

ESEA Waiver - School Profiles 2014

39-0310-005

BERKELEY HEIGHTS PUBLIC SCHOOLS

Governor Livingston 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	256	0.0	YES	253	97.2	90	MET GOAL
White	220	0.0	YES	218	97.2	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	256	0.4	YES	252	96.4	90	MET GOAL
White	220	0.5	YES	217	96.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

39-0310-020

BERKELEY HEIGHTS PUBLIC SCHOOLS

Thomas P. Hughes School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	203	0.0	YES	191	90.5	89.7	MET GOAL
White	147	0.0	YES	141	90.1	89.2	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	32	100.0	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	203	0.0	YES	191	95.8	90	MET GOAL
White	147	0.0	YES	141	95.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	32	100.0	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

39-0310-030

BERKELEY HEIGHTS PUBLIC SCHOOLS

Columbia 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	616	0.3	YES	598	90.3	90	MET GOAL
White	490	0.4	YES	482	90.3	90	MET GOAL
Black			-			-	-
Hispanic			-	33	78.8	81.7	YES*
American Indian			-			-	-
Asian	81	0.0	YES	75	97.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	70	1.4	YES	68	47.0	74	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	616	0.5	YES	597	87.6	90	YES*
White	490	0.6	YES	481	87.9	90	YES*
Black			-			-	-
Hispanic			-	33	72.7	78.6	YES*
American Indian			-			-	-
Asian	81	0.0	YES	75	96.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	70	1.4	YES	68	39.7	66.5	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

39-0310-040

BERKELEY HEIGHTS PUBLIC SCHOOLS

Mountain 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	185	0.0	YES	180	84.4	90	NO
White	149	0.0	YES	145	82.1	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	185	0.0	YES	180	96.1	90	MET GOAL
White	149	0.0	YES	145	95.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-0310-050

BERKELEY HEIGHTS PUBLIC SCHOOLS

William Woodruff School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	168	0.0	YES	160	83.1	84.8	YES*
White	119	0.0	YES	115	81.8	85.5	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	32	90.7	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	168	0.0	YES	160	93.8	90	MET GOAL
White	119	0.0	YES	115	93.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	32	96.9	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

39-0850-005

Clark Township Public Schools

Arthur L. Johnson 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	199	0.0	YES	194	95.9	90	MET GOAL
White	174	0.0	YES	171	95.3	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	199	0.0	YES	194	91.8	90	MET GOAL
White	174	0.0	YES	171	91.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-0850-030

Clark Township Public Schools

Frank K. Hehnly

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	268	0.0	YES	252	76.9	84.5	NO
White	233	0.0	YES	219	75.3	85.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	36	38.9	56.6	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	268	0.0	YES	252	90.9	90	MET GOAL
White	233	0.0	YES	219	91.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	36	77.8	73.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-0850-035

Clark Township Public Schools

Carl H. Kumpf School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	529	0.0	YES	508	86.4	88.6	YES*
White	465	0.0	YES	449	87.1	88.8	YES*
Black			-			-	-
Hispanic			-	35	82.9	86.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	68	39.7	60.7	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	529	0.0	YES	508	87.0	80.9	YES
White	465	0.0	YES	449	87.8	81.1	YES
Black			-			-	-
Hispanic			-	35	82.9	73.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	68	44.2	46.5	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

39-0850-040

Clark Township Public Schools

Valley Road School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	226	0.4	YES	216	76.9	80.7	YES*
White	208	0.5	YES	200	77.5	79.7	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	40	45.0	53.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	226	0.0	YES	217	85.7	90	YES*
White	208	0.0	YES	201	85.6	89.8	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	40	65.0	73.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-0980-030

Cranford Public School District

Cranford 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	280	0.0	YES	275	98.2	90	MET GOAL
White	250	0.0	YES	247	98.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	46	89.2	89.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	279	0.0	YES	274	96.3	90	MET GOAL
White	250	0.0	YES	247	96.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	46	0.0	YES	46	78.2	51.7	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

39-0980-033

Cranford Public School District

Hillside Avenue School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	557	0.0	YES	531	78.9	86.2	NO
White	456	0.0	YES	441	79.4	87.2	NO
Black			-			-	-
Hispanic	43	0.0	YES	40	87.5	86.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	119	0.0	YES	114	37.8	60.7	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	557	0.2	YES	530	88.3	89.1	YES*
White	456	0.2	YES	440	88.4	88.8	YES*
Black			-			-	-
Hispanic	43	0.0	YES	40	90.0	88.3	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	119	0.8	YES	113	63.7	63.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-0980-037

Cranford Public School District

Orange Avenue School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	807	0.1	YES	773	89.4	90	YES*
White	730	0.1	YES	706	90.1	90	MET GOAL
Black			-			-	-
Hispanic			-	36	80.5	84	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	137	0.7	YES	127	57.5	70.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	807	0.2	YES	772	93.9	90	MET GOAL
White	730	0.3	YES	705	94.8	90	MET GOAL
Black			-			-	-
Hispanic			-	36	83.3	90	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	137	1.5	YES	126	74.6	74.5	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

39-0980-050

Cranford Public School District

Brookside Place School

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

School Performance - English 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	227	86.8	90	YES*
White	213	0.0	YES	209	86.6	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	0.0	YES	44	59.1	73.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	232	0.0	YES	227	93.8	90	MET GOAL
White	213	0.0	YES	209	93.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	0.0	YES	44	75.0	83.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-0980-080

Cranford Public School District

Livingston Avenue School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	273	0.0	YES	268	84.7	85.8	YES*
White	241	0.0	YES	236	84.7	87	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	77	0.0	YES	76	64.5	69.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	273	0.0	YES	268	93.7	90	MET GOAL
White	241	0.0	YES	236	93.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	77	0.0	YES	76	85.5	85.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-1320-025

Elizabeth Public Schools

Elizabeth 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	183	0.0	YES	183	100.0	90	MET GOAL
White			-			-	-
Black			-			-	-
Hispanic	134	0.0	YES	134	100.0	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	144	0.0	YES	144	100.0	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	183	0.0	YES	183	99.4	90	MET GOAL
White			-			-	-
Black			-			-	-
Hispanic	134	0.0	YES	134	100.0	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	144	0.0	YES	144	99.3	90	MET GOAL

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-1320-030

Elizabeth Public Schools

Terence C. Reilly School # 7

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	787	0.0	YES	685	92.7	90	MET GOAL
White	115	0.0	YES	105	93.3	90	MET GOAL
Black	105	0.0	YES	85	89.4	90	YES*
Hispanic	536	0.0	YES	470	92.9	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	588	0.0	YES	506	92.3	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	787	0.0	YES	685	99.6	90	MET GOAL
White	115	0.0	YES	105	100.0	90	MET GOAL
Black	105	0.0	YES	85	100.0	90	MET GOAL
Hispanic	536	0.0	YES	470	99.3	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	588	0.0	YES	506	99.6	90	MET GOAL

