

ESEA Waiver - School Profiles 2014

21-1245-050

EAST WINDSOR REGIONAL SCHOOL DISTRICT

HIGHTSTOWN 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	341	0.0	YES	325	96.3	90	MET GOAL
White	163	0.0	YES	159	100.0	90	MET GOAL
Black			-	33	90.9	90	MET GOAL
Hispanic	83	0.0	YES	80	90.0	87	MET GOAL
American Indian			-			-	-
Asian	56	0.0	YES	52	98.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	42	80.9	68.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	89	0.0	YES	86	93.1	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	341	0.0	YES	325	86.7	87.8	YES*
White	163	0.0	YES	159	96.2	90	MET GOAL
Black			-	33	66.6	76.4	YES*
Hispanic	83	0.0	YES	80	70.1	80	YES*
American Indian			-			-	-
Asian	56	0.0	YES	52	98.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	42	52.3	55.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	89	0.0	YES	86	69.7	78	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

21-1245-055

EAST WINDSOR REGIONAL SCHOOL DISTRICT

ETHEL McKNIGHT 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	311	2.6	YES	283	70.0	77.3	NO
White	130	6.2	NO	116	77.6	82.2	YES*
Black			-			-	-
Hispanic	91	0.0	YES	81	49.3	55.3	YES*
American Indian			-			-	-
Asian	61	0.0	YES	60	81.7	90	YES*
Two or More Races			-			-	-
Students with Disabilities	44	2.3	YES	38	55.2	46.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	3.6	YES	74	45.9	53.8	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	311	2.6	YES	283	77.4	88.4	NO
White	130	6.2	NO	116	83.6	90	YES*
Black			-			-	-
Hispanic	91	0.0	YES	81	58.1	66.3	YES*
American Indian			-			-	-
Asian	61	0.0	YES	60	91.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	44	2.3	YES	38	50.0	80.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	3.6	YES	74	50.0	72.7	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1245-060

EAST WINDSOR REGIONAL SCHOOL DISTRICT

GRACE N. ROGERS 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	346	0.0	YES	303	63.4	72.6	NO
White	128	0.0	YES	118	81.4	82.1	YES*
Black			-			-	-
Hispanic	147	0.0	YES	135	42.9	48.3	YES*
American Indian			-			-	-
Asian	40	0.0	YES	31	87.1	79.6	YES
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	33	42.4	54.7	YES*
Limited English Proficiency	56	0.0	YES	48	27.1	-	--
Economically Disadvantaged	145	0.0	YES	124	43.5	58.7	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	346	0.0	YES	303	76.9	85.4	NO
White	128	0.0	YES	118	92.4	90	MET GOAL
Black			-			-	-
Hispanic	147	0.0	YES	135	58.5	64.8	YES*
American Indian			-			-	-
Asian	40	0.0	YES	31	96.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	33	60.6	77.2	YES*
Limited English Proficiency	56	0.0	YES	48	27.1	-	--
Economically Disadvantaged	145	0.0	YES	124	61.3	73.9	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

21-1245-070

EAST WINDSOR REGIONAL SCHOOL DISTRICT

MELVIN H. KREPS 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	1,175	1.3	YES	1,087	78.0	83.4	NO
White	473	2.3	YES	437	85.6	88.1	YES*
Black	137	0.0	YES	124	72.6	79.3	YES*
Hispanic	352	1.1	YES	326	61.4	71	NO
American Indian			-			-	-
Asian	205	0.0	YES	195	92.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	168	1.2	YES	157	38.2	54	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	384	1.8	YES	347	61.6	70.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,175	1.2	YES	1,088	77.7	84.5	NO
White	473	2.1	YES	438	86.9	89.3	YES*
Black	137	0.7	YES	123	67.5	73.6	YES*
Hispanic	352	0.9	YES	327	59.0	75.1	NO
American Indian			-			-	-
Asian	205	0.0	YES	195	93.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	168	1.8	YES	156	41.0	62.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	384	1.0	YES	348	58.3	74.9	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

21-1245-075

EAST WINDSOR REGIONAL SCHOOL DISTRICT

PERRY L. DREW 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	322	0.9	YES	296	71.9	69.1	YES
White	110	1.8	YES	100	80.0	74.7	YES
Black			-			-	-
Hispanic	114	0.9	YES	101	49.5	57.3	YES*
American Indian			-			-	-
Asian	67	0.0	YES	66	95.5	85.1	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	50	2.0	YES	47	31.9	51.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.9	YES	92	47.8	58.6	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	322	0.9	YES	296	79.4	88.9	NO
White	110	1.8	YES	100	88.0	90	YES*
Black			-			-	-
Hispanic	114	0.9	YES	101	61.4	81.1	NO
American Indian			-			-	-
Asian	67	0.0	YES	66	97.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	50	2.0	YES	47	40.4	73.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.9	YES	92	62.0	82	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

21-1245-080

EAST WINDSOR REGIONAL SCHOOL DISTRICT

WALTER C. BLACK 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	0.0	YES	251	71.7	72.8	YES*
White	109	0.0	YES	106	81.2	81.1	YES
Black			-			-	-
Hispanic	67	0.0	YES	56	46.4	52	YES*
American Indian			-			-	-
Asian	65	0.0	YES	63	81.0	85.1	YES*
Two or More Races			-			-	-
Students with Disabilities			-	31	42.0	54.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	78	0.0	YES	69	46.4	55	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	271	0.7	YES	250	89.2	86	YES
White	109	0.9	YES	105	97.1	90	MET GOAL
Black			-			-	-
Hispanic	67	0.0	YES	56	69.6	69.9	YES*
American Indian			-			-	-
Asian	65	1.5	YES	63	96.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-	31	61.3	69	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	78	0.0	YES	69	71.0	66.5	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1430-050

Ewing Township Public Schools

Ewing 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	252	0.0	YES	238	94.9	90	MET GOAL
White	89	0.0	YES	87	94.3	90	MET GOAL
Black	129	0.0	YES	119	95.8	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	50	0.0	YES	44	72.8	83.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	86	0.0	YES	78	93.6	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	252	0.0	YES	238	77.7	79.1	YES*
White	89	0.0	YES	87	89.7	90	YES*
Black	129	0.0	YES	119	68.0	69.3	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	50	0.0	YES	44	36.4	46.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	86	0.0	YES	78	71.8	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	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	NO		YES	YES

