO
White	203	0.0	YES	168	45.3	63.1	NO
Black	63	0.0	YES	54	44.5	-	--
Hispanic	64	0.0	YES	60	35.0	45.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	52	19.2	38.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	201	0.0	YES	175	35.4	55	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	342	0.0	YES	292	67.9	76.1	NO
White	203	0.0	YES	168	72.0	78.6	YES*
Black	63	0.0	YES	54	61.1	-	--
Hispanic	64	0.0	YES	60	60.0	75.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	52	42.3	52.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	201	0.0	YES	175	60.0	71.5	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4050-135

Pemberton Township Schools

Samuel T. Busansky School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	354	1.1	YES	279	48.8	60.4	NO
White	180	1.1	YES	152	50.0	63.6	NO
Black	113	0.9	YES	81	40.8	48.3	YES*
Hispanic	52	1.9	YES	40	55.0	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	92	2.2	YES	74	24.3	30.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	206	1.0	YES	174	46.5	56.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	354	0.8	YES	279	60.9	81.3	NO
White	180	1.1	YES	152	63.8	79	NO
Black	113	0.0	YES	81	55.5	53	YES
Hispanic	52	1.9	YES	40	60.0	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	92	1.1	YES	74	39.2	62.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	206	0.5	YES	174	59.2	78.3	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4050-140

Pemberton Township Schools

Joseph S. Stackhouse School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	323	2.2	YES	253	49.1	72.9	NO
White	197	2.5	YES	158	51.9	73.6	NO
Black	77	0.0	YES	62	41.9	59.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	5.5	YES	59	28.8	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	194	2.6	YES	158	43.6	63.8	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	323	0.3	YES	257	71.6	90	NO
White	197	0.5	YES	162	73.5	90	NO
Black	77	0.0	YES	62	66.2	90	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	1.4	YES	61	54.1	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	194	0.0	YES	161	65.3	90	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4320-050

Rancocas Valley Regional High School

Rancocas Valley Regional High School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	436	0.2	YES	372	97.5	90	MET GOAL
White	256	0.0	YES	225	97.4	90	MET GOAL
Black	121	0.8	YES	97	97.9	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	71	1.4	YES	43	79.1	72	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	73	0.0	YES	55	92.7	88.9	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	436	0.5	YES	372	90.9	90	MET GOAL
White	256	0.8	YES	225	92.0	90	MET GOAL
Black	121	0.0	YES	97	88.7	87.1	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	71	2.8	YES	43	48.8	68.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	73	2.7	YES	55	74.6	81.7	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-4450-050

RIVERSIDE TOWNSHIP

RIVERSIDE HIGH SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	118	1.7	YES	105	87.6	87.5	YES
White	88	2.3	YES	81	85.2	87.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	42	2.4	YES	37	83.8	77.1	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	118	0.8	YES	106	74.6	84.7	NO
White	88	1.1	YES	82	74.4	84.7	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	42	0.0	YES	38	63.2	70.2	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-4450-060

RIVERSIDE TOWNSHIP

RIVERSIDE ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	295	1.7	YES	262	46.5	65.6	NO
White	178	1.7	YES	162	50.7	69.8	NO
Black	46	2.2	YES	39	33.4	41.5	YES*
Hispanic	64	1.6	YES	58	43.1	61.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	82	0.0	YES	69	26.0	40.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	170	4.1	YES	145	41.4	60	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	295	1.0	YES	262	66.5	80.7	NO
White	178	1.7	YES	162	70.4	82.7	NO
Black	46	0.0	YES	39	48.7	75.3	NO
Hispanic	64	0.0	YES	58	65.5	82.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	82	0.0	YES	69	52.1	56.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	170	0.6	YES	145	60.0	77.7	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4450-070

RIVERSIDE TOWNSHIP

RIVERSIDE MIDDLE SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	281	0.0	YES	254	66.9	66	YES
White	178	0.0	YES	165	69.1	65.6	YES
Black			-			-	-
Hispanic	52	0.0	YES	47	63.8	68.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	0.0	YES	54	31.5	46.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	143	0.7	YES	123	53.7	62.7	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	281	0.0	YES	254	52.7	64.4	NO
White	178	0.0	YES	165	50.9	64.1	NO
Black			-			-	-
Hispanic	52	0.0	YES	47	53.2	70.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	0.0	YES	54	31.5	40.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	143	0.0	YES	123	47.1	63.6	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4460-050