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-1320-035

Elizabeth Public Schools

Joseph Battin School No. 4

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	483	0.2	YES	382	42.7	57.4	NO
White			-			-	-
Black	64	0.0	YES	51	45.1	55.5	YES*
Hispanic	384	0.0	YES	303	42.3	56.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	66	1.5	YES	39	28.2	48.8	NO
Limited English Proficiency	67	0.0	YES	36	22.2	30.2	YES*
Economically Disadvantaged	402	0.5	YES	332	41.3	56.5	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	483	0.4	YES	382	55.8	70.1	NO
White			-			-	-
Black	64	1.6	YES	51	56.9	67.4	YES*
Hispanic	384	0.0	YES	303	54.1	69.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	66	1.5	YES	39	48.7	61.7	YES*
Limited English Proficiency	67	0.0	YES	36	44.5	43.6	YES
Economically Disadvantaged	402	0.0	YES	332	54.5	70.7	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 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

39-1320-090

Elizabeth Public Schools

George Washington School No. 1

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	691	1.7	YES	505	30.1	48.9	NO
White			-			-	-
Black	274	1.8	YES	184	22.8	44.1	NO
Hispanic	396	1.3	YES	307	33.9	51	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	102	4.9	YES	49	26.5	35.2	YES*
Limited English Proficiency	106	0.0	YES	75	29.3	38.3	YES*
Economically Disadvantaged	614	1.5	YES	464	29.7	48.3	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	690	1.4	YES	505	44.1	54.4	NO
White			-			-	-
Black	273	2.2	YES	182	33.0	48.7	NO
Hispanic	396	1.0	YES	307	50.5	57.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	101	3.0	YES	50	32.0	35.6	YES*
Limited English Proficiency	106	0.0	YES	75	45.3	40.4	YES
Economically Disadvantaged	614	1.1	YES	465	44.5	54.2	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

39-1320-100

Elizabeth Public Schools

Winfield Scott School No. 2

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	316	2.2	YES	224	37.1	60.6	NO
White			-			-	-
Black	182	2.7	YES	130	33.8	54	NO
Hispanic	122	1.6	YES	84	40.5	68.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	5.5	YES	34	17.6	34.8	NO
Limited English Proficiency	48	0.0	YES	36	22.2	-	--
Economically Disadvantaged	289	3.1	YES	209	37.8	59.7	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	316	2.8	YES	224	50.0	68.7	NO
White			-			-	-
Black	182	3.8	YES	130	47.7	61.3	NO
Hispanic	122	1.6	YES	84	51.2	78.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	5.5	YES	34	32.4	44.4	YES*
Limited English Proficiency	48	0.0	YES	36	22.2	-	--
Economically Disadvantaged	289	2.8	YES	209	50.8	68.3	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

39-1320-110

Elizabeth Public Schools

Nicholas S. Lacorte-Peterstown School No. 3

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	381	0.5	YES	307	46.0	54.6	NO
White			-			-	-
Black	64	0.0	YES	46	37.0	49.2	YES*
Hispanic	301	0.7	YES	250	46.8	54.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	64	0.0	YES	34	26.5	-	--
Economically Disadvantaged	336	0.9	YES	274	44.9	54.2	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	381	0.8	YES	306	62.4	69.2	NO
White			-			-	-
Black	64	1.6	YES	45	48.9	57.9	YES*
Hispanic	301	0.7	YES	250	63.6	71.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	64	0.0	YES	34	26.5	-	--
Economically Disadvantaged	336	0.9	YES	273	63.0	69.5	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

39-1320-120

Elizabeth Public Schools

Louverture-Lafayette School No. 6

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	484	1.0	YES	355	39.4	50.1	NO
White			-			-	-
Black	173	1.2	YES	119	40.3	47.6	YES*
Hispanic	286	1.0	YES	215	39.1	52.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	81	6.2	NO	50	26.0	36.3	YES*
Limited English Proficiency	57	0.0	YES	30	20.0	-	--
Economically Disadvantaged	431	2.1	YES	323	39.3	49.9	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	484	1.7	YES	354	51.7	58.4	NO
White			-			-	-
Black	173	2.3	YES	118	53.4	53.6	YES*
Hispanic	286	1.0	YES	215	51.1	61.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	81	7.4	NO	50	28.0	48.1	NO
Limited English Proficiency	57	0.0	YES	30	30.0	-	--
Economically Disadvantaged	431	1.6	YES	322	50.6	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

39-1320-150

Elizabeth Public Schools

Elmora School No. 12

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	404	0.7	YES	304	46.7	60.1	NO
White			-			-	-
Black	51	2.0	YES	35	40.0	54	YES*
Hispanic	308	0.6	YES	232	46.1	61.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	4.3	YES	30	23.3	31.7	YES*
Limited English Proficiency	51	0.0	YES			-	-
Economically Disadvantaged	333	1.2	YES	243	42.8	59.7	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	404	0.7	YES	305	66.2	76	NO
White			-			-	-
Black	51	3.9	YES	35	48.5	73.5	NO
Hispanic	308	0.3	YES	233	67.4	75.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	4.3	YES	31	35.5	45.8	YES*
Limited English Proficiency	51	0.0	YES			-	-
Economically Disadvantaged	333	0.6	YES	244	63.9	76	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

39-1320-160

Elizabeth Public Schools

Benjamin Franklin School No. 13

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	261	0.0	YES	186	41.4	55.3	NO
White			-			-	-
Black	82	0.0	YES	54	37.0	46.9	YES*
Hispanic	150	0.0	YES	109	44.0	56.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	236	0.0	YES	173	42.2	54.7	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	261	0.0	YES	186	65.1	74.5	NO
White			-			-	-
Black	82	0.0	YES	54	57.4	62.6	YES*
Hispanic	150	0.0	YES	109	67.0	77.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	236	0.0	YES	173	66.5	74.2	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

39-1320-170

Elizabeth Public Schools

Abraham Lincoln School No. 14

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	462	0.2	YES	348	65.3	61.8	YES
White	41	0.0	YES			-	-
Black			-			-	-
Hispanic	379	0.3	YES	287	66.9	59.9	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	71	0.0	YES	50	34.0	52	NO
Limited English Proficiency	72	1.4	YES	40	62.5	75.6	NO
Economically Disadvantaged	364	1.1	YES	287	64.1	61.1	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	462	0.0	YES	348	88.3	76.5	YES
White	41	0.0	YES			-	-
Black			-			-	-
Hispanic	379	0.0	YES	287	89.5	77	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	71	0.0	YES	50	52.0	64.6	YES*
Limited English Proficiency	72	0.0	YES	40	92.5	85.3	MET GOAL
Economically Disadvantaged	364	0.0	YES	287	87.8	76.1	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 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

