

ESEA Waiver - School Profiles 2014

07-0150-010

Audubon Public Schools

Audubon Junior/Senior 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	0.6	YES	319	85.0	87.5	YES*
White	308	0.6	YES	290	86.9	87.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	72	0.0	YES	65	56.9	56.8	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	73	69.8	76.6	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	343	0.9	YES	318	82.7	88.1	NO
White	308	1.0	YES	289	84.1	88.5	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	72	1.4	YES	64	45.4	50.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	1.2	YES	72	72.2	80	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	YES			YES
Limited English Proficiency				
Economically Disadvantaged	-			

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

07-0150-050

Audubon Public Schools

Mansion Avenue 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	369	0.5	YES	342	63.8	76.1	NO
White	337	0.6	YES	312	65.7	78.2	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	106	0.9	YES	99	33.3	50.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	88	50.0	70.8	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	369	0.5	YES	342	80.1	90	NO
White	337	0.6	YES	312	80.7	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	106	0.9	YES	99	55.5	75.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	88	72.7	87.8	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

07-0190-010

BARRINGTON SCHOOL DISTRICT

Avon 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	155	0.6	YES	144	62.5	69.1	YES*
White	126	0.8	YES	120	62.5	71.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	43	51.2	-	--

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	155	0.6	YES	144	81.9	90	NO
White	126	0.8	YES	120	85.8	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	43	65.2	-	--

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

07-0190-030

BARRINGTON SCHOOL DISTRICT

Woodland 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	226	0.4	YES	213	74.7	78.9	YES*
White	191	0.5	YES	182	75.8	82.5	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	50	0.0	YES	43	62.8	61.5	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	226	0.4	YES	213	77.9	84.9	NO
White	191	0.5	YES	182	82.4	88.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	50	0.0	YES	43	76.8	67.5	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

07-0260-015

BELLMWR PUBLIC SCHOOLS

BELL OAKS 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	442	0.2	YES	402	64.6	73.6	NO
White	318	0.3	YES	296	65.6	74.8	NO
Black			-			-	-
Hispanic	59	0.0	YES	49	57.1	62.6	YES*
American Indian			-			-	-
Asian	43	0.0	YES	39	69.3	71.8	YES*
Two or More Races			-			-	-
Students with Disabilities	66	0.0	YES	65	29.2	49	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	228	1.3	YES	204	58.4	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	442	0.5	YES	401	73.6	80.4	NO
White	318	0.6	YES	295	73.9	79.9	NO
Black			-			-	-
Hispanic	59	0.0	YES	49	67.3	77.5	YES*
American Indian			-			-	-
Asian	43	0.0	YES	39	87.2	87.9	YES*
Two or More Races			-			-	-
Students with Disabilities	66	1.5	YES	64	29.7	54.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	228	0.4	YES	204	70.1	78.7	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

07-0260-020

BELLMAWR PUBLIC SCHOOLS

BELLMAWR 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	136	0.0	YES	120	55.8	64.7	YES*
White	97	0.0	YES	87	63.2	67.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	87	0.0	YES	75	50.6	55.7	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	136	0.0	YES	120	64.2	72.3	YES*
White	97	0.0	YES	87	66.7	75.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	87	0.0	YES	75	60.0	57.7	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

07-0260-030

BELLMAWR PUBLIC SCHOOLS

ETHEL M BURKE 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	106	0.0	YES	100	48.0	67.6	NO
White	72	0.0	YES	69	46.3	69.9	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	0.0	YES	43	46.5	57.4	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	106	0.0	YES	100	60.0	74.5	NO
White	72	0.0	YES	69	59.4	72.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	0.0	YES	43	55.8	81.7	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

07-0330-020

Berlin Borough School District

Berlin Community 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	577	0.3	YES	548	77.2	80	YES*
White	478	0.2	YES	461	78.7	80.7	YES*
Black			-	35	68.6	69.9	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	94	0.0	YES	91	39.6	54.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	0.0	YES	105	64.8	70.1	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	577	0.3	YES	548	87.8	89	YES*
White	478	0.2	YES	461	88.1	90	YES*
Black			-	35	85.7	82.8	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	94	0.0	YES	91	61.5	71.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	0.0	YES	105	80.9	78.3	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

07-0340-030

Berlin Township School District

Dwight D Eisenhower 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	308	1.0	YES	280	58.5	65.5	NO
White	197	1.5	YES	182	61.5	67.2	YES*
Black	54	0.0	YES	45	53.3	54.5	YES*
Hispanic	42	0.0	YES	38	47.3	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	61	39.3	41.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	133	0.8	YES	123	52.8	55.5	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	308	1.3	YES	279	68.4	77.6	NO
White	197	2.0	YES	181	72.4	80.4	NO
Black	54	0.0	YES	45	66.7	66.3	YES
Hispanic	42	0.0	YES	38	50.0	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	61	49.2	48.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	133	0.8	YES	123	60.1	67.4	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

07-0340-050

Berlin Township School District

John F Kennedy 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	58	1.7	YES	46	58.7	65.8	YES*
White	41	2.4	YES	32	59.4	71.1	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	58	1.7	YES	46	78.3	82.9	YES*
White	41	2.4	YES	32	75.1	88.5	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

07-0390-020

Black Horse Pike Regional School District

Highland 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	276	0.7	YES	256	96.5	90	MET GOAL
White	177	1.1	YES	167	97.0	90	MET GOAL
Black	60	0.0	YES	50	94.0	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	2.5	YES	35	80.0	79.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	72	0.0	YES	65	95.4	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	276	1.1	YES	256	87.5	82.9	YES
White	177	1.1	YES	167	88.1	89.1	YES*
Black	60	1.7	YES	50	82.0	67.4	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	2.5	YES	35	42.9	45.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	72	1.4	YES	65	86.2	72.7	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		YES	YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

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

ESEA Waiver - School Profiles 2014

07-0390-030

Black Horse Pike Regional School District

Timber Creek 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	316	0.0	YES	302	96.0	90	MET GOAL
White	184	0.0	YES	179	96.7	90	MET GOAL
Black	101	0.0	YES	94	95.7	89.3	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	71.0	68.4	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	88	0.0	YES	81	91.3	86.2	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	316	0.0	YES	302	89.0	88.1	YES
White	184	0.0	YES	179	93.8	90	MET GOAL
Black	101	0.0	YES	94	80.8	79.9	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	41.9	50.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	88	0.0	YES	81	77.8	75.7	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	YES			YES
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

07-0390-050

Black Horse Pike Regional School District

Triton 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	311	0.6	YES	303	93.7	90	MET GOAL
White	249	0.8	YES	243	95.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	1.6	YES	60	73.4	80.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	1.1	YES	89	91.0	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	311	0.6	YES	303	82.5	89	NO
White	249	0.8	YES	243	85.2	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	1.6	YES	60	40.0	59.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	1.1	YES	89	71.9	84.3	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	NO		YES	YES

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

07-0580-010

BROOKLAWN PUBLIC SCHOOL DISTRICT

Alice Costello 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	188	45.7	72.4	NO
White	129	0.8	YES	121	49.6	74.3	NO
Black			-	30	43.3	-	--
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	4.5	YES	41	22.0	42.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	109	1.8	YES	97	28.9	59.9	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	206	1.9	YES	188	58.0	78.1	NO
White	129	0.8	YES	121	67.0	77.1	NO
Black			-	30	36.7	-	--
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	4.5	YES	41	36.5	46.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	109	1.8	YES	97	48.4	70.9	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

07-0680-029

CAMDEN CITY PUBLIC SCHOOLS

Dr. Charles E. Brimm Medical Arts 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	48	0.0	YES	36	88.9	90	YES*
White			-			-	-
Black			-	30	90.0	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	90.0	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	48	0.0	YES	36	69.5	73.6	YES*
White			-			-	-
Black			-	30	70.0	73	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	70.0	72	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				
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

07-0680-030

CAMDEN CITY PUBLIC SCHOOLS

Camden 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	157	1.9	YES	131	33.6	50.5	NO
White			-			-	-
Black	113	2.7	YES	94	36.2	53.8	NO
Hispanic	43	0.0	YES	36	25.0	39.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	76	3.9	YES	64	6.3	32.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	154	1.9	YES	128	32.0	50.5	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	157	1.9	YES	130	19.2	35.5	NO
White			-			-	-
Black	113	2.7	YES	93	19.4	37.4	NO
Hispanic	43	0.0	YES	36	19.4	29.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	76	3.9	YES	63	9.5	30.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	154	1.9	YES	127	18.9	35.3	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	NO		NO	NO
White				
Black	NO		NO	NO
Hispanic	NO		NO	NO
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

07-0680-040

CAMDEN CITY PUBLIC SCHOOLS

Woodrow Wilson 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	204	1.5	YES	136	44.8	54.4	NO
White			-			-	-
Black	77	0.0	YES	57	52.6	60.9	YES*
Hispanic	123	2.4	YES	76	38.2	50.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	1.6	YES	41	9.8	33.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	180	1.7	YES	117	46.2	51.8	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	204	2.9	YES	134	25.3	36.7	NO
White			-			-	-
Black	77	2.6	YES	56	21.4	38.6	NO
Hispanic	123	3.3	YES	75	28.0	34.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	4.8	YES	40	7.5	24.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	180	3.3	YES	115	22.6	37.9	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	NO		NO	NO
White				
Black	NO		NO	NO
Hispanic	NO		NO	NO
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

07-0680-045

CAMDEN CITY PUBLIC SCHOOLS

East Camden 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	241	0.0	YES	228	18.4	48.4	NO
White			-			-	-
Black	88	0.0	YES	84	17.9	47.2	NO
Hispanic	149	0.0	YES	140	17.9	46.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	85	0.0	YES	81	1.2	33.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	223	0.0	YES	214	19.2	47.6	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	241	2.1	YES	225	19.1	41.2	NO
White			-			-	-
Black	88	1.1	YES	83	19.3	39.8	NO
Hispanic	149	2.7	YES	138	17.3	39.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	85	0.0	YES	81	6.2	31.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	223	1.8	YES	211	18.5	41.3	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

