

ESEA Waiver - School Profiles 2014

11-0540-020

Bridgeton Public Schools

Bridgeton 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	292	2.1	YES	255	82.7	82.8	YES*
White			-			-	-
Black	121	1.7	YES	103	81.6	72.8	YES
Hispanic	143	2.1	YES	130	83.9	86.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	4.4	YES	35	14.3	36.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	242	2.1	YES	214	83.7	85.3	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	292	3.1	YES	255	61.6	70.8	NO
White			-			-	-
Black	121	4.1	YES	103	59.3	61.4	YES*
Hispanic	143	2.8	YES	129	62.8	73.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	6.7	NO	35	8.6	32.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	242	2.5	YES	215	61.4	72.5	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	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

11-0540-030 *Bridgeton Public Schools*
Broad Street School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	673	0.0	YES	609	25.1	46.1	NO
White			-			-	-
Black	85	0.0	YES	77	18.2	45.6	NO
Hispanic	554	0.0	YES	507	26.2	45.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	47	4.3	31.3	NO
Limited English Proficiency	88	0.0	YES	68	1.5	28.9	NO
Economically Disadvantaged	631	0.0	YES	576	24.3	45.7	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	673	0.3	YES	607	48.3	60	NO
White			-			-	-
Black	85	1.2	YES	76	34.2	53.1	NO
Hispanic	554	0.0	YES	507	50.8	61.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	3.6	YES	45	11.1	38.1	NO
Limited English Proficiency	88	0.0	YES	68	22.1	44.7	NO
Economically Disadvantaged	631	0.3	YES	574	48.3	60	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

11-0540-050

Bridgeton Public Schools

Buckshutem Road 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	322	0.0	YES	289	31.5	56.5	NO
White			-			-	-
Black	91	0.0	YES	78	29.5	51.6	NO
Hispanic	203	0.0	YES	188	30.4	56.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	38	29.0	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	277	0.0	YES	248	31.8	54.8	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	322	0.0	YES	289	55.7	66.7	NO
White			-			-	-
Black	91	0.0	YES	78	37.2	56.2	NO
Hispanic	203	0.0	YES	188	62.8	72.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	38	34.2	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	277	0.0	YES	248	56.1	65.9	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

11-0540-055

Bridgeton Public Schools

Cherry Street School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	411	0.2	YES	372	20.7	44.1	NO
White			-			-	-
Black	195	0.5	YES	179	17.3	44.1	NO
Hispanic	178	0.0	YES	155	25.2	45.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-	34	14.7	-	--
Students with Disabilities	56	1.8	YES	49	2.0	12	NO
Limited English Proficiency	52	0.0	YES	46	13.0	23.7	YES*
Economically Disadvantaged	363	0.3	YES	328	21.3	44.1	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	411	0.2	YES	372	33.9	60.8	NO
White			-			-	-
Black	195	0.5	YES	179	28.5	60.2	NO
Hispanic	178	0.0	YES	155	40.6	64.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-	34	26.5	-	--
Students with Disabilities	56	1.8	YES	49	6.1	13.8	NO
Limited English Proficiency	52	0.0	YES	46	23.9	25.6	YES*
Economically Disadvantaged	363	0.3	YES	328	34.8	61.5	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

11-0540-060

Bridgeton Public Schools

Indian Ave 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	426	0.2	YES	388	26.5	53.2	NO
White			-			-	-
Black	61	0.0	YES	56	19.7	45.7	NO
Hispanic	334	0.3	YES	307	26.4	53.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	74	1.4	YES	66	6.1	30.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	401	0.2	YES	367	25.9	51.4	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	426	0.2	YES	388	47.5	62.8	NO
White			-			-	-
Black	61	0.0	YES	56	21.4	54	NO
Hispanic	334	0.3	YES	307	51.1	63.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	74	1.4	YES	66	10.6	51.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	401	0.2	YES	367	47.7	61.4	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