39-1320-180

Elizabeth Public Schools

Christopher Columbus School No. 15

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	446	0.0	YES	352	42.1	75.3	NO
White			-			-	-
Black	42	0.0	YES	32	37.5	46.7	YES*
Hispanic	376	0.0	YES	294	44.2	74.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	71	0.0	YES	50	12.0	38.6	NO
Limited English Proficiency	60	0.0	YES	31	22.6	-	--
Economically Disadvantaged	398	0.0	YES	310	41.6	74.8	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	446	0.2	YES	352	62.8	86.9	NO
White			-			-	-
Black	42	2.4	YES	32	59.4	72.3	YES*
Hispanic	376	0.0	YES	294	64.6	86.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	71	1.4	YES	50	36.0	56.4	NO
Limited English Proficiency	60	0.0	YES	31	45.1	-	--
Economically Disadvantaged	398	0.3	YES	310	63.5	87.4	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 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

39-1320-190

Elizabeth Public Schools

Madison Monroe School No. 16

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	361	0.3	YES	309	44.0	62.2	NO
White	62	0.0	YES	52	53.8	72	NO
Black			-			-	-
Hispanic	258	0.0	YES	227	41.0	57.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	48	0.0	YES	33	18.2	29.4	YES*
Economically Disadvantaged	286	1.0	YES	242	42.1	60.9	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	361	0.3	YES	309	65.4	74.9	NO
White	62	0.0	YES	52	76.9	85.1	YES*
Black			-			-	-
Hispanic	258	0.0	YES	227	62.6	72.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	48	0.0	YES	33	42.5	49.2	YES*
Economically Disadvantaged	286	0.3	YES	242	64.5	74.6	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

39-1320-210

Elizabeth Public Schools

Robert Morris School No. 18

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	347	0.3	YES	279	46.9	60.9	NO
White	46	0.0	YES	38	55.2	72.1	NO
Black	66	1.5	YES	57	45.6	59.1	NO
Hispanic	233	0.0	YES	182	45.6	59.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	49	0.0	YES			-	-
Economically Disadvantaged	281	0.4	YES	234	44.9	59.6	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	347	0.6	YES	278	63.3	68.3	YES*
White	46	0.0	YES	38	81.6	76.3	YES
Black	66	3.0	YES	56	48.2	59.2	YES*
Hispanic	233	0.0	YES	182	63.7	69.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	49	0.0	YES			-	-
Economically Disadvantaged	281	0.4	YES	233	64.0	67.3	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

39-1320-220

Elizabeth Public Schools

Woodrow Wilson School No. 19

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	414	0.5	YES	340	44.4	54.3	NO
White	44	2.3	YES	37	45.9	50.6	YES*
Black	61	0.0	YES	50	40.0	53.1	YES*
Hispanic	299	0.3	YES	245	44.1	54.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	1.6	YES	46	26.1	45.8	NO
Limited English Proficiency	51	3.9	YES			-	-
Economically Disadvantaged	342	1.2	YES	275	45.4	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	414	0.5	YES	338	52.7	63.8	NO
White	44	0.0	YES	37	51.3	54.3	YES*
Black	61	0.0	YES	50	46.0	58.2	YES*
Hispanic	299	0.7	YES	243	53.5	65.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	63	0.0	YES	46	34.7	47.4	YES*
Limited English Proficiency	51	2.0	YES			-	-
Economically Disadvantaged	342	0.6	YES	273	53.1	64.7	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

39-1320-230

Elizabeth Public Schools

John Marshal School No. 20

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	272	0.4	YES	208	31.3	62.6	NO
White			-			-	-
Black	114	0.0	YES	79	30.3	55.7	NO
Hispanic	149	0.0	YES	124	31.5	70.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	2.2	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	247	0.4	YES	194	30.4	62.6	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	272	0.4	YES	208	46.6	71.3	NO
White			-			-	-
Black	114	0.0	YES	79	30.4	62.9	NO
Hispanic	149	0.0	YES	124	55.6	80.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	2.2	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	247	0.4	YES	194	47.4	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

39-1320-240

Elizabeth Public Schools

Victor Mravlag School No. 21

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

School Performance - English 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	88	50.0	70.7	NO
White	64	0.0	YES			-	-
Black			-			-	-
Hispanic	111	0.0	YES	54	57.4	71.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	78	5.1	YES	35	48.6	75	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	88	75.0	88.2	NO
White	64	0.0	YES			-	-
Black			-			-	-
Hispanic	111	0.0	YES	54	74.0	90	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	78	0.0	YES	35	68.5	90	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-1320-250

Elizabeth Public Schools

William F. Halloran School No.22

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	756	0.1	YES	589	92.5	90	MET GOAL
White	108	0.0	YES	87	97.7	90	MET GOAL
Black	102	1.0	YES	71	90.1	90	MET GOAL
Hispanic	508	0.0	YES	397	91.7	90	MET GOAL
American Indian			-			-	-
Asian			-	34	94.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	525	0.2	YES	397	91.7	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	756	0.1	YES	589	97.3	90	MET GOAL
White	108	0.0	YES	87	95.4	90	MET GOAL
Black	102	1.0	YES	71	94.4	90	MET GOAL
Hispanic	508	0.0	YES	397	98.0	90	MET GOAL
American Indian			-			-	-
Asian			-	34	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	525	0.2	YES	397	97.2	90	MET GOAL

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-1320-260

Elizabeth Public Schools

Nicholas Murray Butler School No. 23

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	380	0.3	YES	299	36.5	53.4	NO
White			-			-	-
Black	178	0.0	YES	138	34.1	50.1	NO
Hispanic	171	0.6	YES	135	37.8	60.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	80	1.3	YES	56	25.0	37.7	NO
Limited English Proficiency	52	1.9	YES	36	19.4	-	--
Economically Disadvantaged	320	0.6	YES	256	38.3	52.8	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	380	0.5	YES	298	58.4	66.4	NO
White			-			-	-
Black	178	0.6	YES	137	57.6	64.2	YES*
Hispanic	171	0.6	YES	135	57.1	69.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	80	1.3	YES	56	48.2	47.8	YES
Limited English Proficiency	52	1.9	YES	36	41.7	-	--
Economically Disadvantaged	320	0.6	YES	255	57.3	66.4	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