07-0680-070

CAMDEN CITY PUBLIC SCHOOLS

Pyne Poynt 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	297	2.0	YES	243	10.3	36.6	NO
White			-			-	-
Black	56	0.0	YES	52	9.6	36.8	NO
Hispanic	234	1.7	YES	186	10.2	36.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	104	4.8	YES	93	1.1	28.6	NO
Limited English Proficiency	118	0.8	YES	79	3.8	16.6	NO
Economically Disadvantaged	281	1.8	YES	229	9.6	36.1	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	297	1.7	YES	244	18.4	31.5	NO
White			-			-	-
Black	56	0.0	YES	52	11.5	27.7	NO
Hispanic	234	1.3	YES	187	20.9	33.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	104	2.9	YES	95	6.3	29.7	NO
Limited English Proficiency	118	0.0	YES	80	18.8	20.5	YES*
Economically Disadvantaged	281	1.4	YES	230	18.7	31.3	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

07-0680-080

CAMDEN CITY PUBLIC SCHOOLS

Veterans Memorial Family 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	346	0.0	YES	245	26.9	44.5	NO
White			-			-	-
Black	78	0.0	YES	48	27.1	41.4	NO
Hispanic	258	0.0	YES	191	26.2	44.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	100	0.0	YES	70	7.1	24.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	336	0.0	YES	243	26.7	43.8	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	346	0.6	YES	243	37.4	47.6	NO
White			-			-	-
Black	78	1.3	YES	47	40.4	36.6	YES
Hispanic	258	0.4	YES	190	35.8	48.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	100	1.0	YES	69	18.8	28	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	336	0.6	YES	241	37.0	47.2	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

07-0680-100

CAMDEN CITY PUBLIC SCHOOLS

Henry L. Bonsall Family 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	1.6	YES	214	14.5	39.4	NO
White			-			-	-
Black	196	2.0	YES	169	15.4	40.2	NO
Hispanic	55	0.0	YES	45	11.1	36.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	86	4.7	YES	75	1.3	28.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	234	1.7	YES	200	15.5	39.4	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	251	1.2	YES	215	21.4	48.3	NO
White			-			-	-
Black	196	1.5	YES	170	21.2	48.5	NO
Hispanic	55	0.0	YES	45	22.2	47.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	86	3.5	YES	76	3.9	31.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	234	1.3	YES	201	21.9	48.9	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

07-0680-145

CAMDEN CITY PUBLIC SCHOOLS

Octavio V. Catto Family 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	297	1.0	YES	269	30.4	44.6	NO
White			-			-	-
Black	61	1.6	YES	54	35.2	39.5	YES*
Hispanic	225	0.9	YES	204	29.4	48	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	0.0	YES	41	9.8	-	--
Limited English Proficiency	53	0.0	YES	37	10.8	11	YES*
Economically Disadvantaged	292	1.0	YES	265	30.6	45.1	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	297	0.3	YES	271	42.1	50.4	NO
White			-			-	-
Black	61	1.6	YES	54	38.9	42.6	YES*
Hispanic	225	0.0	YES	206	42.3	55	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	0.0	YES	41	22.0	-	--
Limited English Proficiency	53	0.0	YES	37	8.1	18.8	YES*
Economically Disadvantaged	292	0.3	YES	267	42.0	50.1	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

07-0680-165

CAMDEN CITY PUBLIC SCHOOLS

Cooper's Poynt Family 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	233	0.9	YES	222	29.3	45.6	NO
White			-			-	-
Black	94	1.1	YES	86	25.6	45.6	NO
Hispanic	137	0.0	YES	135	31.1	45	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	50	6.0	35.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	210	0.5	YES	201	29.9	44.8	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	233	0.9	YES	222	40.1	50.8	NO
White			-			-	-
Black	94	0.0	YES	87	33.3	55.4	NO
Hispanic	137	0.7	YES	134	44.0	47.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	1.9	YES	49	18.4	37	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	210	0.5	YES	201	41.3	51.4	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

07-0680-170

CAMDEN CITY PUBLIC SCHOOLS

Alfred Cramer College Preparatory Lab 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	245	0.8	YES	217	31.3	43	NO
White			-			-	-
Black	80	1.3	YES	69	24.6	44.3	NO
Hispanic	153	0.7	YES	137	32.8	40.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	4.3	YES	42	11.9	32.2	NO
Limited English Proficiency	44	0.0	YES	41	31.7	22.6	YES
Economically Disadvantaged	240	0.8	YES	214	30.8	42.2	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	245	0.8	YES	217	49.3	57	NO
White			-			-	-
Black	80	1.3	YES	69	47.8	53	YES*
Hispanic	153	0.7	YES	137	48.2	57.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	4.3	YES	42	14.3	34.4	NO
Limited English Proficiency	44	0.0	YES	41	51.3	37	YES
Economically Disadvantaged	240	0.8	YES	214	49.5	55.6	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

07-0680-175

CAMDEN CITY PUBLIC SCHOOLS

Riletta Twyne Cream Family 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	2.1	YES	253	18.6	34.8	NO
White			-			-	-
Black	179	3.4	YES	159	14.5	34.4	NO
Hispanic	82	0.0	YES	74	20.3	36.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	1.6	YES	56	7.1	29	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	255	2.4	YES	228	15.8	34.7	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	1.1	YES	255	20.7	40.1	NO
White			-			-	-
Black	179	1.7	YES	161	17.4	38.4	NO
Hispanic	82	0.0	YES	74	25.7	43.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	56	7.1	36.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	255	1.2	YES	230	19.6	38.8	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

07-0680-180

CAMDEN CITY PUBLIC SCHOOLS

Dr. Henry H. Davis 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	334	1.5	YES	266	23.0	41.2	NO
White			-			-	-
Black	108	1.9	YES	88	18.1	41	NO
Hispanic	192	1.6	YES	148	23.6	37.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	79	1.3	YES	59	3.4	31.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	319	1.9	YES	255	22.0	40.2	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	334	0.9	YES	268	30.6	54.8	NO
White			-			-	-
Black	108	0.0	YES	90	23.3	52	NO
Hispanic	192	1.0	YES	148	31.8	51.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	79	0.0	YES	59	8.5	32.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	319	0.6	YES	256	30.5	55.8	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

07-0680-190

CAMDEN CITY PUBLIC SCHOOLS

Thomas H. Dudley Family 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	276	1.4	YES	224	19.2	35	NO
White			-			-	-
Black	90	1.1	YES	74	17.6	35.4	NO
Hispanic	185	1.6	YES	149	20.1	34.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	0.0	13.2	NO
Limited English Proficiency	49	2.0	YES	37	8.1	28.5	NO
Economically Disadvantaged	273	1.5	YES	222	18.9	35.2	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	276	1.1	YES	226	29.2	40.2	NO
White			-			-	-
Black	90	0.0	YES	75	22.7	41.9	NO
Hispanic	185	1.6	YES	150	32.0	39.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	12.9	23.2	YES*
Limited English Proficiency	49	2.0	YES	37	32.4	39.4	YES*
Economically Disadvantaged	273	1.1	YES	224	29.0	40.3	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 5yr 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

07-0680-205

CAMDEN CITY PUBLIC SCHOOLS

Forest Hill 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	185	1.1	YES	162	15.4	38.4	NO
White			-			-	-
Black	141	0.0	YES	128	14.8	40.7	NO
Hispanic	44	4.5	YES	34	17.6	30.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	3.0	YES	59	3.4	14.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	176	1.1	YES	154	15.6	37.3	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	185	1.1	YES	162	27.8	60	NO
White			-			-	-
Black	141	0.7	YES	127	31.5	62.6	NO
Hispanic	44	2.3	YES	35	14.3	51.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	1.5	YES	60	10.0	25	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	176	1.1	YES	154	27.9	59.7	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

07-0680-210

CAMDEN CITY PUBLIC SCHOOLS

Cooper B. Hatch Family 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	249	1.6	YES	152	18.4	38.4	NO
White			-			-	-
Black	176	2.3	YES	110	18.2	39.5	NO
Hispanic	73	0.0	YES	42	19.0	35.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	106	0.9	YES	59	8.5	26.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	231	1.7	YES	143	17.5	39.1	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	249	4.0	YES	149	16.8	42.1	NO
White			-			-	-
Black	176	5.1	YES	107	15.9	40.4	NO
Hispanic	73	1.4	YES	42	19.0	44.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	106	4.7	YES	57	5.3	29.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	231	4.3	YES	140	15.0	42.5	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

07-0680-230

CAMDEN CITY PUBLIC SCHOOLS

Francis X. McGraw 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	133	0.0	YES	127	18.9	44.7	NO
White			-			-	-
Black	67	0.0	YES	66	19.7	46.9	NO
Hispanic	66	0.0	YES	61	18.0	37.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	127	0.0	YES	122	19.7	43.4	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	133	0.0	YES	127	37.0	54.1	NO
White			-			-	-
Black	67	0.0	YES	66	31.8	56.4	NO
Hispanic	66	0.0	YES	61	42.6	47.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	127	0.0	YES	122	38.5	52.3	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

07-0680-245

CAMDEN CITY PUBLIC SCHOOLS

Creative Arts Village Academy

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	172	1.2	YES	157	38.2	34.4	YES
White			-			-	-
Black	133	1.5	YES	120	40.0	36.7	YES
Hispanic			-	35	34.3	30.2	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	1.3	YES	142	37.3	32.1	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	172	1.2	YES	157	38.2	29.5	YES
White			-			-	-
Black	133	1.5	YES	120	37.5	30.9	YES
Hispanic			-	35	40.0	26.8	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	1.3	YES	142	38.7	28.9	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

07-0680-250

CAMDEN CITY PUBLIC SCHOOLS

Rafael Cordero Molina 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	0.8	YES	216	8.8	34.9	NO
White			-			-	-
Black	91	1.1	YES	85	11.8	32.5	NO
Hispanic	148	0.7	YES	130	7.0	35.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	1.7	YES	56	1.8	29.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	229	0.9	YES	205	9.3	35	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	240	0.8	YES	216	26.8	40.4	NO
White			-			-	-
Black	91	1.1	YES	85	30.6	43.9	NO
Hispanic	148	0.7	YES	130	24.7	38.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	3.4	YES	55	9.1	39.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	229	0.9	YES	205	27.8	40.3	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