Riverton School District

Riverton School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	190	0.5	YES	176	88.0	87.9	YES
White	174	0.6	YES	168	88.7	88.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	2.4	YES	36	66.7	70.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	190	0.5	YES	176	89.8	90	YES*
White	174	0.6	YES	168	91.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	2.4	YES	36	69.5	70.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4740-050

Shamong Township School District

Indian Mills Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	0.0	YES	165	70.9	80.6	NO
White	161	0.0	YES	154	72.1	80.3	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	0.0	YES	165	84.3	90	NO
White	161	0.0	YES	154	86.4	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4740-055

Shamong Township School District

Indian Mills Memorial School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	422	0.0	YES	401	82.0	84	YES*
White	390	0.0	YES	373	82.9	84.6	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	65	0.0	YES	63	38.1	60.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	39	61.5	59.7	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	422	0.0	YES	401	81.8	89	NO
White	390	0.0	YES	373	82.3	89.5	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	65	0.0	YES	63	33.3	61.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	39	56.4	72.3	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4930-060

Southampton Township School District

Southampton Township School #2

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	232	0.9	YES	216	68.5	74.5	YES*
White	204	1.0	YES	193	67.3	75.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	31.3	39.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	0.0	YES	49	55.1	62.6	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	232	0.4	YES	216	89.8	90	YES*
White	204	0.5	YES	193	89.6	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	75.0	79.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	0.0	YES	49	85.7	84.4	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-4930-070

Southampton Township School District

Southampton Township School #3

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	263	0.4	YES	250	82.8	85.2	YES*
White	229	0.4	YES	218	83.5	84.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	2.1	YES	42	47.6	56.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	40	0.0	YES	38	73.7	64.6	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	263	0.0	YES	251	78.5	81.1	YES*
White	229	0.0	YES	219	78.0	81.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	43	48.8	41.9	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	40	0.0	YES	38	63.1	72.5	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5010-050

Springfield Township School District

Springfield Township School District

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	159	0.0	YES	146	73.2	77.3	YES*
White	130	0.0	YES	120	75.9	78.5	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	38	44.7	48.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	159	0.0	YES	146	89.1	90	YES*
White	130	0.0	YES	120	90.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	38	76.4	85.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5130-040

Tabernacle Township School District

Kenneth R. Olson Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	353	0.0	YES	335	72.6	79.1	NO
White	315	0.0	YES	303	73.6	79.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	39	38.5	53.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	0.0	YES	42	45.2	66.1	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	353	0.0	YES	335	83.8	85.8	YES*
White	315	0.0	YES	303	84.5	86.2	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	39	61.6	61.2	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	0.0	YES	42	69.0	70.3	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5130-060

Tabernacle Township School District

Tabernacle Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	183	0.0	YES	173	70.5	80.5	NO
White	164	0.0	YES	157	69.4	82.3	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	39.4	54.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	183	0.0	YES	173	90.8	89.9	MET GOAL
White	164	0.0	YES	157	91.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	81.8	81.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5490-050

Washington Township School District

Washington Twp. - Green Bank School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide			-			-	-
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide			-			-	-
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5720-020

Westampton Township Public School District

Holly Hills Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	0.0	YES	186	72.1	68.3	YES
White	83	0.0	YES	78	75.7	73.6	YES
Black	55	0.0	YES	46	58.7	61.2	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	38	50.0	43	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	36	52.8	58.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	0.0	YES	186	75.2	79.6	YES*
White	83	0.0	YES	78	83.3	85.8	YES*
Black	55	0.0	YES	46	54.4	71.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	38	63.2	64.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	36	61.1	67	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5720-050

Westampton Township Public School District

Westampton Township Middle School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	446	0.0	YES	376	71.0	80.9	NO
White	174	0.0	YES	154	75.9	87	NO
Black	158	0.0	YES	126	61.9	71.9	NO
Hispanic	57	0.0	YES	51	72.6	80.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	0.0	YES	61	19.6	51.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	0.0	YES	66	46.9	64.3	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	446	0.0	YES	376	77.7	83.1	NO
White	174	0.0	YES	154	83.8	86.9	YES*
Black	158	0.0	YES	126	66.7	75.5	NO
Hispanic	57	0.0	YES	51	76.5	88.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	0.0	YES	61	24.6	53.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	0.0	YES	66	57.6	66.5	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5805-053