39-1320-280

Elizabeth Public Schools

Charles J. Hudson School No. 25

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	393	0.3	YES	343	37.9	58.7	NO
White			-			-	-
Black			-	31	22.6	48.6	NO
Hispanic	349	0.3	YES	306	38.9	60.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	53	1.9	YES	33	12.1	-	--
Limited English Proficiency	71	0.0	YES	54	27.8	34.4	YES*
Economically Disadvantaged	374	0.3	YES	330	37.9	59.1	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	393	0.3	YES	343	59.2	72.7	NO
White			-			-	-
Black			-	31	41.9	60.7	NO
Hispanic	349	0.3	YES	306	60.8	75.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	53	1.9	YES	33	39.4	-	--
Limited English Proficiency	71	0.0	YES	54	42.6	54.6	YES*
Economically Disadvantaged	374	0.3	YES	330	59.1	72.8	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

39-1320-290

Elizabeth Public Schools

Dr. Orlando Edreira Academy School No. 26

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

School Performance - English 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	293	59.4	73.5	NO
White			-			-	-
Black	49	0.0	YES	48	52.1	63.4	YES*
Hispanic	227	0.0	YES	217	59.0	75.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	243	0.0	YES	231	56.3	73.7	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	306	0.0	YES	293	80.2	89.7	NO
White			-			-	-
Black	49	0.0	YES	48	72.9	86.7	NO
Hispanic	227	0.0	YES	217	81.1	89.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	243	0.0	YES	231	79.3	89.2	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

39-1320-295

Elizabeth Public Schools

Dr. Albert Einstein Academy School No. 29

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	402	0.5	YES	389	56.8	70.3	NO
White			-			-	-
Black	71	1.4	YES	67	53.7	64.8	YES*
Hispanic	306	0.3	YES	298	56.7	71.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	318	0.6	YES	309	54.1	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	402	0.0	YES	391	79.6	85.9	NO
White			-			-	-
Black	71	0.0	YES	68	63.2	81.6	NO
Hispanic	306	0.0	YES	299	82.3	86.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	318	0.0	YES	311	78.7	84.5	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

39-1320-300

Elizabeth Public Schools

Mabel G. Homes School No. 5

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	385	0.0	YES	306	35.0	56.8	NO
White			-			-	-
Black	114	0.0	YES	90	32.2	54.5	NO
Hispanic	244	0.0	YES	194	36.1	56.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	91	0.0	YES	60	13.3	48.2	NO
Limited English Proficiency	52	0.0	YES	43	34.9	61.4	NO
Economically Disadvantaged	350	0.0	YES	287	33.8	56.6	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	385	0.5	YES	304	58.2	70.3	NO
White			-			-	-
Black	114	1.8	YES	88	46.6	59.7	NO
Hispanic	244	0.0	YES	194	61.9	74.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	91	0.0	YES	60	38.4	54.7	NO
Limited English Proficiency	52	0.0	YES	43	58.2	63.9	YES*
Economically Disadvantaged	350	0.6	YES	285	56.9	69.8	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-1320-301

Elizabeth Public Schools

IPrep Academy School No 8

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	261	0.0	YES	224	46.0	-	-
White			-			-	-
Black	65	0.0	YES	57	36.8	-	-
Hispanic	169	0.0	YES	142	47.9	-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	226	0.0	YES	193	46.1	-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	261	0.0	YES	224	65.1	-	-
White			-			-	-
Black	65	0.0	YES	57	47.4	-	-
Hispanic	169	0.0	YES	142	69.0	-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	226	0.0	YES	193	65.3	-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

39-1320-305

Elizabeth Public Schools

Ronald Reagan Academy School No. 30

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	419	0.2	YES	373	58.7	68.2	NO
White			-	31	64.5	68.3	YES*
Black	58	0.0	YES	55	58.2	60	YES*
Hispanic	323	0.3	YES	285	58.6	69.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	358	0.3	YES	316	56.7	68.9	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	419	0.0	YES	374	79.2	80.1	YES*
White			-	31	77.4	81.3	YES*
Black	58	0.0	YES	55	61.9	70.9	YES*
Hispanic	323	0.0	YES	286	83.2	82	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	358	0.0	YES	317	78.9	80.4	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

39-1320-310

Elizabeth Public Schools

Dr. Antonia Pantoja School No. 27

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	484	0.4	YES	377	49.3	61	NO
White			-			-	-
Black	92	0.0	YES	69	43.5	55.5	NO
Hispanic	360	0.6	YES	280	48.9	62.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	74	1.4	YES	53	30.2	47.7	NO
Limited English Proficiency	85	0.0	YES	52	40.4	52.9	YES*
Economically Disadvantaged	416	0.7	YES	327	47.7	60.6	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	483	0.6	YES	376	73.2	77.9	NO
White			-			-	-
Black	92	1.1	YES	69	72.4	69.7	YES
Hispanic	359	0.6	YES	279	72.8	80	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	74	1.4	YES	53	54.7	55.9	YES*
Limited English Proficiency	85	0.0	YES	52	63.5	77.1	YES*
Economically Disadvantaged	415	0.7	YES	326	71.8	77.3	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

39-1320-315

Elizabeth Public Schools

Juan Pablo Duarte - Jose Julian Marti #28

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	527	0.4	YES	393	35.7	50.1	NO
White			-			-	-
Black	88	0.0	YES	61	29.5	51	NO
Hispanic	412	0.5	YES	313	35.4	49.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	91	2.2	YES	46	15.2	38.6	NO
Limited English Proficiency	73	0.0	YES	40	27.5	26.8	YES
Economically Disadvantaged	470	0.4	YES	355	34.4	50.6	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	527	0.4	YES	393	53.9	61.4	NO
White			-			-	-
Black	88	0.0	YES	61	36.1	58.7	NO
Hispanic	412	0.5	YES	313	57.8	61.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	91	2.2	YES	46	47.8	50.1	YES*
Limited English Proficiency	73	0.0	YES	40	27.5	50.7	YES*
Economically Disadvantaged	470	0.4	YES	355	53.2	62	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-1320-401

Elizabeth Public Schools

John E. Dwyer Technology Academy

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	171	3.5	YES	143	65.7	67.5	YES*
White			-			-	-
Black	45	2.2	YES	40	67.5	79.2	YES*
Hispanic	118	4.2	YES	96	63.5	72.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	66	4.5	YES	49	38.8	46.1	YES*
Economically Disadvantaged	156	3.8	YES	135	65.9	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	171	2.3	YES	145	41.3	57.2	NO
White			-			-	-
Black	45	2.2	YES	40	30.0	50.5	NO
Hispanic	118	2.5	YES	98	44.9	62.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	66	3.0	YES	50	20.0	46.1	NO
Economically Disadvantaged	156	2.6	YES	137	40.9	54.2	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	NO		NO	NO
White				
Black	NO		NO	NO
Hispanic	NO		NO	NO
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
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