11-0540-100

Bridgeton Public Schools

Quarter Mile Land 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	221	1.4	YES	191	22.0	55.5	NO
White			-			-	-
Black	78	2.6	YES	64	23.4	50.8	NO
Hispanic	113	0.9	YES	102	18.6	56.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	187	1.6	YES	163	21.5	52.1	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	221	1.8	YES	191	41.4	79	NO
White			-			-	-
Black	78	2.6	YES	64	35.9	76.4	NO
Hispanic	113	0.9	YES	102	44.1	80.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	187	1.6	YES	163	39.8	76.3	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

11-0540-130

Bridgeton Public Schools

West 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	376	0.5	YES	322	35.4	57.2	NO
White			-			-	-
Black	110	0.0	YES	91	17.6	46.5	NO
Hispanic	219	0.9	YES	193	41.5	59.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	331	0.6	YES	289	33.9	54.9	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	376	0.8	YES	321	53.8	71	NO
White			-			-	-
Black	110	0.0	YES	91	27.5	57.3	NO
Hispanic	219	0.9	YES	193	64.7	76.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	331	0.6	YES	289	53.3	69.9	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

11-0950-025

Commercial Township School District

Haleyville-Mauricetown 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	168	0.6	YES	154	44.2	47	YES*
White	122	0.8	YES	114	46.5	49.7	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	2.4	YES	38	18.4	27.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	142	0.7	YES	130	44.6	42.9	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	168	0.6	YES	154	65.6	65.6	YES
White	122	0.8	YES	114	71.0	69.1	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	2.4	YES	38	57.9	44.8	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	142	0.7	YES	130	66.9	60	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

11-0950-050

Commercial Township School District

Port Norris 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	192	0.5	YES	165	44.2	65.7	NO
White	139	0.7	YES	124	47.6	68	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	45	15.6	29.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	157	0.6	YES	131	39.7	62.7	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	192	1.0	YES	164	50.0	69.9	NO
White	139	1.4	YES	123	53.7	73.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	45	17.8	25	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	157	1.3	YES	130	44.7	69.7	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

11-0997-030

CUMBERLAND REGIONAL SCHOOL DISTRICT

Cumberland 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	295	1.0	YES	271	91.5	90	MET GOAL
White	174	0.0	YES	169	93.5	90	MET GOAL
Black	67	4.5	YES	56	80.4	90	YES*
Hispanic			-	30	96.6	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	5.3	YES	46	58.7	69.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	130	1.5	YES	113	87.6	89.9	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	295	0.7	YES	272	75.3	89.4	NO
White	174	0.0	YES	169	84.0	90	NO
Black	67	3.0	YES	57	47.4	74.3	NO
Hispanic			-	30	73.3	66.4	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	3.5	YES	47	25.5	53	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	130	0.8	YES	114	64.9	77.7	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

11-1020-040

DEERFIELD TOWNSHIP SCHOOL DISTRICT

DEERFIELD TOWNSHIP SCHOOL DISTRICT

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	226	0.0	YES	208	52.9	62.4	NO
White	122	0.0	YES	116	61.2	68	YES*
Black	41	0.0	YES	36	33.4	51	NO
Hispanic	54	0.0	YES	48	43.8	56	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	30.3	43.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	121	0.0	YES	110	43.6	51.7	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	226	0.0	YES	208	63.4	68.8	YES*
White	122	0.0	YES	116	68.1	72.7	YES*
Black	41	0.0	YES	36	47.3	51	YES*
Hispanic	54	0.0	YES	48	58.3	70.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	45.5	51	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	121	0.0	YES	110	58.2	67	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

11-1120-045

Downe Township School District

Downe 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	114	0.0	YES	105	45.7	60.1	NO
White	107	0.0	YES	98	42.9	60.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	59	0.0	YES	55	40.0	51.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	114	0.0	YES	105	50.5	72.5	NO
White	107	0.0	YES	98	51.0	71.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	59	0.0	YES	55	38.2	60.2	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