07-0680-300

CAMDEN CITY PUBLIC SCHOOLS

Harry C. Sharp 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	178	0.6	YES	145	33.1	43.8	NO
White			-			-	-
Black			-			-	-
Hispanic	142	0.7	YES	119	35.3	42.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	2.3	YES	38	13.2	27.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	163	0.6	YES	134	32.1	43.5	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	178	0.0	YES	146	58.2	70.8	NO
White			-			-	-
Black			-			-	-
Hispanic	142	0.0	YES	120	56.7	72.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	39	51.3	67.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	163	0.0	YES	135	57.7	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

07-0680-305

CAMDEN CITY PUBLIC SCHOOLS

Met East 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			-			-	-
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%

ESEA Waiver - School Profiles 2014

07-0680-310

CAMDEN CITY PUBLIC SCHOOLS

Charles Sumner 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	220	0.0	YES	200	13.5	39.2	NO
White			-			-	-
Black	97	0.0	YES	88	11.4	42.6	NO
Hispanic	122	0.0	YES	111	15.3	33.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	50	4.0	-	--
Limited English Proficiency	51	0.0	YES	46	8.7	-	--
Economically Disadvantaged	212	0.0	YES	193	14.0	39.6	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	220	0.9	YES	198	29.8	53.2	NO
White			-			-	-
Black	97	0.0	YES	88	27.3	58.5	NO
Hispanic	122	1.6	YES	109	31.2	46.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	49	10.2	-	--
Limited English Proficiency	51	0.0	YES	46	19.6	-	--
Economically Disadvantaged	212	0.9	YES	191	30.9	51.6	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 5yr 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

07-0680-320

CAMDEN CITY PUBLIC SCHOOLS

Dr. Ulysses S. Wiggins College Preparatory Lab 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	314	1.9	YES	284	16.2	39.4	NO
White			-			-	-
Black	128	2.3	YES	110	17.3	39.8	NO
Hispanic	183	1.6	YES	172	15.1	39.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	2.9	YES	61	3.3	28.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	289	1.7	YES	261	16.5	39.3	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	314	1.0	YES	286	33.2	47.6	NO
White			-			-	-
Black	128	1.6	YES	110	32.8	44.8	NO
Hispanic	183	0.5	YES	174	33.9	49.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	4.3	YES	60	21.7	34.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	289	0.7	YES	263	35.0	47.2	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

07-0680-340

CAMDEN CITY PUBLIC SCHOOLS

John Greenleaf Whittier Family 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	141	17.0	41.2	NO
White			-			-	-
Black	106	0.9	YES	96	17.7	43.9	NO
Hispanic	42	0.0	YES	39	17.9	24.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	2.3	YES	39	5.1	11.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	145	0.0	YES	134	17.9	40.1	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	154	0.6	YES	141	27.0	51.9	NO
White			-			-	-
Black	106	0.9	YES	96	29.2	51.2	NO
Hispanic	42	0.0	YES	39	23.0	35.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	2.3	YES	39	18.0	25	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	145	0.0	YES	134	28.3	51.1	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

07-0680-350

CAMDEN CITY PUBLIC SCHOOLS

Henry B. Wilson Family 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	375	0.5	YES	334	29.0	41.7	NO
White			-			-	-
Black	263	0.8	YES	235	29.4	41	NO
Hispanic	108	0.0	YES	95	28.4	43.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	66	0.0	YES	61	4.9	23.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	358	0.6	YES	323	27.5	42.2	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	375	0.5	YES	334	34.7	47.6	NO
White			-			-	-
Black	263	0.8	YES	235	34.5	45.9	NO
Hispanic	108	0.0	YES	95	32.7	51.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	66	0.0	YES	61	14.8	42.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	358	0.6	YES	323	34.1	49.4	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

07-0680-360

CAMDEN CITY PUBLIC SCHOOLS

Yorkship 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	326	0.0	YES	290	18.3	42.9	NO
White			-			-	-
Black	213	0.0	YES	191	16.8	42.4	NO
Hispanic	101	0.0	YES	89	21.3	45.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	68	0.0	YES	65	4.6	30.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	318	0.0	YES	282	18.8	42.3	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	326	0.3	YES	289	28.0	51.9	NO
White			-			-	-
Black	213	0.5	YES	190	27.4	51.5	NO
Hispanic	101	0.0	YES	89	26.9	56.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	68	1.5	YES	64	6.3	33.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	318	0.3	YES	281	27.7	51.3	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

07-0700-030

Camden County Technical School

Camden County Technical School-Pennsauken

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	203	0.0	YES	203	98.6	90	MET GOAL
White			-			-	-
Black	46	0.0	YES	46	97.8	90	MET GOAL
Hispanic	146	0.0	YES	146	98.7	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	176	0.0	YES	176	98.9	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	203	0.0	YES	203	76.4	84.8	NO
White			-			-	-
Black	46	0.0	YES	46	71.7	81.9	YES*
Hispanic	146	0.0	YES	146	76.7	85.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	176	0.0	YES	176	76.2	83.1	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	YES			YES
White				
Black	YES			YES
Hispanic	YES			YES
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

07-0700-040

Camden County Technical School

Camden County Technical School-GTC

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	327	0.6	YES	325	84.6	78.8	YES
White	111	0.0	YES	111	91.9	90	MET GOAL
Black	115	0.0	YES	115	84.4	77.8	YES
Hispanic	89	2.2	YES	87	73.5	68.4	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	132	1.5	YES	130	63.9	58.4	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	236	0.8	YES	234	80.3	74.3	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	327	0.3	YES	326	63.5	60.2	YES
White	111	0.0	YES	111	79.3	75.7	YES
Black	115	0.0	YES	115	56.6	56.2	YES
Hispanic	89	1.1	YES	88	50.0	49.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	132	0.8	YES	131	34.4	37.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	236	0.4	YES	235	57.9	55.8	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	YES			YES
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

07-0800-030

Cherry Hill Public Schools

Cherry Hill High School East

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	505	0.2	YES	482	99.2	90	MET GOAL
White	349	0.3	YES	344	98.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	83	0.0	YES	80	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	59	0.0	YES	54	92.6	87.8	MET GOAL
Limited English Proficiency			-			-	-
Economically Disadvantaged	46	0.0	YES	45	97.7	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	505	0.2	YES	482	96.0	90	MET GOAL
White	349	0.3	YES	344	96.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	83	0.0	YES	80	100.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	59	0.0	YES	54	76.0	77.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	46	0.0	YES	45	88.9	85.1	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	YES			YES
White	YES			YES
Black				
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

07-0800-040

Cherry Hill Public Schools

Cherry Hill High School West

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	381	0.8	YES	359	98.6	90	MET GOAL
White	231	0.4	YES	227	99.6	90	MET GOAL
Black	54	1.9	YES	46	93.5	85.1	MET GOAL
Hispanic	43	2.3	YES	36	100.0	90	MET GOAL
American Indian			-			-	-
Asian	52	0.0	YES	49	98.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	50	94.0	74.4	MET GOAL
Limited English Proficiency			-			-	-
Economically Disadvantaged	70	0.0	YES	65	100.0	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	381	0.8	YES	359	91.9	90	MET GOAL
White	231	0.4	YES	227	94.7	90	MET GOAL
Black	54	1.9	YES	46	84.7	77.5	YES
Hispanic	43	2.3	YES	36	77.7	90	YES*
American Indian			-			-	-
Asian	52	0.0	YES	49	95.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	57	3.5	YES	51	72.5	71.2	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	70	0.0	YES	65	87.7	84	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	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

07-0800-058

Cherry Hill Public Schools

A. Russell Knight 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	186	0.0	YES	176	85.3	89.2	YES*
White	142	0.0	YES	141	86.6	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	186	0.0	YES	176	93.8	90	MET GOAL
White	142	0.0	YES	141	93.6	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

07-0800-060

Cherry Hill Public Schools

Alternative 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			-			-	-
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%

ESEA Waiver - School Profiles 2014

07-0800-067

Cherry Hill Public Schools

John A. Carusi 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	925	0.0	YES	839	72.1	81.1	NO
White	549	0.0	YES	518	75.7	84.1	NO
Black	95	0.0	YES	71	60.6	73.3	NO
Hispanic	141	0.0	YES	117	61.5	73.2	NO
American Indian			-			-	-
Asian	119	0.0	YES	113	75.2	81.5	YES*
Two or More Races			-			-	-
Students with Disabilities	232	0.0	YES	217	34.1	52.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	284	0.0	YES	252	59.5	73.2	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	925	0.1	YES	838	81.0	85.3	NO
White	549	0.2	YES	517	83.4	87.5	NO
Black	95	0.0	YES	71	77.5	75.6	YES
Hispanic	141	0.0	YES	117	68.4	77.2	NO
American Indian			-			-	-
Asian	119	0.0	YES	113	89.3	88.7	YES
Two or More Races			-			-	-
Students with Disabilities	232	0.0	YES	217	48.8	63.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	284	0.0	YES	252	73.8	80.1	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

07-0800-068

Cherry Hill Public Schools

Bret Harte 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	225	0.0	YES	218	81.2	89	NO
White	162	0.0	YES	158	83.5	89.4	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	55.5	75.4	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	225	0.0	YES	218	93.2	90	MET GOAL
White	162	0.0	YES	158	92.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	80.6	90	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

07-0800-069

Cherry Hill Public Schools

Clara Barton 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	270	0.0	YES	241	72.2	83.6	NO
White	149	0.0	YES	134	79.1	82.6	YES*
Black			-			-	-
Hispanic	44	0.0	YES	39	46.2	81.3	NO
American Indian			-			-	-
Asian			-	34	73.5	85.3	YES*
Two or More Races			-			-	-
Students with Disabilities	70	0.0	YES	59	45.8	60.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	90	1.1	YES	77	53.3	74	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	270	0.0	YES	241	82.1	90	NO
White	149	0.0	YES	134	86.5	90	YES*
Black			-			-	-
Hispanic	44	0.0	YES	39	61.6	90	NO
American Indian			-			-	-
Asian			-	34	91.1	89.7	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	70	0.0	YES	59	57.6	83.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	90	0.0	YES	77	74.0	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