Attendance

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

ESEA Waiver - School Profiles 2014

21-1430-060

Ewing Township Public Schools

GILMORE J FISHER 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	880	0.6	YES	798	63.7	74.9	NO
White	291	1.4	YES	280	77.2	82.7	NO
Black	410	0.0	YES	358	50.6	68.6	NO
Hispanic	112	0.0	YES	101	63.3	74	NO
American Indian			-			-	-
Asian	41	0.0	YES	37	89.2	84.5	YES
Two or More Races			-			-	-
Students with Disabilities	189	0.5	YES	166	28.9	44.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	366	0.8	YES	317	53.3	68.2	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	880	0.5	YES	799	67.8	66.1	YES
White	291	1.4	YES	280	79.3	76.3	YES
Black	410	0.0	YES	358	56.2	55.4	YES
Hispanic	112	0.0	YES	101	70.3	67	YES
American Indian			-			-	-
Asian	41	0.0	YES	37	89.2	88.9	YES
Two or More Races			-			-	-
Students with Disabilities	189	0.5	YES	166	34.9	39.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	366	0.5	YES	318	59.1	58.6	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

21-1430-105

Ewing Township Public Schools

FRANCIS LORE 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	258	0.4	YES	222	69.9	68.5	YES
White	112	0.9	YES	101	78.2	81.8	YES*
Black	96	0.0	YES	78	65.4	53	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	2.1	YES	39	58.9	55.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	63	52.4	58.6	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	258	0.0	YES	223	76.7	70.4	YES
White	112	0.0	YES	102	89.2	82.8	YES
Black	96	0.0	YES	78	62.8	55.7	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	40	77.5	60.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	84	0.0	YES	63	60.4	56	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

21-1430-130

Ewing Township Public Schools

PARKWAY ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	230	0.4	YES	204	49.0	60.7	NO
White	46	2.2	YES	41	61.0	76.7	NO
Black	123	0.0	YES	105	46.7	52.1	YES*
Hispanic	45	0.0	YES	42	38.1	58.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	1.8	YES	48	33.4	45.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	138	0.0	YES	122	42.7	58.3	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	230	0.0	YES	205	68.3	63.6	YES
White	46	0.0	YES	42	90.5	79.6	MET GOAL
Black	123	0.0	YES	105	58.1	55.2	YES
Hispanic	45	0.0	YES	42	64.2	62.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	49	63.2	53.9	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	138	0.0	YES	122	63.9	60.2	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1430-140

Ewing Township Public Schools

WL ANTHEIL 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	293	0.0	YES	262	69.4	71.8	YES*
White	99	0.0	YES	92	83.7	81.7	YES
Black	115	0.0	YES	98	59.2	60	YES*
Hispanic	51	0.0	YES	47	59.6	67.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	61	52.5	53.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	0.0	YES	101	52.5	61.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	293	0.0	YES	262	79.8	67.7	YES
White	99	0.0	YES	92	89.2	76	YES
Black	115	0.0	YES	98	72.5	57	YES
Hispanic	51	0.0	YES	47	72.4	82.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	61	63.9	52.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	118	0.0	YES	101	66.3	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

21-1950-050

Hamilton Township

HAMILTON EAST - STEINERT

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	365	0.5	YES	352	95.2	90	MET GOAL
White	293	0.3	YES	285	96.2	90	MET GOAL
Black			-			-	-
Hispanic			-	32	96.9	89.9	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	4.2	YES	44	68.2	80.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	34	88.2	90.4	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	365	0.8	YES	351	84.3	87.9	YES*
White	293	0.3	YES	285	87.7	90	YES*
Black			-			-	-
Hispanic			-	31	71.0	74.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	6.3	NO	43	27.9	51.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	34	61.7	68.7	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-1950-055

Hamilton Township

HAMILTON NORTH-NOTTINGHAM

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	337	0.9	YES	310	92.2	90	MET GOAL
White	113	0.9	YES	106	97.2	90	MET GOAL
Black	116	0.0	YES	107	85.0	89.5	YES*
Hispanic	89	2.2	YES	80	95.1	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	1.8	YES	53	71.7	72.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	130	0.8	YES	125	87.2	90	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	337	0.9	YES	310	79.7	87.6	NO
White	113	0.9	YES	106	90.6	90	MET GOAL
Black	116	0.0	YES	107	69.2	74.7	YES*
Hispanic	89	2.2	YES	80	78.8	86.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	1.8	YES	53	47.2	72.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	130	0.8	YES	125	75.2	82.6	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-1950-060

Hamilton Township

HAMILTON WEST-WATSON

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	325	0.0	YES	314	87.3	89.6	YES*
White	169	0.0	YES	168	92.3	90	MET GOAL
Black	66	0.0	YES	61	77.1	86.5	YES*
Hispanic	76	0.0	YES	73	83.5	84.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	60	50.0	59.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	0.0	YES	99	82.8	87.5	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	325	0.3	YES	313	72.8	76.2	YES*
White	169	0.6	YES	167	80.9	81.3	YES*
Black	66	0.0	YES	61	57.3	67.1	YES*
Hispanic	76	0.0	YES	73	68.5	65.8	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	60	18.3	40.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	0.0	YES	99	61.6	64.2	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-1950-070

Hamilton Township

ALBERT E GRICE 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	938	0.9	YES	884	59.4	73.9	NO
White	447	0.7	YES	435	66.0	78.5	NO
Black	183	1.6	YES	170	52.4	68.2	NO
Hispanic	234	0.4	YES	209	47.3	64.7	NO
American Indian			-			-	-
Asian	45	0.0	YES	43	74.4	79.1	YES*
Two or More Races			-			-	-
Students with Disabilities	169	0.6	YES	160	20.1	49.2	NO
Limited English Proficiency	61	1.6	YES	56	37.5	-	--
Economically Disadvantaged	402	1.5	YES	372	49.7	66.7	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	938	0.5	YES	886	57.3	66.5	NO
White	447	0.4	YES	436	65.1	70	NO
Black	183	1.6	YES	170	45.9	57.9	NO
Hispanic	234	0.0	YES	209	50.3	60.2	NO
American Indian			-			-	-
Asian	45	0.0	YES	43	72.1	72.9	YES*
Two or More Races			-			-	-
Students with Disabilities	169	0.6	YES	160	21.3	45.1	NO
Limited English Proficiency	61	0.0	YES	57	40.4	-	--
Economically Disadvantaged	402	0.7	YES	373	46.9	61.1	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-080