11-1460-070

Fairfield Township School District

Fairfield Township School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	306	0.0	YES	188	34.5	50.2	NO
White			-			-	-
Black	169	0.0	YES	100	31.0	48.4	NO
Hispanic	67	0.0	YES	39	43.6	53.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	31	3.2	32.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	242	0.0	YES	142	31.7	48.1	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	306	0.3	YES	187	36.9	55.7	NO
White			-			-	-
Black	169	0.6	YES	99	27.3	51.9	NO
Hispanic	67	0.0	YES	39	56.4	52.1	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	31	19.3	31.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	242	0.4	YES	141	40.4	50.4	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

11-1820-060

GREENWICH TOWNSHIP

MORRIS GOODWIN 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	70.0	64	YES
White			-	37	70.3	68.3	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	41	0.0	YES	40	85.0	77.5	YES
White			-	37	83.8	79.9	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

11-2270-060

Hopewell Township

Hopewell Crest

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	348	0.3	YES	313	52.1	67.8	NO
White	241	0.4	YES	225	59.2	70.8	NO
Black			-			-	-
Hispanic	67	0.0	YES	50	28.0	40.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	76	0.0	YES	68	17.6	44.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	80	1.3	YES	68	35.3	55.9	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	348	0.0	YES	314	65.3	79.4	NO
White	241	0.0	YES	226	70.0	82.6	NO
Black			-			-	-
Hispanic	67	0.0	YES	50	58.0	59.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	76	0.0	YES	68	35.3	58.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	80	0.0	YES	69	42.0	68.4	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

11-2570-030

Lawrence Township School District

Myron L. Powell 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	338	0.0	YES	301	55.8	66.9	NO
White	252	0.0	YES	230	60.9	70.2	NO
Black			-			-	-
Hispanic	44	0.0	YES	38	44.7	70.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	60	0.0	YES	50	18.0	38.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	204	0.0	YES	179	48.0	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	338	0.3	YES	301	67.1	79.1	NO
White	252	0.0	YES	230	70.8	79.8	NO
Black			-			-	-
Hispanic	44	0.0	YES	38	63.1	76.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	60	1.7	YES	50	42.0	56	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	204	0.5	YES	179	59.8	75.4	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

11-3050-065

MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL

MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	257	0.0	YES	233	64.3	70.4	YES*
White	211	0.0	YES	194	63.9	72.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	49	28.6	45.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	93	0.0	YES	86	54.6	64	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	257	0.0	YES	233	78.5	80.5	YES*
White	211	0.0	YES	194	78.4	82.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	49	49.0	65.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	93	0.0	YES	86	69.8	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				
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

11-3230-050

MILLVILLE BOARD OF EDUCATION

MILLVILLE 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	469	1.7	YES	407	86.5	87.9	YES*
White	275	1.1	YES	247	90.3	90	MET GOAL
Black	107	1.9	YES	86	77.9	77.3	YES
Hispanic	77	3.9	YES	66	84.9	88.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	111	2.7	YES	97	51.6	59.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	281	2.8	YES	232	81.5	83.5	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	469	1.7	YES	407	72.0	79.8	NO
White	275	1.8	YES	245	82.5	86.2	YES*
Black	107	0.9	YES	87	52.9	66.1	NO
Hispanic	77	2.6	YES	67	59.7	79.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	111	2.7	YES	97	28.9	45.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	281	2.5	YES	233	61.3	73.8	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	YES			YES
White	YES			YES
Black	YES			YES
Hispanic	YES			YES
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	NO		NO	NO

Attendance

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

ESEA Waiver - School Profiles 2014

11-3230-065

MILLVILLE BOARD OF EDUCATION

R. M. BACON ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	0.0	YES	140	23.6	44.3	NO
White	61	0.0	YES	48	16.7	52.9	NO
Black	69	0.0	YES	56	19.6	40.1	NO
Hispanic	43	0.0	YES	35	40.0	38.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	42	2.4	24.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	142	0.0	YES	109	20.2	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	174	0.0	YES	140	37.9	57.4	NO
White	61	0.0	YES	48	41.6	73.7	NO
Black	69	0.0	YES	56	28.6	50.5	NO
Hispanic	43	0.0	YES	35	48.6	45.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	42	19.1	37.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	142	0.0	YES	109	30.3	51.8	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