39-1320-402

Elizabeth Public Schools

Admiral William F. Halsey Jr. Leadership Academy

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	190	1.1	YES	176	72.7	79.8	NO
White			-			-	-
Black	42	4.8	YES	38	76.3	78.6	YES*
Hispanic	136	0.0	YES	126	71.4	79.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	36.4	46	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	166	1.2	YES	155	75.4	81.1	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	190	1.6	YES	175	53.7	56.6	YES*
White			-			-	-
Black	42	0.0	YES	40	37.5	47.6	YES*
Hispanic	136	1.5	YES	124	58.0	60.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	12.1	21.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	166	1.2	YES	155	57.4	58.3	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	NO		NO	NO
White				
Black	NO		NO	NO
Hispanic	NO		NO	NO
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	NO		NO	NO

Attendance

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

ESEA Waiver - School Profiles 2014

39-1320-403

Elizabeth Public Schools

Thomas Jefferson Arts Academy

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	122	0.0	YES	120	83.4	86	YES*
White			-			-	-
Black	52	0.0	YES	51	82.3	80.4	YES
Hispanic	60	0.0	YES	59	84.7	90	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	110	0.0	YES	109	84.4	86.8	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	122	0.8	YES	119	53.7	61.7	YES*
White			-			-	-
Black	52	0.0	YES	51	45.1	40.7	YES
Hispanic	60	0.0	YES	59	64.4	75.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	110	0.9	YES	108	56.5	61.9	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

39-1320-404

Elizabeth Public Schools

Thomas A. Edison Career and Technical Academy

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	154	1.9	YES	151	83.5	80.2	YES
White			-			-	-
Black			-	34	61.8	67.2	YES*
Hispanic	110	0.9	YES	109	90.8	84.4	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	47.1	31.2	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	143	1.4	YES	141	82.2	80.9	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	154	2.6	YES	149	66.5	67.2	YES*
White			-			-	-
Black			-	32	53.1	53.8	YES*
Hispanic	110	0.9	YES	109	69.8	71.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	27.2	31.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	143	2.1	YES	139	65.5	67.9	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-1320-405

Elizabeth Public Schools

Alexander Hamilton Preparatory Academy

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	215	1.4	YES	202	98.0	90	MET GOAL
White			-			-	-
Black	50	2.0	YES	47	97.8	90	MET GOAL
Hispanic	145	1.4	YES	135	97.8	85.9	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	188	1.1	YES	178	98.4	90	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	215	0.5	YES	204	89.2	79.9	YES
White			-			-	-
Black	50	0.0	YES	48	85.4	66.3	YES
Hispanic	145	0.7	YES	136	89.7	79.4	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	188	0.0	YES	180	88.9	77.4	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

39-1710-050

Garwood Boro

Lincoln

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

School Performance - English 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	240	71.7	78.3	NO
White	196	0.5	YES	192	73.5	79.9	NO
Black			-			-	-
Hispanic			-	34	58.8	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	2.1	YES	45	22.2	45.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	33	51.5	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	247	1.2	YES	239	72.8	82.5	NO
White	196	1.0	YES	191	74.8	85.2	NO
Black			-			-	-
Hispanic			-	34	58.9	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	47	2.1	YES	45	28.9	48.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	33	45.5	71.8	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

39-2190-050

Hillside Board of Education

Hillside 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	189	1.1	YES	180	87.7	86.5	YES
White			-			-	-
Black	139	0.7	YES	132	89.4	84.8	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	40.0	50.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	116	0.0	YES	111	90.1	82.7	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	189	0.0	YES	182	67.0	71.7	YES*
White			-			-	-
Black	139	0.0	YES	133	63.9	70.9	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	16.1	48.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	116	0.0	YES	111	70.3	75.1	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-2190-080

Hillside Board of Education

Hurden Looker School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	421	0.5	YES	341	54.9	60.4	NO
White	54	0.0	YES	45	48.9	56.1	YES*
Black	273	0.7	YES	219	54.4	60.1	YES*
Hispanic	81	0.0	YES	68	57.4	63.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	3.4	YES	53	32.1	36.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	271	1.5	YES	217	51.6	56.8	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	421	0.2	YES	342	68.4	79.8	NO
White	54	0.0	YES	45	73.4	80.7	YES*
Black	273	0.4	YES	220	66.8	77.6	NO
Hispanic	81	0.0	YES	68	69.1	83	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	59	1.7	YES	54	44.4	47.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	271	0.0	YES	218	63.8	79.4	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

39-2190-085

Hillside Board of Education

Walter O. Krumbiegel 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	715	0.4	YES	590	56.4	64.7	NO
White	59	0.0	YES	48	45.8	60.9	NO
Black	476	0.2	YES	383	58.7	64.5	NO
Hispanic	150	0.0	YES	133	54.9	67.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	86	0.0	YES	68	22.1	41.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	456	0.7	YES	376	52.9	59.8	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	715	0.3	YES	591	67.9	68.7	YES*
White	59	0.0	YES	48	81.2	74.6	YES
Black	476	0.2	YES	383	65.6	66.7	YES*
Hispanic	150	0.7	YES	132	71.2	72.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	86	1.2	YES	67	25.4	35.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	456	0.0	YES	377	68.1	65.8	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

39-2190-110

Hillside Board of Education

George Washington School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	223	0.0	YES	187	59.3	66.5	NO
White			-			-	-
Black	157	0.0	YES	130	56.2	65.4	NO
Hispanic	49	0.0	YES	44	63.6	70.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	0.0	YES	123	56.9	67.2	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	223	0.0	YES	187	80.7	81.6	YES*
White			-			-	-
Black	157	0.0	YES	130	76.1	81.4	YES*
Hispanic	49	0.0	YES	44	88.7	90	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	0.0	YES	123	80.5	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				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-2420-010

KENILWORTH SCHOOL DISTRICT

David Brearley Middle/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	356	0.3	YES	318	73.2	84.5	NO
White	206	0.5	YES	186	69.9	86.7	NO
Black	40	0.0	YES			-	-
Hispanic	88	0.0	YES	81	71.6	78.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	54	27.8	52.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	82	62.2	78.1	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	356	0.6	YES	317	67.2	84.3	NO
White	206	1.0	YES	185	64.9	85.4	NO
Black	40	0.0	YES			-	-
Hispanic	88	0.0	YES	81	71.6	78.8	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	54	16.7	50.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	82	56.1	77	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-2420-050