Hamilton Township

EMILY C REYNOLDS 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	1,039	0.0	YES	983	73.3	78.5	NO
White	696	0.0	YES	673	78.0	82.4	NO
Black	154	0.0	YES	137	58.4	63.3	YES*
Hispanic	120	0.0	YES	108	61.1	73.5	NO
American Indian			-			-	-
Asian	46	0.0	YES	43	79.0	81.7	YES*
Two or More Races			-			-	-
Students with Disabilities	166	0.0	YES	154	37.6	53.9	NO
Limited English Proficiency			-	30	46.7	-	--
Economically Disadvantaged	272	0.4	YES	242	56.2	65.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,039	0.1	YES	983	76.4	73.8	YES
White	696	0.0	YES	673	80.4	77.9	YES
Black	154	0.0	YES	137	55.5	60.1	YES*
Hispanic	120	0.8	YES	108	72.3	67.9	YES
American Indian			-			-	-
Asian	46	0.0	YES	43	88.3	81.6	YES
Two or More Races			-			-	-
Students with Disabilities	166	0.0	YES	154	38.3	53.6	NO
Limited English Proficiency			-	30	76.7	-	--
Economically Disadvantaged	272	0.0	YES	242	62.0	63.7	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

21-1950-083

Hamilton Township

RICHARD C CROCKETT 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	860	0.2	YES	780	65.4	73	NO
White	402	0.2	YES	389	73.8	77.3	YES*
Black	193	0.0	YES	162	51.9	64.7	NO
Hispanic	214	0.5	YES	181	57.4	70.1	NO
American Indian			-			-	-
Asian			-	31	77.4	78.1	YES*
Two or More Races			-			-	-
Students with Disabilities	158	0.6	YES	136	36.8	52.6	NO
Limited English Proficiency	83	0.0	YES	65	52.3	-	--
Economically Disadvantaged	372	1.1	YES	318	53.2	65.5	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	860	0.3	YES	779	69.4	69.3	YES
White	402	0.5	YES	388	80.7	75.7	YES
Black	193	0.0	YES	162	47.5	58.2	NO
Hispanic	214	0.5	YES	181	63.0	64.3	YES*
American Indian			-			-	-
Asian			-	31	87.1	82.5	YES
Two or More Races			-			-	-
Students with Disabilities	158	1.3	YES	135	31.8	51.2	NO
Limited English Proficiency	83	0.0	YES	65	63.1	-	--
Economically Disadvantaged	372	0.3	YES	318	55.7	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

21-1950-085

Hamilton Township

ALEXANDER 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	171	0.0	YES	166	72.9	78	YES*
White	127	0.0	YES	123	77.2	75.4	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	171	0.0	YES	166	82.0	86.1	YES*
White	127	0.0	YES	123	85.4	85.1	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

21-1950-105

Hamilton Township

GEORGE E. WILSON 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	217	0.5	YES	172	41.3	57	NO
White			-			-	-
Black	80	0.0	YES	68	42.6	51.2	YES*
Hispanic	97	0.0	YES	71	35.2	53.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	54	1.9	YES	36	13.9	34.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	175	0.0	YES	140	38.6	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	217	0.5	YES	172	66.8	72.7	YES*
White			-			-	-
Black	80	0.0	YES	68	66.2	67.7	YES*
Hispanic	97	0.0	YES	71	60.6	71	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	54	1.9	YES	36	50.0	66.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	175	0.0	YES	140	66.4	71.4	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
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

21-1950-110

Hamilton Township

GREENWOOD ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	0.7	YES	123	31.7	66.5	NO
White			-			-	-
Black	69	0.0	YES	60	28.3	67.5	NO
Hispanic	64	1.6	YES	54	33.3	62.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	115	0.9	YES	100	29.0	66.3	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	0.7	YES	123	60.9	82.2	NO
White			-			-	-
Black	69	0.0	YES	60	51.7	78.9	NO
Hispanic	64	1.6	YES	54	70.4	87	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	115	0.9	YES	100	62.0	82.7	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-150

Hamilton Township

KISTHARDT 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	128	0.0	YES	114	48.2	70.9	NO
White	41	0.0	YES	38	55.3	75	NO
Black			-			-	-
Hispanic	45	0.0	YES	40	37.5	70.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	79	1.3	YES	68	41.2	70.5	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	128	0.0	YES	114	57.9	87.4	NO
White	41	0.0	YES	38	71.1	88.4	NO
Black			-			-	-
Hispanic	45	0.0	YES	40	35.0	84.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	79	0.0	YES	68	50.0	86.5	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

21-1950-160

Hamilton Township

KLOCKNER 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	130	1.5	YES	109	47.7	65.4	NO
White	45	0.0	YES	41	56.1	73.9	NO
Black	46	0.0	YES	32	43.8	55	YES*
Hispanic			-	34	38.2	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	0.0	YES	63	42.9	54.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	130	0.8	YES	110	53.6	82.5	NO
White	45	0.0	YES	41	73.2	90	NO
Black	46	0.0	YES	32	31.3	66.4	NO
Hispanic			-	35	48.6	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	0.0	YES	63	42.8	72.2	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

21-1950-170

Hamilton Township

KUSER 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	234	0.4	YES	204	36.8	58.2	NO
White	53	0.0	YES	52	51.9	74.6	NO
Black	93	1.1	YES	77	26.0	45.2	NO
Hispanic	60	0.0	YES	50	26.0	55.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	0.0	YES	46	15.2	42.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	154	1.9	YES	129	27.9	44.7	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	234	0.0	YES	204	44.2	73.3	NO
White	53	0.0	YES	52	67.3	78	YES*
Black	93	0.0	YES	77	29.9	61	NO
Hispanic	60	0.0	YES	50	34.0	79.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	0.0	YES	46	19.6	56.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	154	0.0	YES	129	34.9	59.3	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

21-1950-180

Hamilton Township

LALOR ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	147	0.0	YES	131	45.0	54.8	NO
White			-			-	-
Black			-			-	-
Hispanic	84	0.0	YES	75	40.0	55.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	107	0.0	YES	95	34.7	45.4	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	131	51.2	72.1	NO
White			-			-	-
Black			-			-	-
Hispanic	84	0.0	YES	75	48.0	70.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	107	0.0	YES	95	43.1	62.6	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

21-1950-185

Hamilton Township

LANGTREE 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	170	0.0	YES	160	63.1	75.9	NO
White	102	0.0	YES	98	66.4	76.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	53	0.0	YES	51	47.1	63.5	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	170	0.0	YES	160	83.8	88.6	YES*
White	102	0.0	YES	98	85.8	89	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	53	0.0	YES	51	74.5	86.2	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-200

Hamilton Township

McGALLIARD ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	0.0	YES	135	64.5	69	YES*
White	81	0.0	YES	78	64.1	70	YES*
Black			-			-	-
Hispanic			-	34	70.5	63.9	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	59	0.0	YES	51	54.9	66.4	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	0.0	YES	135	79.3	79.9	YES*
White	81	0.0	YES	78	82.0	79.3	YES
Black			-			-	-
Hispanic			-	34	82.4	72.2	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	59	0.0	YES	51	72.5	74.3	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-210