11-3230-075

MILLVILLE BOARD OF EDUCATION

HOLLY HEIGHTS 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	244	0.4	YES	223	39.9	61.7	NO
White	109	0.0	YES	103	49.5	71.4	NO
Black	80	1.3	YES	71	25.4	47.6	NO
Hispanic	53	0.0	YES	47	40.4	40.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	0.0	YES	61	19.7	25.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	165	0.6	YES	150	30.0	50.4	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	244	0.0	YES	223	58.8	63.7	YES*
White	109	0.0	YES	103	74.7	75.3	YES*
Black	80	0.0	YES	71	36.6	46.4	YES*
Hispanic	53	0.0	YES	47	55.3	51.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	0.0	YES	61	36.0	39.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	165	0.0	YES	150	48.0	52	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

11-3230-077

MILLVILLE BOARD OF EDUCATION

LAKESIDE 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	1,151	0.8	YES	1,024	47.8	64.7	NO
White	494	0.2	YES	455	62.4	74.9	NO
Black	412	0.7	YES	356	31.7	50.9	NO
Hispanic	219	1.8	YES	192	41.6	60	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	297	1.0	YES	257	16.8	36.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	778	1.0	YES	697	40.1	56.2	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	1,151	0.8	YES	1,024	50.4	67.6	NO
White	494	0.4	YES	455	64.2	75.9	NO
Black	412	0.7	YES	356	38.8	54.6	NO
Hispanic	219	1.8	YES	192	39.0	65.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	297	1.7	YES	257	20.6	40.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	778	0.9	YES	697	42.3	60.4	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

11-3230-080

MILLVILLE BOARD OF EDUCATION

MOUNT PLEASANT 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	126	0.8	YES	114	46.5	73.8	NO
White	81	1.2	YES	77	50.6	78.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	21.2	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	70	1.4	YES	60	33.3	61.8	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	126	0.8	YES	114	63.2	77.3	NO
White	81	1.2	YES	77	74.0	82	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	51.5	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	70	1.4	YES	60	51.6	69.8	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

11-3230-085

MILLVILLE BOARD OF EDUCATION

RIECK AVENUE 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	181	0.0	YES	168	51.2	64.6	NO
White	107	0.0	YES	103	65.1	71.8	YES*
Black			-	32	21.9	49.1	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	24.2	52.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	74	28.4	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	181	0.0	YES	168	73.8	80.7	NO
White	107	0.0	YES	103	88.3	88.9	YES*
Black			-	32	56.3	64.6	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	45.5	69.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	74	54.0	69	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

11-3230-090

MILLVILLE BOARD OF EDUCATION

R. D. WOOD 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	0.7	YES	100	17.0	38.4	NO
White			-			-	-
Black	95	1.1	YES	62	16.1	34.8	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	33	6.0	27.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	139	0.7	YES	92	14.1	38.4	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	147	0.0	YES	100	33.0	53.9	NO
White			-			-	-
Black	95	0.0	YES	62	19.3	48	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	33	24.2	38.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	139	0.0	YES	92	30.5	53.9	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

11-3230-100

MILLVILLE BOARD OF EDUCATION

SILVER RUN ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	268	0.4	YES	207	29.5	50.3	NO
White	106	0.0	YES	88	36.4	52.6	NO
Black	91	1.1	YES	67	22.4	50.1	NO
Hispanic	66	0.0	YES	49	24.5	47.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	84	1.2	YES	72	9.7	33.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	224	0.4	YES	171	26.9	45.6	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	268	0.4	YES	207	55.6	62.2	YES*
White	106	0.0	YES	88	65.9	69	YES*
Black	91	1.1	YES	67	52.2	51	YES
Hispanic	66	0.0	YES	49	42.8	64	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	84	1.2	YES	72	37.5	40.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	224	0.4	YES	171	52.1	58	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

11-5070-050

STOW CREEK TOWNSHIP

STOW CREEK TOWNSHIP

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	85	0.0	YES	79	54.4	68.8	NO
White	71	0.0	YES	65	58.5	67.3	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	85	0.0	YES	79	67.1	72.8	YES*
White	71	0.0	YES	65	69.3	72.5	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