KENILWORTH SCHOOL DISTRICT

Warren G. Harding 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	404	0.5	YES	375	59.5	71.6	NO
White	284	0.4	YES	270	62.3	71.9	NO
Black			-			-	-
Hispanic	88	1.1	YES	74	44.6	68.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	60	1.7	YES	53	28.3	52	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.0	YES	113	49.6	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	404	0.5	YES	375	77.0	80	YES*
White	284	0.4	YES	270	79.6	80.7	YES*
Black			-			-	-
Hispanic	88	1.1	YES	74	63.5	75.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	60	1.7	YES	53	41.5	58.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.0	YES	113	71.7	79	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

39-2660-050

Linden City Board of Education

Linden 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	426	0.9	YES	377	91.7	87.5	MET GOAL
White	115	0.0	YES	108	93.5	90	MET GOAL
Black	148	0.0	YES	131	90.1	83.1	MET GOAL
Hispanic	149	2.7	YES	125	91.2	85.1	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	76	1.3	YES	68	63.2	53.9	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	199	1.0	YES	175	90.3	84.9	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	426	1.4	YES	375	76.6	75.5	YES
White	115	0.0	YES	108	86.1	84.5	YES
Black	148	1.4	YES	129	69.8	69	YES
Hispanic	149	2.7	YES	125	73.6	73.5	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	76	2.6	YES	67	32.8	40.9	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	199	0.5	YES	176	69.9	73.5	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-2660-060

Linden City Board of Education

Myles J. McManus 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	667	0.4	YES	540	54.5	64.8	NO
White	198	0.5	YES	184	67.4	74.1	YES*
Black	228	0.4	YES	169	42.0	56.6	NO
Hispanic	212	0.5	YES	166	54.2	62.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	93	2.2	YES	72	13.9	40	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	323	0.3	YES	246	47.5	61.5	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	667	0.4	YES	541	57.0	69.4	NO
White	198	1.0	YES	184	73.3	81.6	NO
Black	228	0.4	YES	169	37.9	57.5	NO
Hispanic	212	0.0	YES	167	58.7	67.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	93	2.2	YES	73	12.4	40	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	323	0.3	YES	246	43.9	62.9	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

39-2660-070

Linden City Board of Education

Joseph E. Soehl 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	638	0.2	YES	421	54.1	67.2	NO
White	76	1.3	YES	59	67.8	74.5	YES*
Black	286	0.0	YES	188	48.4	62.8	NO
Hispanic	254	0.0	YES	161	53.4	66.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	133	0.8	YES	92	15.2	42.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	454	0.0	YES	291	50.9	64.2	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	638	0.2	YES	421	58.9	66.3	NO
White	76	1.3	YES	59	67.8	75.9	YES*
Black	286	0.0	YES	188	51.6	58	YES*
Hispanic	254	0.0	YES	161	61.5	70.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	133	0.8	YES	92	21.8	44.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	454	0.0	YES	291	54.3	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

39-2660-080

Linden City Board of Education

Number 1

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	151	0.0	YES	130	46.2	49.7	YES*
White			-			-	-
Black	59	0.0	YES	50	42.0	48.2	YES*
Hispanic	51	0.0	YES	47	46.8	50.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	38	10.5	35.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	79	39.2	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	151	0.0	YES	130	64.6	68.4	YES*
White			-			-	-
Black	59	0.0	YES	50	58.0	69	YES*
Hispanic	51	0.0	YES	47	63.8	64.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	38	21.0	46.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	79	55.6	70.2	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

39-2660-090

Linden City Board of Education

Number 2

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	221	0.0	YES	173	36.4	59.1	NO
White			-			-	-
Black	74	0.0	YES	60	35.0	58.7	NO
Hispanic	112	0.0	YES	82	32.9	54.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	40	7.5	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	147	0.0	YES	111	33.3	58.4	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	221	0.0	YES	173	60.1	74.4	NO
White			-			-	-
Black	74	0.0	YES	60	61.7	72.5	YES*
Hispanic	112	0.0	YES	82	54.9	72.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	40	30.0	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	147	0.0	YES	111	61.2	74.5	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-2660-115

Linden City Board of Education

Number 4

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

School Performance - English 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	0.0	YES	169	37.9	61.4	NO
White			-			-	-
Black	105	0.0	YES	83	31.3	56.8	NO
Hispanic	84	0.0	YES	75	45.3	66.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	0.0	YES	125	34.4	59.5	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	204	0.0	YES	169	58.6	69.9	NO
White			-			-	-
Black	105	0.0	YES	83	42.1	67	NO
Hispanic	84	0.0	YES	75	74.7	77.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	0.0	YES	125	56.0	67.2	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

39-2660-120

Linden City Board of Education

Number 5

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	156	1.3	YES	115	35.7	43.7	YES*
White			-			-	-
Black	116	1.7	YES	85	30.6	41.9	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	2.2	YES	31	12.9	32.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	98	1.0	YES	70	31.4	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	156	0.6	YES	116	52.6	67.6	NO
White			-			-	-
Black	116	0.9	YES	86	45.4	61.4	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	45	2.2	YES	31	32.2	51.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	98	0.0	YES	71	47.9	71	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

39-2660-130

Linden City Board of Education

Number 6

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	132	0.0	YES	113	47.8	60.1	NO
White	44	0.0	YES	40	52.5	71.5	NO
Black			-			-	-
Hispanic	54	0.0	YES	46	43.5	50.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	1.3	YES	66	48.5	59.8	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	132	0.8	YES	113	72.6	82.6	NO
White	44	0.0	YES	40	85.0	90	YES*
Black			-			-	-
Hispanic	54	1.9	YES	46	67.4	74.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	1.3	YES	66	68.2	78.5	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

39-2660-150

Linden City Board of Education

Number 8

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	150	0.0	YES	136	47.1	59.3	NO
White	61	0.0	YES	55	60.0	65.5	YES*
Black			-			-	-
Hispanic	62	0.0	YES	57	42.1	55	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	0.0	YES	69	36.2	54	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	150	0.0	YES	136	64.8	74.6	NO
White	61	0.0	YES	55	78.2	77.9	YES
Black			-			-	-
Hispanic	62	0.0	YES	57	57.9	75.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	77	0.0	YES	69	58.0	70.9	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-2660-160

Linden City Board of Education

Number 9

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	176	5.1	YES	62	48.4	70	NO
White	89	6.7	NO	36	55.6	76.2	NO
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	46	4.3	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	176	4.5	YES	63	66.7	86.3	NO
White	89	6.7	NO	36	72.3	90	NO
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities			-				-
Limited English Proficiency			-				-
Economically Disadvantaged	46	2.2	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

39-2660-170

Linden City Board of Education

Number 10

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	124	0.0	YES	98	57.1	61.1	YES*
White	63	0.0	YES	53	60.4	67.1	YES*
Black			-			-	-
Hispanic	48	0.0	YES	37	54.1	52.5	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	124	0.0	YES	98	86.7	78.1	YES
White	63	0.0	YES	53	94.4	85.1	MET GOAL
Black			-			-	-
Hispanic	48	0.0	YES	37	78.3	70.9	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