07-0800-073

Cherry Hill Public Schools

Henry C. Beck 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	986	0.3	YES	915	83.6	88.8	NO
White	675	0.4	YES	655	86.7	89.6	NO
Black	84	0.0	YES	72	57.0	77.6	NO
Hispanic	54	0.0	YES	48	70.9	84.5	NO
American Indian			-			-	-
Asian	142	0.0	YES	116	87.9	90	YES*
Two or More Races			-			-	-
Students with Disabilities	235	0.9	YES	226	53.5	64	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	141	0.7	YES	125	64.0	79.5	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	986	0.5	YES	914	84.4	88.5	NO
White	675	0.6	YES	654	85.6	89.4	NO
Black	84	0.0	YES	72	59.8	76.3	NO
Hispanic	54	0.0	YES	48	79.2	78.1	YES
American Indian			-			-	-
Asian	142	0.0	YES	116	96.5	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	235	1.3	YES	225	51.1	64.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	141	1.4	YES	125	67.2	74.1	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

07-0800-074

Cherry Hill Public Schools

Rosa International 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	759	0.3	YES	740	90.2	90	MET GOAL
White	458	0.2	YES	448	92.0	90	MET GOAL
Black	41	0.0	YES	40	82.5	80.3	YES
Hispanic	44	0.0	YES	43	81.4	90	YES*
American Indian			-			-	-
Asian	186	0.5	YES	180	88.9	90	YES*
Two or More Races			-			-	-
Students with Disabilities	71	0.0	YES	68	76.5	80.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	108	0.0	YES	104	78.8	90	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	759	0.4	YES	739	92.0	90	MET GOAL
White	458	0.2	YES	448	90.8	90	MET GOAL
Black	41	0.0	YES	40	82.5	72.5	YES
Hispanic	44	0.0	YES	43	93.0	90	MET GOAL
American Indian			-			-	-
Asian	186	0.5	YES	180	96.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	71	0.0	YES	68	67.6	79.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	108	0.0	YES	104	84.6	90	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

07-0800-075

Cherry Hill Public Schools

Horace Mann 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	147	0.0	YES	135	72.6	81.3	NO
White	109	0.0	YES	102	71.5	84.1	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	147	0.0	YES	135	91.1	90	MET GOAL
White	109	0.0	YES	102	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

07-0800-083

Cherry Hill Public Schools

James F. Cooper 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	135	0.0	YES	117	83.8	85.1	YES*
White	84	0.0	YES	78	78.2	81	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	135	0.0	YES	117	87.2	90	YES*
White	84	0.0	YES	78	85.9	88.4	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

07-0800-085

Cherry Hill Public Schools

James Johnson 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	239	0.4	YES	211	65.4	81.3	NO
White	121	0.8	YES	107	78.5	84.4	YES*
Black			-			-	-
Hispanic			-	34	41.2	51.2	YES*
American Indian			-			-	-
Asian			-	34	79.4	89.7	YES*
Two or More Races			-			-	-
Students with Disabilities	58	0.0	YES	50	52.0	66.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	80	1.3	YES	72	36.1	64.5	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	239	0.8	YES	211	82.4	90	NO
White	121	0.8	YES	107	95.4	90	MET GOAL
Black			-			-	-
Hispanic			-	34	47.1	66.4	NO
American Indian			-			-	-
Asian			-	34	88.2	90	YES*
Two or More Races			-			-	-
Students with Disabilities	58	0.0	YES	50	76.0	80.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	80	1.3	YES	72	59.8	85.1	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

07-0800-100

Cherry Hill Public Schools

Joseph D. Sharp 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	149	89.3	90	YES*
White	112	0.0	YES	105	89.5	89.6	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	74.2	76.8	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	165	0.0	YES	149	96.6	90	MET GOAL
White	112	0.0	YES	105	97.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	87.1	83.9	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

07-0800-105

Cherry Hill Public Schools

Joyce Kilmer 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	260	0.4	YES	223	74.5	79.1	YES*
White	113	0.9	YES	103	78.7	79.1	YES*
Black	43	0.0	YES	31	71.0	-	--
Hispanic			-	31	64.5	-	--
American Indian			-			-	-
Asian	58	0.0	YES	51	74.5	80.6	YES*
Two or More Races			-			-	-
Students with Disabilities	72	0.0	YES	65	52.3	67.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	115	2.6	YES	93	64.6	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	260	0.4	YES	223	83.9	90	NO
White	113	0.9	YES	103	86.4	90	YES*
Black	43	0.0	YES	31	77.4	-	--
Hispanic			-	31	80.6	-	--
American Indian			-			-	-
Asian	58	0.0	YES	51	84.3	90	YES*
Two or More Races			-			-	-
Students with Disabilities	72	0.0	YES	65	66.1	88.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	115	0.0	YES	93	76.3	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

07-0800-110

Cherry Hill Public Schools

Kingston 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	225	0.4	YES	207	75.9	85.3	NO
White	141	0.7	YES	132	78.8	82.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	35	80.0	72.5	YES
Two or More Races			-			-	-
Students with Disabilities	50	2.0	YES	43	58.2	60.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	56	0.0	YES	51	72.6	78.3	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	225	0.4	YES	207	88.4	90	YES*
White	141	0.7	YES	132	87.1	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	35	94.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	50	2.0	YES	43	81.4	84	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	56	0.0	YES	51	88.2	90	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

07-0800-113

Cherry Hill Public Schools

Richard Stockton 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	207	0.0	YES	183	84.2	90	NO
White	152	0.0	YES	137	84.6	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	37	62.2	82.3	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	207	0.0	YES	183	91.8	90	MET GOAL
White	152	0.0	YES	137	91.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	37	75.6	90	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

07-0800-115

Cherry Hill Public Schools

Thomas Paine 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	208	0.5	YES	180	72.8	84.1	NO
White	118	0.0	YES	108	85.2	88	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	34	64.7	82.5	NO
Two or More Races			-			-	-
Students with Disabilities	50	2.0	YES	41	53.6	62	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	0.0	YES	51	52.9	68.4	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	208	0.5	YES	180	86.1	90	YES*
White	118	0.0	YES	108	93.5	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	34	91.2	88.9	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	50	2.0	YES	41	75.6	80.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	0.0	YES	51	74.5	84.3	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

07-0800-130

Cherry Hill Public Schools

Woodcrest 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	229	0.0	YES	206	83.5	90	NO
White	160	0.0	YES	148	83.7	89.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	30	96.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	38	63.2	75	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	229	0.0	YES	206	91.7	90	MET GOAL
White	160	0.0	YES	148	91.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	30	96.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	38	73.7	90	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

07-0880-010

Clementon Elementary School

Clementon 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	285	0.0	YES	246	64.3	76.1	NO
White	141	0.0	YES	126	70.7	79.1	NO
Black	64	0.0	YES	50	52.0	71.1	NO
Hispanic	55	0.0	YES	47	57.4	70.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	60	33.3	64.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	179	0.0	YES	152	57.8	70.8	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	285	0.0	YES	246	73.2	84	NO
White	141	0.0	YES	126	76.2	87.8	NO
Black	64	0.0	YES	50	62.0	80	NO
Hispanic	55	0.0	YES	47	72.4	77.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	60	48.3	71.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	179	0.0	YES	152	66.4	81.4	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

07-0940-030

Collingswood Public Schools

Collingswood 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	164	0.0	YES	152	95.4	90	MET GOAL
White	99	0.0	YES	96	97.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	68	0.0	YES	59	91.6	88.8	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	164	0.0	YES	152	81.0	88.6	NO
White	99	0.0	YES	96	90.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	68	0.0	YES	59	67.8	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	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

07-0940-040

Collingswood Public Schools

Collingswood 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	354	0.8	YES	323	75.3	81.6	NO
White	227	0.9	YES	211	82.0	84.1	YES*
Black	44	2.3	YES	39	56.4	71.1	YES*
Hispanic	56	0.0	YES	47	57.4	73.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	0.0	YES	56	32.1	46.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	136	2.2	YES	122	62.3	69.8	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	354	0.8	YES	323	80.2	82.6	YES*
White	227	0.9	YES	211	87.2	87.2	YES
Black	44	2.3	YES	39	66.7	71.2	YES*
Hispanic	56	0.0	YES	47	61.7	67.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	0.0	YES	56	39.3	47.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	136	2.2	YES	122	68.0	69.1	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

07-0940-050

Collingswood Public Schools

James A. Garfield 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	48	0.0	YES	43	65.2	70.7	YES*
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	48	0.0	YES	43	83.7	72.3	YES
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

07-0940-060

Collingswood Public Schools

Mark Newbie 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	66	1.5	YES	59	71.2	79.4	YES*
White	41	0.0	YES	39	82.1	83.5	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	66	0.0	YES	60	78.3	89.1	NO
White	41	0.0	YES	39	79.5	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

07-0940-070

Collingswood Public Schools

Thomas Sharp 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	71	2.8	YES	52	48.1	52.3	YES*
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	47	2.1	YES	31	38.7	45.3	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	71	0.0	YES	53	58.5	76.9	NO
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	47	0.0	YES	31	48.4	80.9	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

07-0940-080

Collingswood Public Schools

William P Tatem 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	98	0.0	YES	90	72.2	75.6	YES*
White	81	0.0	YES	74	71.7	75.8	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	98	1.0	YES	89	92.1	90	MET GOAL
White	81	1.2	YES	73	91.8	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

07-0940-090

Collingswood Public Schools

Zane North 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	4.0	YES	66	86.3	87.5	YES*
White	60	3.3	YES	54	87.1	89.8	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	2.7	YES	68	88.2	90	YES*
White	60	0.0	YES	56	91.1	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

07-1255-050

EASTERN CAMDEN COUNTY REGIONAL SCHOOL DISTRICT

Eastern 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	525	1.1	YES	501	97.4	90	MET GOAL
White	349	1.4	YES	333	97.0	90	MET GOAL
Black	54	0.0	YES	51	94.2	87.1	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian	75	0.0	YES	73	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	65	6.2	NO	55	78.2	80.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	61	1.6	YES	52	98.0	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	525	1.1	YES	501	93.4	90	MET GOAL
White	349	1.4	YES	333	93.4	90	MET GOAL
Black	54	0.0	YES	51	88.2	74.5	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian	75	0.0	YES	73	98.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	65	6.2	NO	55	49.1	70.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	61	1.6	YES	52	96.2	90	MET GOAL

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

07-1720-020

Gibbsboro Elementary School

Gibbsboro 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	0.6	YES	158	72.8	75.4	YES*
White	143	0.7	YES	133	75.2	76.3	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	174	0.6	YES	159	83.0	84.4	YES*
White	143	0.0	YES	134	84.3	86.8	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