11-5300-050

Upper Deerfield Township School District

Charles F. Seabrook 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	78	0.0	YES	70	28.6	54.4	NO
White			-	35	40.0	71.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	46	0.0	YES	41	14.6	46.6	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	78	0.0	YES	70	47.2	64.1	NO
White			-	35	62.9	69.4	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	46	0.0	YES	41	24.4	46.6	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

11-5300-060

Upper Deerfield Township School District

Elizabeth F. Moore 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	193	0.0	YES	167	42.5	57.3	NO
White	98	0.0	YES	88	56.8	70.1	NO
Black			-			-	-
Hispanic	42	0.0	YES	32	21.9	42.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	42	21.4	50.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	105	0.0	YES	88	29.5	46.8	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	193	0.0	YES	167	47.9	71	NO
White	98	0.0	YES	88	64.8	81	NO
Black			-			-	-
Hispanic	42	0.0	YES	32	28.1	55	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	42	23.8	64.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	105	0.0	YES	88	30.7	63.4	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

11-5300-070

Upper Deerfield Township School District

Woodruff 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	272	0.0	YES	246	59.4	68.5	NO
White	124	0.0	YES	113	73.5	78.2	YES*
Black	65	0.0	YES	59	49.2	50.1	YES*
Hispanic	63	0.0	YES	56	33.9	58.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	0.0	YES	46	23.9	39.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	146	0.0	YES	134	46.2	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	272	0.0	YES	246	57.0	70.1	NO
White	124	0.0	YES	113	70.8	79.9	NO
Black	65	0.0	YES	59	35.6	42.7	YES*
Hispanic	63	0.0	YES	56	39.3	68.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	0.0	YES	46	21.8	47.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	146	0.0	YES	134	41.0	58.3	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

11-5390-050

CITY OF VINELAND BOARD OF EDUCATION

Vineland 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	630	0.8	YES	576	86.2	84.1	YES
White	205	0.5	YES	195	91.3	89.7	MET GOAL
Black	128	0.8	YES	115	80.0	79.2	YES
Hispanic	281	1.1	YES	251	84.9	82	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	140	1.4	YES	125	43.2	45.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	321	0.6	YES	305	80.0	78	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	630	1.3	YES	573	76.0	74.9	YES
White	205	0.5	YES	195	86.6	85.4	YES
Black	128	1.6	YES	114	57.9	63.4	YES*
Hispanic	281	1.8	YES	249	75.5	70.9	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	140	3.6	YES	122	21.3	35.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	321	0.9	YES	304	67.1	68.8	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	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

11-5390-055

CITY OF VINELAND BOARD OF EDUCATION

Landis 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	501	0.4	YES	457	49.9	65	NO
White	92	0.0	YES	85	60.0	86.5	NO
Black	104	0.0	YES	96	47.9	62.9	NO
Hispanic	292	0.0	YES	267	46.8	61.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	0.0	YES	83	19.3	49.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	350	0.9	YES	323	45.5	60.3	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	501	0.4	YES	457	63.3	73.5	NO
White	92	0.0	YES	85	69.4	89.6	NO
Black	104	1.0	YES	96	53.1	67.4	NO
Hispanic	292	0.3	YES	266	63.9	72.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	87	1.1	YES	82	29.2	59.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	350	0.3	YES	323	59.8	71.7	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

11-5390-060

CITY OF VINELAND BOARD OF EDUCATION

Veterans Memorial Middle

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	492	0.4	YES	445	55.3	71.8	NO
White	105	0.0	YES	98	67.4	81	NO
Black	112	1.8	YES	99	50.5	70.8	NO
Hispanic	264	0.0	YES	238	51.7	68.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	114	1.8	YES	107	18.7	43.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	343	0.3	YES	314	50.6	67.8	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	492	0.4	YES	445	64.2	74	NO
White	105	0.0	YES	98	77.5	84	YES*
Black	112	1.8	YES	99	58.6	73.9	NO
Hispanic	264	0.0	YES	238	60.5	69.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	114	1.8	YES	107	23.4	53	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	343	0.3	YES	314	61.4	68.9	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