Hamilton Township

MERCERVILLE 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	187	1.1	YES	176	69.9	74.8	YES*
White	116	1.7	YES	106	74.5	76.7	YES*
Black			-			-	-
Hispanic			-	37	54.1	75	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	56	0.0	YES	54	68.5	62.6	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	187	1.1	YES	176	83.6	85.2	YES*
White	116	1.7	YES	106	86.8	85.9	YES
Black			-			-	-
Hispanic			-	37	67.5	69.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	56	0.0	YES	54	77.8	78.9	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-220

Hamilton Township

MORGAN 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	160	0.0	YES	157	64.3	77.8	NO
White	116	0.0	YES	113	67.2	79.9	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	160	0.0	YES	157	81.5	85.6	YES*
White	116	0.0	YES	113	83.2	85.8	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-225

Hamilton Township

ROBINSON 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	169	0.0	YES	160	64.4	75.4	NO
White	129	0.0	YES	123	65.8	73.2	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	169	0.0	YES	160	81.2	78	YES
White	129	0.0	YES	123	82.1	77.7	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-240

Hamilton Township

SAYEN ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	2.8	YES	135	57.0	70	NO
White	121	1.7	YES	115	56.5	71.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	2.8	YES	135	65.2	85.2	NO
White	121	1.7	YES	115	66.9	85.4	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-245

Hamilton Township

SUNNYBRAE 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	160	0.0	YES	152	71.0	80	NO
White	104	0.0	YES	98	73.5	86.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	2.0	YES	45	57.8	71.8	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	160	0.0	YES	152	81.6	84.9	YES*
White	104	0.0	YES	98	84.7	89.8	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	45	68.9	74.3	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-250

Hamilton Township

UNIVERSITY 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	136	0.7	YES	130	64.6	84.5	NO
White	110	0.0	YES	108	66.7	88.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	136	0.0	YES	130	81.5	88.8	NO
White	110	0.0	YES	108	84.2	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-260

Hamilton Township

YARDVILLE ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	134	0.7	YES	127	81.1	83.6	YES*
White	110	0.0	YES	105	81.9	84.3	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	134	0.7	YES	127	90.6	89.9	MET GOAL
White	110	0.0	YES	105	90.5	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-1950-270

Hamilton Township

YARDVILLE 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	122	0.8	YES	113	72.6	77.2	YES*
White	83	0.0	YES	79	74.7	78.5	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	122	0.8	YES	113	82.3	90	NO
White	83	0.0	YES	79	86.1	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2280-030

Hopewell Valley Regional School District

Hopewell Valley Central 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	306	0.0	YES	298	98.0	90	MET GOAL
White	269	0.0	YES	262	98.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	35	82.9	80.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	306	0.0	YES	298	94.3	90	MET GOAL
White	269	0.0	YES	262	94.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	35	57.1	64.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-2280-035

Hopewell Valley Regional School District

Bear Tavern Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	1.5	YES	190	79.0	80.4	YES*
White	169	1.8	YES	159	79.8	80.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	2.1	YES	45	51.1	65.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	1.5	YES	190	85.8	88.5	YES*
White	169	1.8	YES	159	86.1	87.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	2.1	YES	45	73.4	79.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2280-040

Hopewell Valley Regional School District

Toll Gate Grammar School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	155	1.9	YES	140	90.7	83.1	MET GOAL
White	137	2.2	YES	123	91.1	85.1	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	67.7	65.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	155	2.6	YES	139	94.3	90	MET GOAL
White	137	2.9	YES	122	94.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	80.0	90	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2280-055

Hopewell Valley Regional School District

Hopewell 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	204	2.9	YES	188	88.8	90	YES*
White	176	2.3	YES	163	90.2	89.4	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	58.0	69	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	204	2.9	YES	188	91.5	90	MET GOAL
White	176	2.3	YES	163	92.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	71.0	84.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2280-065

Hopewell Valley Regional School District

Stony Brook 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	247	0.8	YES	235	84.7	87.2	YES*
White	146	0.0	YES	140	80.0	84	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	62	1.6	YES	60	95.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	50	50.0	61.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	247	0.8	YES	235	92.4	90	MET GOAL
White	146	0.0	YES	140	90.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	62	1.6	YES	60	98.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	50	74.0	73.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

21-2280-075

Hopewell Valley Regional School District

Timberlane 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	881	0.8	YES	850	87.7	90	NO
White	743	0.9	YES	716	87.4	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	91	0.0	YES	88	90.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	135	1.5	YES	132	50.7	62.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	881	0.7	YES	851	84.5	90	NO
White	743	0.8	YES	717	84.5	89.6	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	91	0.0	YES	88	95.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	135	1.5	YES	132	52.3	62.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2580-040

Lawrence Township Public Schools

Lawrence 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	300	0.7	YES	293	95.5	90	MET GOAL
White	151	0.7	YES	149	97.3	90	MET GOAL
Black	57	0.0	YES	55	90.9	90	MET GOAL
Hispanic	44	0.0	YES	43	97.7	90	MET GOAL
American Indian			-			-	-
Asian			-	35	94.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-	31	67.7	88.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	300	1.0	YES	292	88.0	87.8	YES
White	151	0.7	YES	149	92.6	88.8	MET GOAL
Black	57	0.0	YES	55	71.0	76.2	YES*
Hispanic	44	2.3	YES	42	83.3	89.8	YES*
American Indian			-			-	-
Asian			-	35	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-	31	29.0	59.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-2580-050

Lawrence Township Public Schools

Lawrence 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	613	0.2	YES	576	79.5	86.4	NO
White	304	0.3	YES	299	84.2	90	NO
Black	103	0.0	YES	86	63.9	75.1	NO
Hispanic	91	0.0	YES	82	69.5	76.8	YES*
American Indian			-			-	-
Asian	83	0.0	YES	79	84.8	90	YES*
Two or More Races			-	30	90.0	-	MET GOAL
Students with Disabilities	101	1.0	YES	94	35.1	61.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	132	0.0	YES	121	67.8	75.4	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	612	0.2	YES	575	68.9	80.1	NO
White	304	0.3	YES	299	76.5	85.4	NO
Black	103	0.0	YES	86	48.8	59.3	YES*
Hispanic	90	0.0	YES	81	45.7	71.6	NO
American Indian			-			-	-
Asian	83	0.0	YES	79	86.1	90	YES*
Two or More Races			-	30	66.7	-	--
Students with Disabilities	101	1.0	YES	94	19.2	49.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	131	0.0	YES	120	44.2	61.3	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

21-2580-070

Lawrence Township Public Schools

Ben Franklin Elementary

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	119	0.0	YES	113	79.6	79.9	YES*
White	46	0.0	YES	46	80.5	84.2	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	34	94.1	85.9	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	119	0.0	YES	113	92.0	89.6	MET GOAL
White	46	0.0	YES	46	95.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	34	94.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2580-080