07-1770-050

Gloucester City Public Schools

Gloucester City Jr. Sr. 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	384	0.3	YES	357	71.1	77.8	NO
White	317	0.3	YES	301	72.4	80.2	NO
Black			-			-	-
Hispanic			-	31	58.1	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	97	0.0	YES	89	40.4	50.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	240	0.4	YES	223	65.4	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	384	0.3	YES	357	73.6	74.1	YES*
White	317	0.3	YES	301	74.4	76.1	YES*
Black			-			-	-
Hispanic			-	31	64.5	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	97	0.0	YES	89	39.4	45.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	240	0.4	YES	223	69.9	69.5	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	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

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

YES

ESEA Waiver - School Profiles 2014

07-1770-100

Gloucester City Public Schools

Mary Ethel Costello 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	385	1.0	YES	338	45.6	64.8	NO
White	287	1.0	YES	265	47.9	66.3	NO
Black			-			-	-
Hispanic	52	0.0	YES	44	36.4	53.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	94	1.1	YES	86	18.6	48.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	278	1.4	YES	243	39.1	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	385	1.0	YES	338	71.3	81.6	NO
White	287	1.0	YES	265	73.2	82.3	NO
Black			-			-	-
Hispanic	52	0.0	YES	44	52.3	65.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	94	1.1	YES	86	50.0	65	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	278	1.4	YES	243	65.0	79.2	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

07-1770-160

Gloucester City Public Schools

Cold Springs 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	126	52.4	56.9	YES*
White	106	0.0	YES	99	50.5	57.6	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	31.2	53.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	114	0.0	YES	97	51.6	54.2	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	146	0.0	YES	126	67.5	74.8	YES*
White	106	0.0	YES	99	69.7	78.7	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	53.1	67	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	114	0.0	YES	97	64.0	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

07-1780-020

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

BLACKWOOD 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	301	0.0	YES	269	51.3	64.7	NO
White	118	0.0	YES	111	49.5	68.5	NO
Black	90	0.0	YES	77	40.3	62.9	NO
Hispanic	47	0.0	YES	40	55.0	55.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	89	0.0	YES	81	19.8	45.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	173	0.0	YES	148	39.9	59.3	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	301	0.3	YES	268	69.8	85.3	NO
White	118	0.8	YES	110	70.9	89.2	NO
Black	90	0.0	YES	77	58.5	79.9	NO
Hispanic	47	0.0	YES	40	67.5	80.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	89	0.0	YES	81	44.5	73.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	173	0.0	YES	148	63.5	83.3	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

07-1780-035

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

CHARLES W. LEWIS 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	701	0.9	YES	620	64.9	73.6	NO
White	335	0.9	YES	310	67.8	79.5	NO
Black	200	1.0	YES	165	57.6	63.9	YES*
Hispanic	91	1.1	YES	74	55.4	66.2	YES*
American Indian			-			-	-
Asian	64	0.0	YES	61	80.3	77.9	YES
Two or More Races			-			-	-
Students with Disabilities	170	0.6	YES	149	23.4	44.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	379	1.1	YES	322	53.1	68	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	701	0.4	YES	623	66.0	76.1	NO
White	335	0.6	YES	311	71.1	79.8	NO
Black	200	0.0	YES	167	52.7	65.6	NO
Hispanic	91	1.1	YES	74	59.5	70.2	YES*
American Indian			-			-	-
Asian	64	0.0	YES	61	85.2	90	YES*
Two or More Races			-			-	-
Students with Disabilities	170	0.0	YES	150	26.6	44.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	379	0.5	YES	322	60.5	70.8	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

07-1780-040

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

CHEWS 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	407	0.7	YES	363	60.7	72.9	NO
White	313	0.6	YES	295	62.4	74.3	NO
Black	51	0.0	YES	33	45.5	60.4	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	92	1.1	YES	80	27.5	49.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	122	1.6	YES	94	43.7	58.5	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	407	0.7	YES	363	76.9	85.2	NO
White	313	0.6	YES	295	79.0	87.8	NO
Black	51	0.0	YES	33	63.6	71	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	92	1.1	YES	80	50.1	63.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	122	1.6	YES	94	69.1	78.1	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

07-1780-050

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

ERIAL 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	349	0.0	YES	303	58.8	68.6	NO
White	183	0.0	YES	172	63.4	73.1	NO
Black	106	0.0	YES	79	49.4	53.4	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	37	27.0	46.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	148	0.0	YES	109	50.4	58	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	349	0.0	YES	303	76.6	86.6	NO
White	183	0.0	YES	172	84.3	89.2	YES*
Black	106	0.0	YES	79	60.8	76.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	37	48.6	73.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	148	0.0	YES	109	66.9	80.3	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

07-1780-055

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

GLEN LANDING 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	823	1.0	YES	763	67.6	77.4	NO
White	636	0.9	YES	607	71.7	79.3	NO
Black	121	1.7	YES	101	46.6	67.5	NO
Hispanic	49	0.0	YES	39	59.0	67.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	142	2.1	YES	127	16.5	42.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	249	1.6	YES	213	50.7	69.2	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	823	0.7	YES	764	71.3	80.3	NO
White	636	0.8	YES	608	74.7	82.5	NO
Black	121	0.8	YES	101	50.5	64.2	NO
Hispanic	49	0.0	YES	39	71.8	76.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	142	1.4	YES	127	22.1	42.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	249	0.8	YES	214	54.7	73.2	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

07-1780-060

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

GLENDORA 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	148	0.7	YES	132	65.1	72.1	YES*
White	127	0.8	YES	118	66.1	70.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	29.4	25	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	48	2.1	YES	37	48.6	63.5	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	148	0.0	YES	133	79.7	88.6	NO
White	127	0.0	YES	119	78.2	87.9	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	35	62.9	75	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	48	0.0	YES	38	65.8	82.8	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

07-1780-070

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

GLOUCESTER 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	144	0.0	YES	130	59.2	80.1	NO
White	100	0.0	YES	93	65.6	81.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	43.8	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	59	0.0	YES	49	51.0	74.3	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	144	0.0	YES	130	82.3	90	NO
White	100	0.0	YES	93	87.1	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	59.4	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	59	0.0	YES	49	73.5	87.8	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

07-1780-085

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

JAMES W. LILLEY JR. 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	275	0.4	YES	245	63.6	62.4	YES
White	133	0.0	YES	124	66.9	69.5	YES*
Black	93	1.1	YES	79	55.7	50.1	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	1.8	YES	50	26.0	38.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	114	0.0	YES	98	48.0	47.7	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	275	0.4	YES	245	79.2	85.4	NO
White	133	0.0	YES	124	83.9	90	YES*
Black	93	1.1	YES	79	68.4	72.6	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	1.8	YES	50	42.0	62.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	114	0.0	YES	98	70.4	73.8	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

07-1780-090

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

LORING-FLEMMING 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	358	0.3	YES	326	59.5	73.6	NO
White	216	0.0	YES	208	68.7	77.7	NO
Black	77	1.3	YES	64	34.4	57.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	67	31.4	51.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	132	0.8	YES	110	37.3	49.3	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	358	0.3	YES	326	68.4	88.2	NO
White	216	0.0	YES	208	74.6	90	NO
Black	77	0.0	YES	65	44.6	77.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	67	38.8	73.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	132	0.8	YES	110	52.7	70.9	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

07-1780-100

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

ANN A. MULLEN 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	936	0.4	YES	875	70.2	80.1	NO
White	558	0.4	YES	544	76.3	82.5	NO
Black	270	0.7	YES	234	56.0	73.7	NO
Hispanic	54	0.0	YES	45	68.9	80.3	YES*
American Indian			-			-	-
Asian			-	35	82.8	90	YES*
Two or More Races			-			-	-
Students with Disabilities	124	0.8	YES	116	26.8	42.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	308	0.6	YES	273	56.8	72.6	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	936	0.3	YES	875	78.0	81.7	NO
White	558	0.2	YES	544	83.1	84.3	YES*
Black	270	0.7	YES	234	67.1	74	NO
Hispanic	54	0.0	YES	45	73.3	77.7	YES*
American Indian			-			-	-
Asian			-	35	82.8	90	YES*
Two or More Races			-			-	-
Students with Disabilities	124	0.8	YES	116	37.1	46.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	308	0.3	YES	273	69.2	73.6	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

07-1780-180

GLOUCESTER TOWNSHIP PUBLIC SCHOOLS

UNION 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	277	0.4	YES	259	66.8	74.6	NO
White	181	0.6	YES	175	69.7	76.9	NO
Black	57	0.0	YES	49	67.3	69	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	1.8	YES	54	33.4	54.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	78	1.3	YES	67	52.2	65.4	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	277	0.0	YES	260	81.5	89.5	NO
White	181	0.0	YES	176	84.1	90	NO
Black	57	0.0	YES	49	79.6	87.2	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	0.0	YES	55	63.6	65.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	78	0.0	YES	67	74.6	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

07-1880-050

HADDON HEIGHTS PUBLIC SCHOOLS

HADDON HEIGHTS JR-SR HS

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	262	1.1	YES	245	92.6	90	MET GOAL
White	216	0.5	YES	206	92.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	5.0	YES	37	70.3	69.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	32	87.5	88	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	262	0.4	YES	247	88.3	86.2	YES
White	216	0.5	YES	206	90.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	2.5	YES	38	44.8	58.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	32	71.9	73.6	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	YES			YES
White	YES			YES
Black				
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

07-1880-060

HADDON HEIGHTS PUBLIC SCHOOLS

GLENVIEW AVE

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	87	80.5	81	YES*
White	85	0.0	YES	81	79.0	84.2	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	87	93.1	90	MET GOAL
White	85	0.0	YES	81	92.6	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

07-1880-080

HADDON HEIGHTS PUBLIC SCHOOLS

ATLANTIC AVE

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	97	0.0	YES	94	79.8	90	NO
White	87	0.0	YES	84	79.8	90	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	97	0.0	YES	94	93.6	90	MET GOAL
White	87	0.0	YES	84	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

07-1880-090

HADDON HEIGHTS PUBLIC SCHOOLS

SEVENTH AVE

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	77	0.0	YES	72	80.5	83.6	YES*
White	71	0.0	YES	67	82.1	87.5	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	77	0.0	YES	72	88.9	90	YES*
White	71	0.0	YES	67	89.5	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