11-5390-065

CITY OF VINELAND BOARD OF EDUCATION

Anthony Rossi 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	676	0.4	YES	627	62.2	74.4	NO
White	264	0.4	YES	250	74.0	84.6	NO
Black	111	0.0	YES	101	55.5	65.4	NO
Hispanic	272	0.7	YES	249	50.2	65.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	125	2.4	YES	113	23.9	42.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	351	1.1	YES	317	51.4	67.5	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	676	0.7	YES	626	70.3	76.2	NO
White	264	0.4	YES	250	79.2	88.1	NO
Black	111	0.9	YES	100	60.0	63.1	YES*
Hispanic	272	1.1	YES	249	63.1	67.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	125	4.0	YES	112	28.6	43	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	351	1.4	YES	316	62.4	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

11-5390-075

CITY OF VINELAND BOARD OF EDUCATION

Gloria M Sabater 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	388	0.0	YES	356	32.0	53.3	NO
White			-			-	-
Black	42	0.0	YES	37	32.4	50.4	NO
Hispanic	327	0.0	YES	301	31.3	52.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	90	0.0	YES	80	18.8	53.1	NO
Limited English Proficiency	84	0.0	YES	78	14.1	-	--
Economically Disadvantaged	334	0.0	YES	307	31.6	51.7	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	388	0.5	YES	354	51.2	71.4	NO
White			-			-	-
Black	42	0.0	YES	37	37.8	62.6	NO
Hispanic	327	0.6	YES	299	52.1	71.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	90	1.1	YES	79	40.5	59.2	NO
Limited English Proficiency	84	0.0	YES	78	35.9	-	--
Economically Disadvantaged	334	0.6	YES	305	51.2	70	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

11-5390-090

CITY OF VINELAND BOARD OF EDUCATION

Cunningham Alternative 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%

NO

ESEA Waiver - School Profiles 2014

11-5390-095

CITY OF VINELAND BOARD OF EDUCATION

Dane Barse 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	184	0.0	YES	156	59.6	57.5	YES
White			-			-	-
Black	40	0.0	YES	38	52.6	52.9	YES*
Hispanic	105	0.0	YES	87	62.0	60	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	38	39.5	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	125	0.0	YES	105	55.2	54.8	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	184	0.0	YES	156	71.2	79.3	NO
White			-			-	-
Black	40	0.0	YES	38	57.9	80.5	NO
Hispanic	105	0.0	YES	87	74.7	81.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	0.0	YES	38	42.1	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	125	0.0	YES	105	70.5	76.4	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

11-5390-115

CITY OF VINELAND BOARD OF EDUCATION

John H. Winslow 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	223	56.5	67.9	NO
White	92	0.0	YES	89	62.9	79.8	NO
Black	46	0.0	YES	40	47.5	64.1	NO
Hispanic	82	1.2	YES	78	48.7	55.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	2.4	YES	39	23.1	34.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	113	0.0	YES	106	47.2	59.4	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	239	0.4	YES	223	71.7	84.1	NO
White	92	0.0	YES	89	76.4	90	NO
Black	46	0.0	YES	40	62.5	75.5	YES*
Hispanic	82	1.2	YES	78	68.0	79.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	2.4	YES	39	56.4	61.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	113	0.0	YES	106	64.2	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

11-5390-120

CITY OF VINELAND BOARD OF EDUCATION

Johnstone 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	112	0.0	YES	94	46.8	65.6	NO
White			-	34	61.7	75.6	YES*
Black			-			-	-
Hispanic	47	0.0	YES	40	40.0	58.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	68	0.0	YES	58	41.4	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	112	0.0	YES	94	65.9	78.5	NO
White			-	34	79.4	85.1	YES*
Black			-			-	-
Hispanic	47	0.0	YES	40	62.5	71.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	68	0.0	YES	58	55.2	74.7	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