Lawrence Township Public Schools

Eldridge Park School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	60	0.0	YES	53	81.1	85.1	YES*
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	60	0.0	YES	53	96.2	89	MET GOAL
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2580-085

Lawrence Township Public Schools

Lawrence Intermediate School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	912	1.0	YES	857	71.1	75.4	NO
White	413	1.2	YES	394	79.4	80.1	YES*
Black	143	1.4	YES	128	46.8	56.4	NO
Hispanic	129	0.0	YES	121	52.9	63.8	NO
American Indian			-			-	-
Asian	190	0.5	YES	180	82.2	87.1	YES*
Two or More Races			-	34	70.5	72.4	YES*
Students with Disabilities	133	3.0	YES	121	25.6	49.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	207	1.9	YES	189	48.7	59.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	912	0.8	YES	856	85.7	84.3	YES
White	413	1.2	YES	393	89.8	87.8	YES
Black	143	0.0	YES	129	67.4	67.9	YES*
Hispanic	129	0.8	YES	120	75.0	73	YES
American Indian			-			-	-
Asian	190	0.0	YES	180	96.7	90	MET GOAL
Two or More Races			-	34	88.2	85.2	YES
Students with Disabilities	133	3.0	YES	120	62.5	59	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	207	1.0	YES	189	71.5	70.1	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2580-090

Lawrence Township Public Schools

Lawrenceville 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	73	0.0	YES	72	86.1	83.6	YES
White			-	34	79.4	88.5	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	73	0.0	YES	72	91.6	90	MET GOAL
White			-	34	88.3	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-2580-100

Lawrence Township Public Schools

Slackwood 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	59	0.0	YES	52	69.2	75.3	YES*
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged			-	31	58.1	72.5	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	59	0.0	YES	52	77.0	90	NO
White			-				-
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged			-	31	71.0	84.8	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-3105-030

Area Vocational Technical Schools of Mercer County

MCVS Assunpink Center

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

School Performance - English Language Arts

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

School Performance - Mathematics

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

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-4255-050

Princeton Public Schools

Princeton 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	359	2.2	YES	334	98.2	90	MET GOAL
White	215	2.3	YES	201	99.5	90	MET GOAL
Black			-			-	-
Hispanic			-	31	93.5	88.5	MET GOAL
American Indian			-			-	-
Asian	80	0.0	YES	74	97.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	61	1.6	YES	58	93.1	80.3	MET GOAL
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	359	2.5	YES	333	94.6	90	MET GOAL
White	215	2.3	YES	201	99.0	90	MET GOAL
Black			-			-	-
Hispanic			-	31	70.9	79	YES*
American Indian			-			-	-
Asian	80	0.0	YES	74	94.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	61	3.3	YES	57	73.6	58.5	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-4255-070

Princeton Public Schools

Johnson Park School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	175	0.6	YES	154	81.8	90	NO
White	105	1.0	YES	94	90.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	38	52.6	57	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	33	51.5	-	--

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	175	0.0	YES	155	88.4	90	YES*
White	105	0.0	YES	95	93.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	38	68.5	83.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	33	69.7	-	--

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

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

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

Performance Index

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

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
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

21-4255-080

Princeton Public Schools

Littlebrook School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	1.9	YES	172	83.2	87.2	YES*
White	122	0.8	YES	101	94.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	2.4	YES	39	33.3	54.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	1.5	YES	171	88.3	90	YES*
White	122	1.6	YES	100	96.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	42	2.4	YES	39	59.0	70.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
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

21-4255-085

Princeton Public Schools

John Witherspoon 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	702	0.7	YES	614	92.2	90	MET GOAL
White	403	1.0	YES	359	96.9	90	MET GOAL
Black	55	1.8	YES	48	70.8	85.1	NO
Hispanic	79	0.0	YES	74	79.8	72.4	YES
American Indian			-			-	-
Asian	135	0.0	YES	106	93.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	98	2.0	YES	94	67.0	71.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	73	2.7	YES	66	65.2	74.6	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	701	0.4	YES	614	92.2	90	MET GOAL
White	402	0.5	YES	359	95.9	90	MET GOAL
Black	55	1.8	YES	48	62.5	69.4	YES*
Hispanic	79	0.0	YES	74	86.5	77	YES
American Indian			-			-	-
Asian	135	0.0	YES	106	95.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	97	1.0	YES	94	60.7	67.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	73	0.0	YES	66	69.7	69.9	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-4255-090

Princeton Public Schools

Riverside School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	121	0.0	YES	106	81.2	90	NO
White	76	0.0	YES	69	92.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	121	0.0	YES	106	83.0	90	YES*
White	76	0.0	YES	69	92.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-4255-110

Princeton Public Schools

Community Park School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	169	0.0	YES	140	82.1	84.3	YES*
White	100	0.0	YES	83	94.0	90	MET GOAL
Black			-			-	-
Hispanic			-	30	53.3	55.7	YES*
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	169	0.6	YES	140	90.0	90	MET GOAL
White	100	0.0	YES	83	96.4	90	MET GOAL
Black			-			-	-
Hispanic			-	30	73.4	66.6	YES
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

21-5210-030

Trenton Public Schools

Daylight/Twilight 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	52	0.0	YES	40	50.0	39.8	YES
White			-			-	-
Black	41	0.0	YES	31	58.1	40.8	YES
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	52	7.7	NO	38	10.5	22.2	NO
White			-			-	-
Black	41	9.8	NO			-	-
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	NO		NO	NO
White				
Black	NO		NO	NO
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

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

ESEA Waiver - School Profiles 2014

21-5210-050

Trenton Public Schools

Trenton Central High School - Main Campus

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	346	1.7	YES	306	74.2	38.1	YES
White			-			-	-
Black	175	2.9	YES	150	70.0	33.1	YES
Hispanic	156	0.6	YES	143	81.8	76.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	85	5.9	NO	73	37.0	33.6	YES
Limited English Proficiency	45	0.0	YES	39	48.7	42.2	YES
Economically Disadvantaged	244	1.2	YES	222	76.1	34.8	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	346	1.4	YES	308	48.1	32.8	YES
White			-			-	-
Black	175	2.9	YES	151	43.7	31.3	YES
Hispanic	156	0.0	YES	144	54.9	45.5	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	85	3.5	YES	76	6.6	33.5	NO
Limited English Proficiency	45	0.0	YES	39	20.5	25.9	YES*
Economically Disadvantaged	244	1.2	YES	223	50.7	42.6	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	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	NO		NO	NO
Economically Disadvantaged	NO		NO	NO