07-1890-050

HADDON TOWNSHIP SCHOOL DISTRICT

HADDON 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	138	0.0	YES	134	88.8	90	YES*
White	122	0.0	YES	120	90.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	50.0	-	--
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	138	1.4	YES	132	83.4	90	NO
White	122	1.6	YES	118	84.7	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	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

07-1890-060

HADDON TOWNSHIP SCHOOL DISTRICT

THOMAS A. EDISON 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	74	0.0	YES	70	80.0	81.3	YES*
White	71	0.0	YES	67	79.1	82.6	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	74	0.0	YES	70	87.1	90	YES*
White	71	0.0	YES	67	86.6	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

07-1890-070

HADDON TOWNSHIP SCHOOL DISTRICT

CLYDE S. JENNINGS 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	50	0.0	YES	47	68.1	75.4	YES*
White	40	0.0	YES	38	71.1	77.5	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	50	0.0	YES	47	85.1	90	YES*
White	40	0.0	YES	38	89.4	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

07-1890-080

HADDON TOWNSHIP SCHOOL DISTRICT

STOY 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	87	1.1	YES	85	75.3	82.8	YES*
White	74	0.0	YES	74	78.4	83.8	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	87	1.1	YES	85	83.6	90	YES*
White	74	0.0	YES	74	87.8	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

07-1890-090

HADDON TOWNSHIP SCHOOL DISTRICT

STRAWBRIDGE 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	119	0.8	YES	110	88.2	87.4	YES
White	106	0.0	YES	102	88.3	86.5	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	119	0.8	YES	110	92.7	90	MET GOAL
White	106	0.0	YES	102	92.1	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

07-1890-100

HADDON TOWNSHIP SCHOOL DISTRICT

VAN SCIVER 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	157	0.6	YES	142	72.6	79.2	YES*
White	119	0.8	YES	110	77.3	85.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	0.0	YES	41	41.5	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	157	0.6	YES	142	82.4	89	NO
White	119	0.8	YES	110	85.5	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	0.0	YES	41	58.5	72.2	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

07-1890-110

HADDON TOWNSHIP SCHOOL DISTRICT

WILLIAM G. ROHRER 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	461	0.2	YES	439	78.3	80.4	YES*
White	396	0.3	YES	378	80.2	81.2	YES*
Black			-			-	-
Hispanic			-	33	69.7	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	96	1.0	YES	92	32.6	54.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	1.3	YES	66	65.2	68.8	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	461	0.2	YES	439	85.4	80.8	YES
White	396	0.3	YES	378	86.7	81.7	YES
Black			-			-	-
Hispanic			-	33	69.7	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	96	1.0	YES	92	55.5	55.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	1.3	YES	66	77.2	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

07-1900-050

HADDONFIELD BOARD OF EDUCATION

Haddonfield 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	190	0.5	YES	188	98.9	90	MET GOAL
White	175	0.6	YES	173	98.9	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	190	0.5	YES	188	96.8	90	MET GOAL
White	175	0.6	YES	173	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	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

07-1900-060

HADDONFIELD BOARD OF EDUCATION

Central 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	192	0.5	YES	177	85.9	88.9	YES*
White	167	0.6	YES	158	86.1	88.6	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	54.9	62.6	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	192	0.5	YES	177	96.6	90	MET GOAL
White	167	0.6	YES	158	96.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	80.6	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

07-1900-070

HADDONFIELD BOARD OF EDUCATION

Haddonfield 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	598	0.5	YES	564	89.3	90	YES*
White	549	0.5	YES	520	89.4	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	121	1.7	YES	117	61.5	64	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	597	0.3	YES	564	90.1	90	MET GOAL
White	548	0.4	YES	520	90.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	120	0.8	YES	117	64.1	63	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

07-1900-080

HADDONFIELD BOARD OF EDUCATION

Elizabeth Haddon 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	182	0.5	YES	168	88.7	86.9	YES
White	163	0.6	YES	152	88.1	87.3	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	182	0.0	YES	169	98.3	90	MET GOAL
White	163	0.0	YES	153	98.7	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

07-1900-090

HADDONFIELD BOARD OF EDUCATION

J. Fithian Tatem 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	227	0.0	YES	219	82.6	86.6	YES*
White	199	0.0	YES	195	83.6	86.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	45	51.1	66	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	227	0.0	YES	219	93.6	90	MET GOAL
White	199	0.0	YES	195	93.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	45	73.3	76.3	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

07-2540-050

LAUREL SPRINGS SCHOOL

Laurel Springs 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	96	0.0	YES	85	75.3	90	NO
White	68	0.0	YES	64	79.7	90	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	96	0.0	YES	85	83.6	90	YES*
White	68	0.0	YES	64	89.1	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

07-2560-060

Lawnside School Distric

Lawnside 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	170	1.2	YES	139	43.1	53.7	NO
White			-			-	-
Black	141	1.4	YES	118	41.5	53	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.0	YES	93	39.8	50.2	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	170	1.2	YES	140	62.9	71.9	NO
White			-			-	-
Black	141	0.7	YES	119	61.3	70.4	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.0	YES	93	61.3	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

07-2670-005

Lindenwold Board of Education

Lindenwold 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	0.0	YES	112	91.9	83.5	MET GOAL
White			-			-	-
Black	57	0.0	YES	54	88.9	81.7	YES
Hispanic			-	38	92.1	-	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	81	0.0	YES	77	92.2	83	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	118	0.0	YES	112	75.0	73.1	YES
White			-			-	-
Black	57	0.0	YES	54	64.9	72.1	YES*
Hispanic			-	38	81.6	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	81	0.0	YES	77	76.6	71.8	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				
Black	NO		NO	NO
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

07-2670-040

Lindenwold Board of Education

Lindenwold School Four

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	0.0	YES	189	42.8	61.3	NO
White			-			-	-
Black	82	0.0	YES	68	47.1	54.6	YES*
Hispanic	107	0.0	YES	100	36.0	51.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	23.3	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	185	0.0	YES	163	39.9	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	214	0.5	YES	188	41.5	79.1	NO
White			-			-	-
Black	82	0.0	YES	68	38.2	75.3	NO
Hispanic	107	0.9	YES	99	38.4	75.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	185	0.5	YES	162	40.1	76.9	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

07-2670-050

Lindenwold Board of Education

Lindenwold School Five

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	180	0.6	YES	147	43.5	73.5	NO
White			-			-	-
Black	76	1.3	YES	66	47.0	72.8	NO
Hispanic	63	0.0	YES	50	36.0	65.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	124	0.8	YES	98	40.8	70.9	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	180	1.1	YES	147	59.8	85.3	NO
White			-			-	-
Black	76	1.3	YES	66	62.1	82.6	NO
Hispanic	63	1.6	YES	50	48.0	77.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	124	1.6	YES	98	57.2	81.3	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

07-2670-090

Lindenwold Board of Education

Lindenwold 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	670	0.6	YES	568	50.1	63.8	NO
White	106	0.0	YES	91	59.3	73.3	NO
Black	292	0.7	YES	246	49.1	62.8	NO
Hispanic	249	0.8	YES	210	45.3	59.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	99	2.0	YES	84	28.6	42.9	NO
Limited English Proficiency	41	2.4	YES			-	-
Economically Disadvantaged	509	0.6	YES	430	47.7	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	670	0.7	YES	567	58.2	75.3	NO
White	106	0.0	YES	91	72.5	82.9	NO
Black	292	1.0	YES	245	55.1	69.7	NO
Hispanic	249	0.8	YES	210	54.2	79.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	99	4.0	YES	82	36.6	58.5	NO
Limited English Proficiency	41	2.4	YES			-	-
Economically Disadvantaged	509	0.8	YES	429	55.7	74.3	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

07-2890-050

Magnolia

Magnolia

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	254	0.8	YES	243	49.4	73.2	NO
White	155	1.3	YES	146	54.8	75.6	NO
Black	46	0.0	YES	45	35.6	68.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	47	8.5	51.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	92	29.3	58.4	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	254	0.8	YES	243	58.1	81.9	NO
White	155	1.3	YES	146	66.4	87	NO
Black	46	0.0	YES	45	40.0	71.4	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	47	21.3	56.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	92	43.5	69.2	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

07-3110-060

Merchantville School District

Merchantville 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	229	0.9	YES	206	65.1	75.5	NO
White	128	0.8	YES	119	76.4	86.8	NO
Black			-			-	-
Hispanic			-	33	45.5	58.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	42	16.7	35.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	62	1.6	YES	57	45.6	74.3	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	229	0.9	YES	206	76.7	79	YES*
White	128	0.8	YES	119	85.7	89.6	YES*
Black			-			-	-
Hispanic			-	33	63.6	66.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	42	40.5	38.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	62	1.6	YES	57	63.1	71.8	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

07-3420-020

MT. EPHRAIM SCHOOL DISTRICT

Raywood W. Kershaw 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	157	2.5	YES	148	67.6	70.9	YES*
White	138	2.9	YES	129	69.8	71.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	32.4	42.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	44	54.5	55	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	157	2.5	YES	148	78.4	76.2	YES
White	138	2.9	YES	129	80.6	78.4	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	38.2	56.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	44	0.0	YES	44	63.7	75.1	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

07-3420-030

MT. EPHRAIM SCHOOL DISTRICT

Mary Bray 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	90	2.2	YES	82	57.3	68.9	NO
White	82	2.4	YES	75	58.6	68.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	32	50.0	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	90	2.2	YES	82	82.9	90	YES*
White	82	2.4	YES	75	84.0	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	32	71.9	90.6	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

07-3770-050

Oaklyn Public School

Oaklyn Public 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	234	0.0	YES	214	49.1	69.2	NO
White	187	0.0	YES	174	54.1	71.3	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	42	16.7	37.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	97	0.0	YES	86	45.4	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	234	0.0	YES	214	58.9	79.8	NO
White	187	0.0	YES	174	64.4	82.5	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	42	33.4	44.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	97	0.0	YES	86	53.5	70.5	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