39-3470-030

MOUNTAINSIDE SCHOOL DISTRICT

DEERFIELD 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	509	0.6	YES	498	83.2	88.9	NO
White	448	0.7	YES	441	82.1	88.8	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	3.6	YES	53	43.4	65	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	509	0.6	YES	498	92.6	90	MET GOAL
White	448	0.7	YES	441	91.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	55	3.6	YES	53	58.4	75.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

39-3560-050

New Providence Board of Education

New Providence High School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	164	0.0	YES	161	96.9	90	MET GOAL
White	132	0.0	YES	130	97.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	164	0.0	YES	161	95.1	90	MET GOAL
White	132	0.0	YES	130	93.8	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	YES			YES
White	YES			YES
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

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

ESEA Waiver - School Profiles 2014

39-3560-055

New Providence Board of Education

Allen W. Roberts School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	357	0.0	YES	327	82.3	88.3	NO
White	252	0.0	YES	240	80.4	89.3	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	63	0.0	YES	50	94.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	59	47.5	60.5	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	357	0.0	YES	327	92.1	90	MET GOAL
White	252	0.0	YES	240	92.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	63	0.0	YES	50	96.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	59	67.8	75	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

39-3560-080

New Providence Board of Education

New Providence 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	377	0.5	YES	354	91.8	90	MET GOAL
White	274	0.7	YES	264	91.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	69	0.0	YES	63	100.0	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	377	0.0	YES	356	93.8	90	MET GOAL
White	274	0.0	YES	266	94.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	69	0.0	YES	63	98.4	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

39-3560-090

New Providence Board of Education

Salt Brook School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	382	0.0	YES	370	86.5	90	YES*
White	305	0.0	YES	300	84.3	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	50	0.0	YES	44	97.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	42	59.6	67	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	382	0.0	YES	370	94.4	90	MET GOAL
White	305	0.0	YES	300	94.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	50	0.0	YES	44	97.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	43	0.0	YES	42	71.4	88.9	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				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4160-050

Plainfield Public Schools

Plainfield 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	275	0.7	YES	256	80.9	78.3	YES
White			-			-	-
Black	145	0.7	YES	132	73.5	76.1	YES*
Hispanic	126	0.8	YES	120	90.0	82.2	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	2.9	YES	65	41.5	39.2	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	177	0.6	YES	165	84.2	85.1	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	275	0.0	YES	257	59.1	60.7	YES*
White			-			-	-
Black	145	0.0	YES	132	53.0	57.3	YES*
Hispanic	126	0.0	YES	121	66.1	65.7	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	69	0.0	YES	66	21.2	33.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	177	0.0	YES	165	62.4	68.1	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

39-4160-051

Plainfield Public Schools

Barack Obama Academy for Academic & Civic Development

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

School Performance - English 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

39-4160-052

Plainfield Public Schools

PLAINFIELD ACADEMY FOR THE ARTS & ADVANCED STUDIES

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	166	0.0	YES	146	69.9	73.2	YES*
White			-			-	-
Black	85	0.0	YES	75	74.7	70.9	YES
Hispanic	71	0.0	YES	62	61.3	76.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	111	0.0	YES	99	65.7	71.2	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	166	0.0	YES	146	56.1	66.7	NO
White			-			-	-
Black	85	0.0	YES	75	57.3	63.6	YES*
Hispanic	71	0.0	YES	62	53.2	71.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	111	0.0	YES	99	56.6	66.2	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

39-4160-060

Plainfield Public Schools

Hubbard 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	504	0.0	YES	429	29.1	49.4	NO
White			-			-	-
Black	153	0.0	YES	136	36.0	47.5	NO
Hispanic	338	0.0	YES	281	25.3	50.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	83	0.0	YES	80	8.8	34.8	NO
Limited English Proficiency	90	0.0	YES	56	8.9	33	NO
Economically Disadvantaged	448	0.0	YES	398	28.2	48.9	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	504	0.0	YES	429	33.5	42.3	NO
White			-			-	-
Black	153	0.0	YES	136	29.4	40.2	NO
Hispanic	338	0.0	YES	281	36.6	43.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	83	0.0	YES	80	6.3	32.8	NO
Limited English Proficiency	90	0.0	YES	56	3.6	31.2	YES*
Economically Disadvantaged	448	0.0	YES	398	34.7	42.2	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

39-4160-070

Plainfield Public Schools

Maxson 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	465	0.0	YES	407	36.9	57.7	NO
White			-			-	-
Black	202	0.0	YES	176	40.3	56.6	NO
Hispanic	258	0.0	YES	226	33.6	58.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	111	0.0	YES	104	13.5	35.1	NO
Limited English Proficiency	71	0.0	YES	52	15.4	20.9	YES*
Economically Disadvantaged	388	0.0	YES	357	34.2	57.1	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	465	0.2	YES	406	43.9	50.6	NO
White			-			-	-
Black	202	0.5	YES	175	44.6	46	YES*
Hispanic	258	0.0	YES	226	42.9	55	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	111	0.9	YES	103	20.3	36.7	NO
Limited English Proficiency	71	0.0	YES	52	26.9	29.6	YES*
Economically Disadvantaged	388	0.3	YES	356	41.6	50.7	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

39-4160-080

Plainfield Public Schools

Dewitt D. Barlow 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	179	1.7	YES	158	25.9	49.5	NO
White			-			-	-
Black	58	3.4	YES	51	21.6	49.5	NO
Hispanic	120	0.8	YES	106	28.3	49.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	68	0.0	YES	61	31.1	45.8	NO
Economically Disadvantaged	174	1.7	YES	153	26.8	47.4	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	179	1.1	YES	158	50.0	64	NO
White			-			-	-
Black	58	0.0	YES	52	38.4	60.1	NO
Hispanic	120	1.7	YES	105	55.2	65.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency	68	0.0	YES	61	59.0	62.6	YES*
Economically Disadvantaged	174	1.1	YES	153	51.6	64	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

39-4160-100

Plainfield Public Schools

Cedarbrook 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	394	0.3	YES	357	47.9	67.6	NO
White			-			-	-
Black	255	0.4	YES	228	47.8	67.4	NO
Hispanic	139	0.0	YES	129	48.1	67.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	0.0	YES	63	9.5	36.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	283	0.0	YES	254	44.5	63.9	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	394	0.3	YES	357	52.1	73.6	NO
White			-			-	-
Black	255	0.4	YES	228	49.6	72.8	NO
Hispanic	139	0.0	YES	129	56.6	75.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	67	0.0	YES	63	12.7	55.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	283	0.0	YES	254	46.8	70	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4160-110