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

21-5210-051

Trenton Public Schools

Trenton Central High School - West Campus

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	129	0.8	YES	112	85.8	89.9	YES*
White			-			-	-
Black	106	0.9	YES	89	85.4	87.6	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.9	YES	90	84.4	90.7	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	129	0.8	YES	112	68.7	69.8	YES*
White			-			-	-
Black	106	0.9	YES	89	65.2	65.8	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	106	0.9	YES	90	66.7	68.3	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

21-5210-080

Trenton Public Schools

Paul S. Robeson 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	276	0.0	YES	239	28.5	50.3	NO
White			-			-	-
Black	122	0.0	YES	104	27.9	46.8	NO
Hispanic	145	0.0	YES	127	28.3	54.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	0.0	YES	53	9.4	35.7	NO
Limited English Proficiency	56	0.0	YES	50	22.0	35.3	NO
Economically Disadvantaged	245	0.0	YES	215	28.8	51.8	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	276	0.0	YES	239	46.1	57.3	NO
White			-			-	-
Black	122	0.0	YES	104	41.4	54.4	NO
Hispanic	145	0.0	YES	127	48.8	61	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	57	0.0	YES	53	22.7	38	NO
Limited English Proficiency	56	0.0	YES	50	30.0	39.7	YES*
Economically Disadvantaged	245	0.0	YES	215	47.0	59.4	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

21-5210-100 *Trenton Public Schools*
Dunn 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	976	2.6	YES	808	30.4	46.5	NO
White			-	32	43.8	47.9	YES*
Black	287	3.8	YES	234	24.8	47.3	NO
Hispanic	601	1.7	YES	492	33.1	47.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races	43	9.3	NO	39	15.4	-	--
Students with Disabilities	208	1.9	YES	182	12.6	31.4	NO
Limited English Proficiency	72	2.8	YES	46	2.2	29.5	NO
Economically Disadvantaged	694	2.6	YES	582	30.5	47.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	975	2.5	YES	807	30.0	54.1	NO
White			-	32	28.2	57.1	NO
Black	286	4.2	YES	232	19.4	51.2	NO
Hispanic	601	1.7	YES	491	34.6	55.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races	43	4.7	YES	41	24.4	-	--
Students with Disabilities	207	1.9	YES	182	16.5	39.5	NO
Limited English Proficiency	72	1.4	YES	46	23.9	35.2	NO
Economically Disadvantaged	693	2.7	YES	579	31.3	55.1	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 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

21-5210-170

Trenton Public Schools

Columbus Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	189	0.0	YES	171	25.1	47.2	NO
White			-			-	-
Black	76	0.0	YES	66	18.2	39	NO
Hispanic	103	0.0	YES	96	32.3	49.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	49	14.3	35.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	166	0.0	YES	149	25.5	45.8	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	189	0.0	YES	171	44.5	60.1	NO
White			-			-	-
Black	76	0.0	YES	66	33.3	50.8	NO
Hispanic	103	0.0	YES	96	54.2	64.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	49	16.3	39.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	166	0.0	YES	149	47.0	58.8	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

21-5210-190

Trenton Public Schools

Franklin Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	232	0.0	YES	192	35.4	52.3	NO
White			-			-	-
Black	73	0.0	YES	63	28.6	49.1	NO
Hispanic	148	0.0	YES	118	39.0	51.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	37	8.1	35.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	211	0.0	YES	174	33.9	50.2	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	232	0.0	YES	192	53.6	66.7	NO
White			-			-	-
Black	73	0.0	YES	63	49.2	59	YES*
Hispanic	148	0.0	YES	118	53.4	68.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	37	29.7	52.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	211	0.0	YES	174	51.7	65.3	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

21-5210-200

Trenton Public Schools

Grant Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	345	1.4	YES	270	22.6	45.7	NO
White			-			-	-
Black	109	0.0	YES	84	16.7	49.2	NO
Hispanic	229	2.2	YES	180	25.0	28.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	5.8	NO	42	4.8	24.8	NO
Limited English Proficiency	83	2.4	YES	49	16.3	23.5	YES*
Economically Disadvantaged	334	2.1	YES	263	22.4	43.5	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	345	1.7	YES	269	43.8	46.6	YES*
White			-			-	-
Black	109	0.9	YES	83	32.5	43.4	NO
Hispanic	229	2.2	YES	180	48.9	37.4	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	5.8	NO	42	23.8	26.8	YES*
Limited English Proficiency	83	2.4	YES	49	32.6	31.5	YES
Economically Disadvantaged	334	1.8	YES	262	43.9	48.5	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5210-210

Trenton Public Schools

Gregory 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	194	1.5	YES	170	11.2	44.5	NO
White			-			-	-
Black	182	1.1	YES	160	11.3	44.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	3.3	39	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	164	0.6	YES	146	11.6	46.7	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	194	2.6	YES	168	26.2	48.1	NO
White			-			-	-
Black	182	2.2	YES	158	25.4	48	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	13.3	45.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	164	1.8	YES	144	25.7	52.9	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

21-5210-230

TRENTON

JEFFERSON

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	159	0.6	YES	138	20.3	-	-
White			-			-	-
Black	135	0.0	YES	120	20.8	-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	105	0.0	YES	90	18.9	-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	159	0.6	YES	138	31.1	-	-
White			-			-	-
Black	135	0.7	YES	119	32.8	-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	105	1.0	YES	89	29.2	-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5210-235

Trenton Public Schools

Joyce Kilmer Middle School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	461	1.3	YES	387	27.9	41.2	NO
White			-			-	-
Black	426	1.2	YES	362	27.9	41.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	120	1.7	YES	102	10.8	31.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	380	1.3	YES	320	28.7	38.1	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	461	1.1	YES	387	22.4	42	NO
White			-			-	-
Black	426	0.9	YES	362	22.4	42	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	120	0.8	YES	102	12.7	34.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	380	0.8	YES	322	22.6	42.3	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

21-5210-240

Trenton Public Schools

LUIS MUNOZ-RIVERA MS

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	528	3.8	YES	405	24.5	20.7	YES
White			-			-	-
Black	418	4.3	YES	313	23.6	21.7	YES
Hispanic	100	2.0	YES	83	25.3	18.8	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	129	6.2	NO	90	7.8	16.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	451	3.5	YES	346	22.6	20.4	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	528	1.9	YES	411	21.4	25.5	NO
White			-			-	-
Black	418	2.2	YES	318	17.9	30.7	NO
Hispanic	100	1.0	YES	84	32.2	18.9	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	129	3.9	YES	90	13.3	17.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	451	2.0	YES	350	21.5	26.7	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%