07-4060-050

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

PENNSAUKEN 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	386	1.0	YES	349	85.6	85.1	YES
White	77	1.3	YES	71	87.3	90	YES*
Black	146	1.4	YES	132	84.8	83	YES
Hispanic	127	0.8	YES	112	82.1	78.7	YES
American Indian			-			-	-
Asian			-	34	97.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	92	1.1	YES	85	44.7	52.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	202	0.5	YES	183	84.7	82.6	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	386	1.0	YES	349	72.8	77.8	NO
White	77	1.3	YES	71	78.9	89.3	NO
Black	146	1.4	YES	132	69.7	75.8	YES*
Hispanic	127	0.8	YES	112	67.0	67.9	YES*
American Indian			-			-	-
Asian			-	34	91.2	89.3	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	92	3.3	YES	83	25.3	42.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	202	0.5	YES	183	68.9	72.3	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	YES			YES
White	YES			YES
Black	YES			YES
Hispanic	NO		NO	NO
American Indian				
Asian	YES			YES
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

07-4060-055

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

HOWARD M PHIFER 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	850	0.5	YES	775	56.5	73.5	NO
White	105	0.0	YES	102	65.7	77.2	NO
Black	296	0.7	YES	264	51.1	72.6	NO
Hispanic	375	0.5	YES	341	53.7	69.6	NO
American Indian			-			-	-
Asian	72	0.0	YES	66	78.8	87.6	YES*
Two or More Races			-			-	-
Students with Disabilities	191	1.6	YES	178	27.5	43.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	576	0.2	YES	556	52.4	69.3	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	850	0.6	YES	773	61.3	74	NO
White	105	0.0	YES	102	67.6	78	NO
Black	296	0.7	YES	263	53.2	69.7	NO
Hispanic	375	0.8	YES	340	60.6	70.8	NO
American Indian			-			-	-
Asian	72	0.0	YES	66	86.4	90	YES*
Two or More Races			-			-	-
Students with Disabilities	191	1.6	YES	178	33.2	46.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	576	0.5	YES	554	57.4	70.9	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

07-4060-100

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

BENJAMIN FRANKLIN 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	192	0.0	YES	173	44.5	55.1	NO
White			-			-	-
Black	52	0.0	YES	46	43.5	54.3	YES*
Hispanic	89	0.0	YES	82	40.2	48.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	38	7.9	35.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	134	0.0	YES	123	39.0	54.3	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	192	0.0	YES	173	68.2	69.5	YES*
White			-			-	-
Black	52	0.0	YES	46	65.2	64.6	YES
Hispanic	89	0.0	YES	82	62.2	70.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	38	42.1	51.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	134	0.0	YES	123	65.1	67.7	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

07-4060-104

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

A E BURLING 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	58	0.0	YES	53	58.5	59.2	YES*
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	33	54.5	58.3	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	58	0.0	YES	53	66.0	76.9	YES*
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	33	60.6	71	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

07-4060-120

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

DELAIR 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	143	51.0	50.9	YES
White			-			-	-
Black	54	0.0	YES	45	44.4	47.1	YES*
Hispanic	75	0.0	YES	63	50.8	51	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	39	23.1	41.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	113	0.0	YES	110	50.9	47.6	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	165	0.0	YES	143	65.1	75.5	NO
White			-			-	-
Black	54	0.0	YES	45	62.2	80.8	NO
Hispanic	75	0.0	YES	63	60.3	67.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	39	46.1	65.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	113	0.0	YES	110	64.6	72.9	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

07-4060-130

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

GH CARSON 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	60.4	61.5	YES*
White			-			-	-
Black			-			-	-
Hispanic			-	33	51.6	53.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	67	0.0	YES	59	54.2	54.3	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	99	1.0	YES	85	72.9	75.4	YES*
White			-			-	-
Black			-			-	-
Hispanic			-	32	56.3	73.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	67	1.5	YES	58	65.5	73.4	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

07-4060-140

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

GEORGE B. FINE 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	72	0.0	YES	67	34.3	57.6	NO
White			-			-	-
Black			-			-	-
Hispanic			-	30	23.3	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	0.0	YES	47	31.9	56.9	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	72	0.0	YES	67	58.2	78.2	NO
White			-			-	-
Black			-			-	-
Hispanic			-	30	50.0	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	47	0.0	YES	47	48.9	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

07-4060-160

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

LONGFELLOW 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	123	0.0	YES	109	49.5	55.4	YES*
White			-			-	-
Black			-			-	-
Hispanic	54	0.0	YES	47	46.8	54.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	0.0	YES	87	44.8	52.1	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	123	0.0	YES	109	72.5	78.3	YES*
White			-			-	-
Black			-			-	-
Hispanic	54	0.0	YES	47	68.1	72.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	92	0.0	YES	87	70.1	76.2	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

07-4060-175

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

PENNSAUKEN 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	734	0.0	YES	674	44.8	60	NO
White	92	0.0	YES	89	49.5	71.8	NO
Black	244	0.0	YES	222	44.2	59.7	NO
Hispanic	307	0.0	YES	280	37.9	53	NO
American Indian			-			-	-
Asian	89	0.0	YES	82	65.8	73.9	YES*
Two or More Races			-			-	-
Students with Disabilities	164	0.0	YES	158	13.9	43.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	519	0.0	YES	505	41.8	58.3	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	734	0.0	YES	674	73.3	83.5	NO
White	92	0.0	YES	89	76.4	85.1	YES*
Black	244	0.0	YES	222	71.2	78.2	NO
Hispanic	307	0.0	YES	280	69.2	84.1	NO
American Indian			-			-	-
Asian	89	0.0	YES	82	90.2	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	164	0.0	YES	158	49.4	66	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	519	0.0	YES	505	70.5	82.7	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

07-4060-180

PENNSAUKEN TOWNSHIP BOARD OF EDUCATION

ROOSEVELT 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	1.1	YES	76	56.6	64.7	YES*
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	50	2.0	YES	45	53.3	59.6	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	91	0.0	YES	77	74.1	90	NO
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	50	0.0	YES	46	69.5	85.5	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

07-4110-010

PINE HILL BOROUGH BOARD OF EDUCATION

Overbrook Senior 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	156	0.0	YES	152	90.8	90	MET GOAL
White	101	0.0	YES	99	94.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	58	0.0	YES	57	82.5	89.1	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	156	0.6	YES	151	80.2	86.5	YES*
White	101	1.0	YES	98	83.7	87.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	58	0.0	YES	57	71.9	82.7	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		YES	YES
White	YES			YES
Black				
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%

ESEA Waiver - School Profiles 2014

07-4110-060

PINE HILL BOROUGH BOARD OF EDUCATION

Dr. Albert M. Bean 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	171	0.0	YES	162	54.9	62.7	NO
White	94	0.0	YES	92	62.0	68.7	YES*
Black	49	0.0	YES	46	43.5	51.2	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	45	33.3	43.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	111	0.0	YES	105	46.7	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	171	0.0	YES	162	73.5	77	YES*
White	94	0.0	YES	92	80.4	83.9	YES*
Black	49	0.0	YES	46	60.9	68.3	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	45	57.7	65.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	111	0.0	YES	105	66.7	71.6	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

07-4110-070

PINE HILL BOROUGH BOARD OF EDUCATION

John H. Glenn 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	0.0	YES	150	62.0	66.2	YES*
White	92	0.0	YES	85	60.0	66.9	YES*
Black	60	0.0	YES	47	66.0	56.9	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	33	33.3	32.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	68	55.9	66.8	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	173	0.0	YES	150	72.7	88.7	NO
White	92	0.0	YES	85	75.3	88.8	NO
Black	60	0.0	YES	47	70.2	87	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	33	48.5	80	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	68	61.7	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

07-4110-100

PINE HILL BOROUGH BOARD OF EDUCATION

Pine Hill 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	360	0.0	YES	307	69.7	77.4	NO
White	170	0.0	YES	157	74.6	78.7	YES*
Black	117	0.0	YES	92	63.0	72.8	YES*
Hispanic	51	0.0	YES	38	68.4	76.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	0.0	YES	79	35.5	58.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	190	0.0	YES	158	67.7	73.3	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	359	0.3	YES	305	77.4	84.2	NO
White	169	0.6	YES	155	87.1	87.4	YES*
Black	117	0.0	YES	92	65.2	76.5	NO
Hispanic	51	0.0	YES	38	68.4	79.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	86	0.0	YES	78	66.7	79.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	190	0.0	YES	158	75.9	81.2	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

07-4590-020

RUNNEMEDE PUBLIC SCHOOL DISTRICT

Aline Bingham 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	41	0.0	YES	40	55.0	61.7	YES*
White			-	38	52.6	63.7	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	41	0.0	YES	40	65.0	84.5	NO
White			-	38	65.8	88	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

07-4590-030

RUNNEMEDE PUBLIC SCHOOL DISTRICT

Grade Downning 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	40	0.0	YES	37	64.9	82.6	NO
White			-	31	67.7	68.7	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	40	0.0	YES	37	72.9	90	NO
White			-	31	74.2	84.5	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

07-4590-040

RUNNEMEDE PUBLIC SCHOOL DISTRICT

Mary E. Volz 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	448	0.0	YES	408	60.0	74.9	NO
White	354	0.0	YES	324	62.7	76.8	NO
Black			-			-	-
Hispanic	48	0.0	YES	44	43.1	68	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	66	36.4	52.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	157	0.0	YES	140	48.5	67.2	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	447	0.0	YES	407	63.1	86.4	NO
White	353	0.0	YES	323	66.9	87.5	NO
Black			-			-	-
Hispanic	48	0.0	YES	44	47.7	80.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	66	40.9	69	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	157	0.0	YES	140	55.7	81.1	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

07-4790-020

SOMERDALE PUBLIC SCHOOL

Somerdale Park 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	333	0.0	YES	305	61.0	73	NO
White	172	0.0	YES	164	66.5	80.6	NO
Black	73	0.0	YES	64	54.7	62.6	YES*
Hispanic	42	0.0	YES	36	52.8	74.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	50	0.0	YES	44	31.8	47.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	131	2.3	YES	118	50.0	59.5	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	333	0.3	YES	305	70.2	82.5	NO
White	172	0.0	YES	164	78.1	90	NO
Black	73	0.0	YES	64	57.8	68.6	YES*
Hispanic	42	0.0	YES	36	63.9	74.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	50	0.0	YES	44	38.6	64.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	131	0.8	YES	118	62.7	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