WILLINGBORO PUBLIC SCHOOL DISTRICT

WILLINGBORO HIGH SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	210	2.4	YES	184	78.8	77.1	YES
White			-			-	-
Black	189	0.5	YES	170	78.8	76.9	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	48	31.3	34.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	122	2.5	YES	105	78.1	73.2	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	210	2.4	YES	184	52.1	56.6	YES*
White			-			-	-
Black	189	0.5	YES	170	52.3	55.9	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	48	6.3	32.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	122	2.5	YES	105	49.6	55.7	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide	NO		NO	NO
White				
Black	NO		NO	NO
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	NO		NO	NO

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

05-5805-057

WILLINGBORO PUBLIC SCHOOL DISTRICT

WILLINGBORO MEMORIAL MIDDLE SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	824	0.8	YES	575	46.1	57.4	NO
White			-			-	-
Black	694	0.9	YES	505	45.6	57.4	NO
Hispanic	58	0.0	YES	39	43.6	59.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	189	1.6	YES	151	11.3	34	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	323	0.9	YES	226	36.3	55.1	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	824	0.8	YES	572	53.4	66.9	NO
White			-			-	-
Black	694	0.7	YES	503	51.8	66.4	NO
Hispanic	58	0.0	YES	39	59.0	68	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	189	3.2	YES	148	16.9	41.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	323	0.6	YES	226	45.6	63.6	NO

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5805-064

WILLINGBORO PUBLIC SCHOOL DISTRICT

GARFIELD EAST ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	252	0.4	YES	216	36.1	59.4	NO
White			-			-	-
Black	227	0.4	YES	193	36.8	60.2	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	37	8.1	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	151	0.7	YES	126	33.3	61.7	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	252	0.0	YES	217	52.6	72.5	NO
White			-			-	-
Black	227	0.0	YES	194	52.1	72.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	37	16.2	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	151	0.0	YES	127	49.6	68.7	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5805-065

WILLINGBORO PUBLIC SCHOOL DISTRICT

HAWTHORNE PARK ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	1.9	YES	123	54.4	65.5	NO
White			-			-	-
Black	174	1.7	YES	114	52.7	65.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	124	0.8	YES	76	52.6	66.8	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	1.9	YES	123	68.3	81.5	NO
White			-			-	-
Black	174	1.7	YES	114	66.7	81.8	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	124	0.8	YES	76	68.4	76.6	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5805-080

WILLINGBORO PUBLIC SCHOOL DISTRICT

W. R. JAMES SR. ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	188	1.1	YES	137	51.1	73.5	NO
White			-			-	-
Black	158	0.6	YES	115	52.1	75.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	82	2.4	YES	59	44.1	68.5	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	188	0.5	YES	138	55.8	87.5	NO
White			-			-	-
Black	158	0.6	YES	115	54.8	90	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	82	1.2	YES	59	56.0	87.9	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5805-090

WILLINGBORO PUBLIC SCHOOL DISTRICT

J. C. STUART ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	214	0.9	YES	145	45.5	64	NO
White			-			-	-
Black	180	0.0	YES	125	45.6	64.2	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	37	16.2	46.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	102	0.0	YES	68	47.1	66.3	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	214	0.5	YES	147	58.5	79.2	NO
White			-			-	-
Black	180	0.6	YES	125	57.6	77.7	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	1.9	YES	37	27.0	68.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	102	1.0	YES	68	54.5	77.6	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5805-120

WILLINGBORO PUBLIC SCHOOL DISTRICT

TWIN HILLS ELEMENTARY SCHOOL

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	176	2.3	YES	153	53.0	71.1	NO
White			-			-	-
Black	148	1.4	YES	131	53.4	72.8	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	1.1	YES	81	46.9	66.5	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	176	2.3	YES	153	71.3	80	NO
White			-			-	-
Black	148	1.4	YES	131	72.5	81.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	1.1	YES	81	66.6	75.5	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

* Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

05-5890-030

WOODLAND TOWNSHIP BOARD OF EDUCATION

Chatsworth Elementary School

This table presents the participation and performance determinations for this school under ESEA Flexibility.

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	91	0.0	YES	85	64.8	68.7	YES*
White	81	0.0	YES	75	64.0	69.6	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	91	0.0	YES	85	68.3	75.5	YES*
White	81	0.0	YES	75	68.0	71.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

Sources - HSPA bank cohort for high school ; NJASK for grades 3 through 8 ; grad rate for sub groups with N-size>=30

Performance Index

MET GOAL	Statewide Performance Goal of 90% - MET	YES*	Progress Target (Confidence Interval applied) - MET
YES	Progress Target or Participation Rate - MET	NO	Progress Target or Participation Rate - NOT MET

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)
MET 2013 Attendance Rate >=90%

YES