NO

ESEA Waiver - School Profiles 2014

21-5210-250

Trenton Public Schools

Monument 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	161	0.0	YES	132	25.0	38.3	NO
White			-			-	-
Black	141	0.0	YES	116	24.1	35.8	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	33	12.1	29.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	157	0.0	YES	128	24.2	41.1	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	161	0.0	YES	132	35.6	47.1	NO
White			-			-	-
Black	141	0.0	YES	116	33.6	45.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	33	33.4	37.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	157	0.0	YES	128	36.0	47.6	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

21-5210-260

Trenton Public Schools

Mott Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	192	0.5	YES	145	31.7	54.7	NO
White			-			-	-
Black	74	1.4	YES	46	23.9	59.4	NO
Hispanic	111	0.0	YES	94	36.2	53.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	175	0.6	YES	133	30.1	53.8	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	192	0.5	YES	145	55.1	64	NO
White			-			-	-
Black	74	1.4	YES	46	41.3	59.4	NO
Hispanic	111	0.0	YES	94	62.7	66	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	175	0.6	YES	133	55.6	64.5	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

21-5210-265 *Trenton Public Schools*
P.J. Hill Elementary

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	205	1.0	YES	162	21.6	41.3	NO
White			-			-	-
Black	160	1.3	YES	123	21.1	41.9	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	167	1.2	YES	131	19.8	39.2	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	205	0.5	YES	161	36.1	44.9	NO
White			-			-	-
Black	160	0.6	YES	122	32.0	44.6	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	167	0.6	YES	130	33.0	42.1	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

21-5210-270 *Trenton Public Schools*
Parker Elementary

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	232	0.4	YES	192	28.6	51.5	NO
White			-			-	-
Black	86	1.2	YES	72	29.2	49.2	NO
Hispanic	133	0.0	YES	108	27.8	54.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	45	0.0	YES	34	11.8	-	--
Economically Disadvantaged	204	0.5	YES	173	27.2	51.5	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	232	0.4	YES	192	54.7	74.6	NO
White			-			-	-
Black	86	1.2	YES	72	45.9	67.5	NO
Hispanic	133	0.0	YES	108	61.2	75.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	45	0.0	YES	34	47.1	-	--
Economically Disadvantaged	204	0.5	YES	173	56.6	76.5	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

21-5210-280

Trenton Public Schools

Robbins 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	53	0.0	YES	42	33.3	49.4	NO
White			-			-	-
Black			-			-	-
Hispanic			-	31	38.7	51.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	0.0	YES	40	35.0	50.1	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	53	0.0	YES	42	61.9	61.1	YES
White			-			-	-
Black			-			-	-
Hispanic			-	31	67.8	64.2	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	0.0	YES	40	62.5	61.6	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

21-5210-300

Trenton Public Schools

Washington Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	74	0.0	YES	60	25.0	52.1	NO
White			-			-	-
Black			-			-	-
Hispanic	51	0.0	YES	44	25.0	53.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	65	0.0	YES	53	28.3	52	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	74	0.0	YES	60	46.7	60.9	NO
White			-			-	-
Black			-			-	-
Hispanic	51	0.0	YES	44	54.5	63.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	65	0.0	YES	53	49.0	60.4	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

21-5210-301

Trenton Public Schools

Hedgepeth William 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	490	1.4	YES	404	31.9	-	-
White			-			-	-
Black	288	2.1	YES	226	28.3	-	-
Hispanic	183	0.5	YES	162	37.0	-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	110	1.8	YES	87	8.0	-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	391	1.5	YES	318	32.7	-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	490	1.4	YES	401	40.9	-	-
White			-			-	-
Black	288	1.7	YES	225	35.5	-	-
Hispanic	183	0.5	YES	161	49.1	-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	110	2.7	YES	86	18.6	-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	391	1.0	YES	317	40.0	-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-5210-310

Trenton Public Schools

Wilson Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	178	0.6	YES	144	23.6	33.8	NO
White			-			-	-
Black	61	0.0	YES	51	27.5	29.7	YES*
Hispanic	113	0.0	YES	92	21.7	38.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	49	0.0	YES	35	5.7	12.5	YES*
Economically Disadvantaged	144	0.0	YES	119	21.8	33.9	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	178	0.6	YES	144	49.3	59.9	NO
White			-			-	-
Black	61	0.0	YES	51	56.9	57.9	YES*
Hispanic	113	0.0	YES	92	44.6	62.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	49	0.0	YES	35	31.5	29.2	YES
Economically Disadvantaged	144	0.0	YES	119	51.3	60.2	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5210-401

Trenton Public Schools

Martin Luther King Jr. Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	274	4.0	YES	210	20.0	43.4	NO
White			-			-	-
Black	210	1.4	YES	171	19.9	43.1	NO
Hispanic	57	14.0	NO	33	18.2	44.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	6.3	NO	47	8.5	32.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	246	3.3	YES	190	18.4	42.9	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	274	2.2	YES	212	26.4	43.9	NO
White			-			-	-
Black	210	1.4	YES	171	25.1	43.9	NO
Hispanic	57	5.3	YES	35	28.6	43.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	6.3	NO	47	4.3	35.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	246	2.4	YES	191	24.0	43.8	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

21-5510-030

Robbinsville Public Schools

Robbinsville 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	224	0.0	YES	217	98.6	90	MET GOAL
White	181	0.0	YES	179	98.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	90.3	86.2	MET GOAL
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	224	0.0	YES	217	93.6	90	MET GOAL
White	181	0.0	YES	179	93.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	61.3	55.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

21-5510-040

Robbinsville Public Schools

Pond Road 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	1,223	0.2	YES	1,088	82.8	85.7	NO
White	862	0.1	YES	801	82.7	86.1	NO
Black			-			-	-
Hispanic	49	0.0	YES	39	71.8	66.2	YES
American Indian			-			-	-
Asian	263	0.0	YES	216	89.9	90	YES*
Two or More Races			-			-	-
Students with Disabilities	143	0.0	YES	130	45.3	62.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	66.7	75.1	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,223	0.1	YES	1,089	87.8	90	NO
White	862	0.1	YES	801	87.6	90	NO
Black			-			-	-
Hispanic	49	0.0	YES	39	74.3	83.1	YES*
American Indian			-			-	-
Asian	263	0.0	YES	216	94.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	143	0.0	YES	130	59.2	69.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	80.0	86.3	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5510-050

Robbinsville Public Schools

Sharon School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	195	0.0	YES	156	85.9	79.1	YES
White	130	0.0	YES	114	82.4	79.9	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	51	0.0	YES	34	100.0	76.8	MET GOAL
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	195	0.5	YES	156	89.1	89.2	YES*
White	130	0.0	YES	114	86.8	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	51	0.0	YES	34	100.0	85.8	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-020