07-5035-050

Sterling School District

Sterling 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	211	0.0	YES	188	93.0	90	MET GOAL
White	147	0.0	YES	138	95.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	54	0.0	YES	44	81.8	89.6	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	211	0.5	YES	188	86.1	85	YES
White	147	0.0	YES	138	88.4	84.7	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	54	1.9	YES	44	75.0	76.2	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	NO		NO	NO

Attendance

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

ESEA Waiver - School Profiles 2014

07-5080-045

Stratford School District

Parkivew 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	86	1.2	YES	80	72.5	68.4	YES
White	65	0.0	YES	64	71.9	70.8	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	86	0.0	YES	81	80.2	87.9	YES*
White	65	0.0	YES	64	78.1	89.3	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

07-5080-060

Stratford School District

Samuel S. Yellin 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	477	0.0	YES	453	72.0	76.5	NO
White	350	0.0	YES	344	73.9	80	NO
Black	46	0.0	YES	40	70.0	60.4	YES
Hispanic			-	30	53.3	63.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	98	0.0	YES	93	25.8	48.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	139	0.7	YES	124	60.4	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	476	0.0	YES	452	79.8	82.1	YES*
White	349	0.0	YES	343	81.9	86.1	NO
Black	46	0.0	YES	40	65.0	64.5	YES
Hispanic			-	30	70.0	85.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	98	0.0	YES	93	37.7	50.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	139	0.0	YES	124	66.1	68.4	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

07-5400-020

Voorhees Township Board of Education

Edward T. Hamilton

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	244	0.0	YES	224	75.9	84.4	NO
White	192	0.0	YES	175	77.2	85.2	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	0.0	YES	52	53.8	68.1	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	244	0.0	YES	224	84.8	90	NO
White	192	0.0	YES	175	86.3	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	62	0.0	YES	52	65.4	86.1	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

07-5400-055

Voorhees Township Board of Education

Kresson 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	182	0.0	YES	178	75.2	82.4	NO
White	132	0.0	YES	129	76.8	79.5	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	31	83.9	90	YES*
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	182	0.0	YES	178	84.8	90	YES*
White	132	0.0	YES	129	86.9	88.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	31	93.5	90	MET GOAL
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

07-5400-090

Voorhees Township Board of Education

Osage 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	364	0.5	YES	321	74.2	79.8	NO
White	144	0.7	YES	132	77.3	81.8	YES*
Black	60	0.0	YES	50	50.0	72.7	NO
Hispanic	42	0.0	YES	32	62.5	-	--
American Indian			-			-	-
Asian	104	1.0	YES	93	85.0	79.1	YES
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	42	38.1	65.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	81	0.0	YES	69	60.8	69.1	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	364	0.5	YES	321	85.4	89	YES*
White	144	0.7	YES	132	87.9	90	YES*
Black	60	0.0	YES	50	68.0	78.2	YES*
Hispanic	42	0.0	YES	32	65.7	-	--
American Indian			-			-	-
Asian	104	1.0	YES	93	96.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	42	57.1	76	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	81	0.0	YES	69	79.7	82.5	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

07-5400-095

Voorhees Township Board of Education

Signal Hill 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	232	0.0	YES	199	74.3	86.2	NO
White	141	0.0	YES	128	79.6	85.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	30	70.0	90	NO
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	45	53.4	74.6	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	232	0.0	YES	199	84.9	90	NO
White	141	0.0	YES	128	88.3	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	30	86.7	90	YES*
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	45	62.2	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

07-5400-100

Voorhees Township Board of Education

Voorhees 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	1,117	0.0	YES	1,053	85.5	89	NO
White	713	0.0	YES	683	85.6	90	NO
Black	129	0.0	YES	113	77.9	76.6	YES
Hispanic	42	0.0	YES	36	80.6	73.7	YES
American Indian			-			-	-
Asian	220	0.0	YES	209	89.4	90	YES*
Two or More Races			-			-	-
Students with Disabilities	166	0.0	YES	159	53.5	66.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	98	1.0	YES	86	66.3	74.8	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	1,116	0.1	YES	1,052	83.2	86.4	NO
White	712	0.0	YES	682	84.0	87.1	NO
Black	129	0.0	YES	113	64.6	70.1	YES*
Hispanic	42	2.4	YES	36	63.9	82.5	NO
American Indian			-			-	-
Asian	220	0.0	YES	209	93.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	166	0.0	YES	159	45.3	57.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	98	1.0	YES	86	64.0	74.5	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

07-5560-060

WATERFORD TOWNSHIP PUBLIC SCHOOLS

Thomas Richards 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	107	0.0	YES	96	59.4	64.4	YES*
White	94	0.0	YES	84	57.2	65.5	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	107	0.0	YES	96	70.9	75.4	YES*
White	94	0.0	YES	84	69.0	77.9	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

ESEA Waiver - School Profiles 2014

07-5560-100

WATERFORD TOWNSHIP PUBLIC SCHOOLS

Waterford 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	399	0.0	YES	377	55.4	73.6	NO
White	347	0.0	YES	326	55.8	74.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	65	23.1	53.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.0	YES	98	36.8	67.2	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	399	0.0	YES	377	74.3	80	NO
White	347	0.0	YES	326	74.5	81.4	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	65	46.1	61.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.0	YES	98	69.4	71.9	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

07-5820-010

Winslow Township School District

Winslow 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	325	0.9	YES	309	91.6	90	MET GOAL
White	87	1.1	YES	84	94.0	90	MET GOAL
Black	152	1.3	YES	145	90.3	89.6	MET GOAL
Hispanic			-	33	90.9	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	5.5	YES	49	61.2	63.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	130	0.8	YES	119	89.0	87.1	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	325	0.6	YES	310	77.5	75.6	YES
White	87	1.1	YES	84	86.9	86.1	YES
Black	152	0.7	YES	146	74.0	70.9	YES
Hispanic			-	33	63.6	76.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	3.6	YES	50	22.0	33.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	130	0.0	YES	120	69.1	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	NO		NO	NO
White	YES			YES
Black	NO		NO	NO
Hispanic	NO		NO	NO
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

07-5820-020

Winslow Township School District

Winslow 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	884	0.9	YES	778	60.8	68.9	NO
White	232	0.0	YES	211	72.5	80.8	NO
Black	507	1.2	YES	462	55.1	63.6	NO
Hispanic	87	1.1	YES	78	60.3	56.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	169	3.0	YES	144	24.3	39.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	486	1.2	YES	440	51.8	58.2	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	884	0.5	YES	782	48.5	54.8	NO
White	232	0.0	YES	211	59.7	64.8	YES*
Black	507	0.6	YES	465	42.0	50.2	NO
Hispanic	87	0.0	YES	79	48.1	45.3	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	169	2.4	YES	145	16.5	32.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	486	0.6	YES	443	41.3	45.4	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

07-5820-030

Winslow Township School District

Winslow Township Elementary School One

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	88	1.1	YES	57	66.7	61	YES
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	62	1.6	YES	45	64.4	59.1	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	88	0.0	YES	57	68.4	76.7	YES*
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	62	0.0	YES	45	66.7	69	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

07-5820-040

Winslow Township School District

Winslow Township Elementary School Two

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	72	0.0	YES	54	74.1	65.5	YES
White	43	0.0	YES	38	76.4	77.3	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	72	0.0	YES	54	87.1	81.3	YES
White	43	0.0	YES	38	86.8	89.7	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

07-5820-050

Winslow Township School District

Winslow Township Elementary School Three

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	97	1.0	YES	66	53.0	71.6	NO
White			-			-	-
Black	61	1.6	YES	41	53.6	70.9	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	50	0.0	YES	33	51.5	60.7	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	97	1.0	YES	66	69.7	88.4	NO
White			-			-	-
Black	61	1.6	YES	41	75.6	88.1	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	50	0.0	YES	33	72.7	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

07-5820-060

Winslow Township School District

Winslow Township Elementary School Four

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	97	3.1	YES	62	79.0	74.1	YES
White			-			-	-
Black	61	0.0	YES	39	79.5	75.5	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	43	4.7	YES	33	72.7	69.7	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	97	3.1	YES	62	77.4	83	YES*
White			-			-	-
Black	61	0.0	YES	39	74.3	84.7	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	43	4.7	YES	33	75.7	78.6	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

07-5820-070

Winslow Township School District

Winslow Township Elementary School Five

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	644	1.1	YES	473	48.9	66	NO
White	198	1.0	YES	156	59.0	80.8	NO
Black	337	0.9	YES	242	42.9	55.5	NO
Hispanic	67	1.5	YES	50	40.0	63.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	128	3.1	YES	98	9.2	45.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	355	1.7	YES	267	39.7	58.2	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	644	1.1	YES	472	65.7	81.9	NO
White	198	2.0	YES	155	78.0	90	NO
Black	337	0.3	YES	242	58.7	75.2	NO
Hispanic	67	1.5	YES	50	64.0	78.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	128	3.1	YES	97	27.8	71	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	355	1.4	YES	266	58.3	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

07-5820-080

Winslow Township School District

Winslow Township Elementary School Six

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	489	0.8	YES	369	45.2	62	NO
White	99	1.0	YES	74	58.2	66.8	YES*
Black	325	0.6	YES	241	39.8	60	NO
Hispanic	42	2.4	YES	37	40.5	60.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	96	3.1	YES	72	9.8	43.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	279	0.7	YES	221	35.7	52.6	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	489	0.6	YES	370	54.6	73.5	NO
White	99	0.0	YES	75	74.6	80.1	YES*
Black	325	0.6	YES	241	43.2	70.3	NO
Hispanic	42	2.4	YES	37	70.2	74	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	96	2.1	YES	73	26.1	53.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	279	0.7	YES	221	44.3	66.8	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

07-5900-050

Woodlynne Boro Public School

Woodlynne Boro Public 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	265	1.5	YES	244	42.6	51.9	NO
White			-			-	-
Black	86	3.5	YES	72	37.5	52.5	NO
Hispanic	130	0.0	YES	126	40.5	49.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	51	15.7	39.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	250	1.6	YES	230	41.3	49.2	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	265	1.1	YES	245	54.7	64.8	NO
White			-			-	-
Black	86	3.5	YES	72	45.8	59.5	NO
Hispanic	130	0.0	YES	126	53.2	67.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	51	27.4	46.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	250	0.8	YES	231	53.3	63.1	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