11-5390-135

CITY OF VINELAND BOARD OF EDUCATION

Marie Durand 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	290	0.7	YES	261	51.3	61.9	NO
White	85	0.0	YES	80	58.8	71.3	NO
Black	60	0.0	YES	55	41.9	59	NO
Hispanic	140	1.4	YES	125	50.4	59.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	2.9	YES	63	31.7	42.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	197	1.0	YES	173	48.0	59.4	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	290	1.0	YES	260	66.2	85	NO
White	85	1.2	YES	79	79.8	90	NO
Black	60	0.0	YES	55	54.5	80.8	NO
Hispanic	140	1.4	YES	125	62.4	84	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	4.3	YES	62	53.2	55.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	197	1.5	YES	172	63.4	83.9	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

11-5390-160

CITY OF VINELAND BOARD OF EDUCATION

Max Leuchter

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

School Performance - English 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	0.9	YES	89	51.7	-	-
White			-			-	-
Black			-			-	-
Hispanic	70	1.4	YES	62	48.4	-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	79	1.3	YES	66	47.0	-	-

School 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	1.9	YES	88	79.5	-	-
White			-			-	-
Black			-			-	-
Hispanic	70	1.4	YES	62	75.9	-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	79	2.5	YES	65	78.4	-	-

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

11-5390-230

CITY OF VINELAND BOARD OF EDUCATION

Solve D'Ippolito 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	343	0.3	YES	311	54.7	58.2	YES*
White	70	0.0	YES	65	73.9	64.7	YES
Black	61	0.0	YES	54	37.1	55.6	NO
Hispanic	196	0.5	YES	177	51.4	55.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	66	1.5	YES	60	30.0	51	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	227	0.0	YES	204	51.5	52.8	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	343	0.6	YES	310	72.0	80	NO
White	70	0.0	YES	65	84.6	84.2	YES
Black	61	1.6	YES	53	64.2	72.7	YES*
Hispanic	196	0.5	YES	177	69.5	79.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	66	3.0	YES	59	52.6	75.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	227	0.4	YES	203	65.5	77.2	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

11-5390-260

CITY OF VINELAND BOARD OF EDUCATION

Dr. William Mennies 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	296	0.3	YES	130	58.5	64.9	YES*
White	83	0.0	YES	52	73.1	66.9	YES
Black	56	0.0	YES			-	-
Hispanic	151	0.7	YES	61	52.5	63.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	58	1.7	YES	30	23.3	31.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	212	0.5	YES	82	50.0	62	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	296	0.7	YES	129	76.7	80.9	YES*
White	83	1.2	YES	51	90.2	86.6	MET GOAL
Black	56	0.0	YES			-	-
Hispanic	151	0.7	YES	61	75.4	76.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	58	3.4	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	212	0.9	YES	81	71.6	77.4	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

11-5390-270

CITY OF VINELAND BOARD OF EDUCATION

Pauline J. Petway 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	271	0.4	YES	258	65.1	61	YES
White	125	0.8	YES	122	79.5	71.5	YES
Black	42	0.0	YES	40	52.5	52	YES
Hispanic	98	0.0	YES	90	50.0	53.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	47	40.4	43.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	126	0.8	YES	120	49.2	51.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	271	0.4	YES	258	79.9	79.7	YES
White	125	0.8	YES	122	86.8	89.3	YES*
Black	42	0.0	YES	40	75.0	68.6	YES
Hispanic	98	0.0	YES	90	71.2	76.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	47	57.5	65.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	126	0.8	YES	120	71.7	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

11-5390-280

CITY OF VINELAND BOARD OF EDUCATION

Thomas W. Wallace Jr. 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	483	0.8	YES	445	54.0	72.7	NO
White	126	1.6	YES	120	68.3	81.8	NO
Black	97	1.0	YES	87	47.1	67.3	NO
Hispanic	248	0.4	YES	227	48.9	69.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	95	1.1	YES	90	24.4	47.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	308	1.0	YES	281	45.9	67.1	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	483	1.0	YES	444	61.9	70.9	NO
White	126	1.6	YES	120	76.6	82.7	YES*
Black	97	2.1	YES	86	48.8	64.1	NO
Hispanic	248	0.4	YES	227	59.0	66.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	95	1.1	YES	90	30.0	50.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	308	1.0	YES	281	57.0	65.6	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