West Windsor-Plainsboro Regional School District

West Windsor-Plainsboro High School South

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	405	0.0	YES	390	98.5	90	MET GOAL
White	148	0.0	YES	146	99.3	90	MET GOAL
Black			-	35	94.3	-	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian	195	0.0	YES	189	99.5	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	46	91.3	90	MET GOAL
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	34	94.1	-	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	405	0.0	YES	390	96.1	90	MET GOAL
White	148	0.0	YES	146	97.3	90	MET GOAL
Black			-	35	85.7	-	--
Hispanic			-			-	-
American Indian			-			-	-
Asian	195	0.0	YES	189	99.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	47	0.0	YES	46	78.3	85.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	34	79.4	-	--

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	YES			YES
White	YES			YES
Black	YES			YES
Hispanic				
American Indian				
Asian	YES			YES
Two or More Races				
Students with Disabilities	YES			YES
Limited English Proficiency				
Economically Disadvantaged	-			

Attendance

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

ESEA Waiver - School Profiles 2014

21-5715-025

West Windsor-Plainsboro Regional School District

West Windsor-Plainsboro High School North

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	406	0.2	YES	391	97.4	90	MET GOAL
White	162	0.0	YES	157	96.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	188	0.5	YES	183	99.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	60	1.7	YES	55	81.8	87.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	406	0.2	YES	391	94.3	90	MET GOAL
White	162	0.0	YES	157	94.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	188	0.5	YES	183	98.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	60	1.7	YES	55	67.2	79.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

21-5715-030

West Windsor-Plainsboro Regional School District

DUTCH NECK 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	195	0.0	YES	167	91.6	87.2	MET GOAL
White	54	0.0	YES	50	90.0	85.7	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	121	0.0	YES	98	94.9	89.7	MET GOAL
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	195	0.0	YES	167	92.3	90	MET GOAL
White	54	0.0	YES	50	92.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	121	0.0	YES	98	95.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-035

West Windsor-Plainsboro Regional School District

Thomas R Grover 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	1,173	0.5	YES	1,094	92.6	90	MET GOAL
White	352	0.9	YES	340	92.7	90	MET GOAL
Black	61	0.0	YES	57	78.9	79.9	YES*
Hispanic	56	1.8	YES	51	74.5	87.9	NO
American Indian			-			-	-
Asian	670	0.3	YES	628	95.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	97	0.0	YES	92	67.4	72.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	65	1.5	YES	57	75.4	68	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,173	0.3	YES	1,097	92.6	90	MET GOAL
White	352	0.6	YES	341	90.6	90	MET GOAL
Black	61	0.0	YES	57	71.9	78.4	YES*
Hispanic	56	1.8	YES	51	80.4	80.7	YES*
American Indian			-			-	-
Asian	670	0.0	YES	630	97.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	97	0.0	YES	92	58.7	72.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	65	0.0	YES	57	78.9	68	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

21-5715-040

West Windsor-Plainsboro Regional School District

Maurice Hawk 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	0.8	YES	225	94.3	90	MET GOAL
White	74	2.7	YES	69	95.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	146	0.0	YES	132	94.7	90	MET GOAL
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	244	0.8	YES	225	91.1	90	MET GOAL
White	74	2.7	YES	69	91.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	146	0.0	YES	132	93.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-050

West Windsor-Plainsboro Regional School District

J.V.B. WICOFF 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	125	0.8	YES	107	87.8	88.6	YES*
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	87	1.1	YES	74	89.2	90	YES*
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	125	0.8	YES	107	92.5	90	MET GOAL
White			-			-	-
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	87	1.1	YES	74	97.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-130

West Windsor-Plainsboro Regional School District

TOWN CENTER ELEMENTARY SCHOOL AT PLAINSBORO

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	194	0.0	YES	163	82.2	90	NO
White			-	30	76.7	83.1	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	134	0.0	YES	109	86.2	90	YES*
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	194	0.0	YES	163	86.5	90	YES*
White			-	30	80.0	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	134	0.0	YES	109	93.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-140

West Windsor-Plainsboro Regional School District

Community 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	1,099	0.5	YES	1,042	91.2	90	MET GOAL
White	280	0.7	YES	276	88.7	90	YES*
Black	86	0.0	YES	82	68.3	83.4	NO
Hispanic			-	36	80.6	80.5	YES
American Indian			-			-	-
Asian	674	0.3	YES	639	96.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	128	2.3	YES	121	54.6	71.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	1.6	YES	57	63.1	64.3	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,099	0.5	YES	1,041	92.0	90	MET GOAL
White	280	0.7	YES	276	88.4	90	YES*
Black	86	0.0	YES	82	70.7	77.2	YES*
Hispanic			-	36	72.3	79	YES*
American Indian			-			-	-
Asian	674	0.4	YES	638	97.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	128	1.6	YES	121	52.0	70.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	1.6	YES	57	66.7	69.9	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-150

West Windsor-Plainsboro Regional School District

Millstone River School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	839	0.5	YES	762	85.6	89.6	NO
White	181	0.6	YES	172	83.7	88.2	YES*
Black	45	0.0	YES	43	60.5	76.4	NO
Hispanic			-	35	57.1	75.1	NO
American Indian			-			-	-
Asian	549	0.0	YES	507	90.5	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	80	3.8	YES	74	39.2	66.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	39	48.7	63.6	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	839	0.4	YES	762	93.2	90	MET GOAL
White	181	0.6	YES	172	91.9	90	MET GOAL
Black	45	0.0	YES	43	72.1	85.1	YES*
Hispanic			-	35	71.4	84.2	YES*
American Indian			-			-	-
Asian	549	0.0	YES	507	97.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	80	2.5	YES	74	54.1	73.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	39	61.5	77.7	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

21-5715-160

West Windsor-Plainsboro Regional School District

Village 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	719	0.1	YES	645	91.9	90	MET GOAL
White	248	0.0	YES	238	92.8	90	MET GOAL
Black			-	33	69.7	73.1	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian	402	0.0	YES	348	93.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	82	0.0	YES	79	64.6	73.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	76.7	-	--

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	719	0.1	YES	645	93.4	90	MET GOAL
White	248	0.0	YES	238	92.1	90	MET GOAL
Black			-	33	60.6	80.5	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian	402	0.0	YES	348	98.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	82	0.0	YES	79	75.9	76.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	30	66.7	-	--

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

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

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

Performance Index

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

Graduation Rate (High School)

Subgroup	MET 2013 4yr Grad Rate >=78%	OR	Met 2012 5 yr Grad rate >=85%	Met Grad Rate Indicator
Schoolwide				
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