Plainfield Public Schools

Clinton 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	201	0.0	YES	194	42.2	55.5	NO
White			-			-	-
Black	82	0.0	YES	78	41.1	51.7	YES*
Hispanic	118	0.0	YES	115	42.6	59	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-	38	18.4	23.7	YES*
Economically Disadvantaged	182	0.0	YES	177	42.4	54.3	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	201	0.0	YES	194	55.7	66.3	NO
White			-			-	-
Black	82	0.0	YES	78	51.2	63.6	NO
Hispanic	118	0.0	YES	115	58.2	68.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-	38	44.7	60.2	YES*
Economically Disadvantaged	182	0.0	YES	177	56.0	64.7	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

39-4160-120

Plainfield Public Schools

Frederic W. Cook 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	159	0.0	YES	137	47.5	60.3	NO
White			-			-	-
Black	114	0.0	YES	99	51.5	61	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	98	0.0	YES	87	41.3	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	159	0.0	YES	137	67.9	72.7	YES*
White			-			-	-
Black	114	0.0	YES	99	69.7	71	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	98	0.0	YES	87	64.3	67.5	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4160-130

Plainfield Public Schools

Emerson 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	237	0.0	YES	214	41.2	49	NO
White			-			-	-
Black	130	0.0	YES	116	42.3	51.6	NO
Hispanic	105	0.0	YES	96	38.5	44.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	39	25.6	33.6	YES*
Limited English Proficiency			-	34	41.2	48.6	YES*
Economically Disadvantaged	217	0.0	YES	197	39.6	46.5	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	237	0.0	YES	214	72.0	70	YES
White			-			-	-
Black	130	0.0	YES	116	70.7	65.7	YES
Hispanic	105	0.0	YES	96	72.9	75	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	39	69.2	52.8	YES
Limited English Proficiency			-	34	79.4	75.6	YES
Economically Disadvantaged	217	0.0	YES	197	72.1	70.2	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4160-140

Plainfield Public Schools

Evergreen Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	252	1.6	YES	224	36.6	51.3	NO
White			-			-	-
Black	42	0.0	YES	36	38.9	61.7	NO
Hispanic	202	2.0	YES	180	36.1	45.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	37	8.1	-	--
Limited English Proficiency	131	3.1	YES	113	31.9	38.6	YES*
Economically Disadvantaged	237	2.5	YES	214	36.4	48.7	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	252	0.0	YES	228	58.8	69.3	NO
White			-			-	-
Black	42	0.0	YES	36	63.9	73.3	YES*
Hispanic	202	0.0	YES	184	57.0	66.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	37	16.2	-	--
Limited English Proficiency	131	0.0	YES	117	53.0	55.3	YES*
Economically Disadvantaged	237	0.0	YES	218	58.2	66.3	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

39-4160-150

Plainfield Public Schools

Jefferson 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	205	0.0	YES	180	25.6	49.3	NO
White			-			-	-
Black	58	0.0	YES	54	16.7	44.2	NO
Hispanic	141	0.0	YES	126	29.4	51.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	44	15.9	35.1	NO
Limited English Proficiency	63	0.0	YES	53	15.1	40.1	NO
Economically Disadvantaged	189	0.0	YES	168	25.0	47.7	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	205	0.0	YES	180	42.8	54.6	NO
White			-			-	-
Black	58	0.0	YES	54	35.2	51.1	NO
Hispanic	141	0.0	YES	126	46.0	56.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	44	25.0	47.4	NO
Limited English Proficiency	63	0.0	YES	53	26.4	45.8	NO
Economically Disadvantaged	189	0.0	YES	168	41.0	54.8	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

39-4160-170

Plainfield Public Schools

Charles H. Stillman 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	0.0	YES	119	18.5	46.4	NO
White			-			-	-
Black			-			-	-
Hispanic	105	0.0	YES	95	20.0	50.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	8.3	19.5	NO
Limited English Proficiency	46	0.0	YES	38	15.8	44.8	NO
Economically Disadvantaged	124	0.0	YES	114	18.4	45.9	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	130	0.0	YES	119	47.9	54.7	YES*
White			-			-	-
Black			-			-	-
Hispanic	105	0.0	YES	95	52.6	60.4	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	16.7	38.9	NO
Limited English Proficiency	46	0.0	YES	38	50.0	49.1	YES
Economically Disadvantaged	124	0.0	YES	114	48.2	55.4	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

39-4160-180

Plainfield Public Schools

Washington Community School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	227	0.4	YES	193	32.6	44	NO
White			-			-	-
Black	59	1.7	YES	51	23.5	44.9	NO
Hispanic	164	0.0	YES	139	36.0	43.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	54	1.9	YES	48	12.5	29.6	NO
Limited English Proficiency	79	0.0	YES	59	35.6	36.5	YES*
Economically Disadvantaged	212	0.9	YES	182	31.9	44	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	227	0.9	YES	193	64.3	59.6	YES
White			-			-	-
Black	59	1.7	YES	51	45.1	55	YES*
Hispanic	164	0.6	YES	139	71.2	61.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	54	1.9	YES	48	33.4	38.6	YES*
Limited English Proficiency	79	1.3	YES	59	72.9	53.6	YES
Economically Disadvantaged	212	0.9	YES	182	63.8	58.9	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

39-4160-190

Plainfield Public Schools

Woodland Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	119	0.0	YES	105	52.4	58.2	YES*
White			-			-	-
Black	52	0.0	YES	44	61.4	61.3	YES
Hispanic	61	0.0	YES	55	40.0	50.6	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	102	0.0	YES	91	52.7	56.3	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	119	0.0	YES	105	51.5	66.7	NO
White			-			-	-
Black	52	0.0	YES	44	45.4	59.1	YES*
Hispanic	61	0.0	YES	55	50.9	76.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	102	0.0	YES	91	52.8	65.6	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4290-050

Rahway Public School District

Rahway 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	274	0.4	YES	246	84.5	86	YES*
White	47	0.0	YES	44	93.2	90	MET GOAL
Black	124	0.0	YES	109	80.7	83.4	YES*
Hispanic	95	1.1	YES	86	87.2	87.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	1.6	YES	58	43.1	52.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	144	0.0	YES	131	82.4	85.4	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	274	0.0	YES	247	73.3	75.7	YES*
White	47	0.0	YES	44	90.9	90	MET GOAL
Black	124	0.0	YES	109	64.2	75.6	NO
Hispanic	95	0.0	YES	87	77.0	73.9	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	64	0.0	YES	59	20.3	42.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	144	0.0	YES	131	71.7	72.3	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-4290-060

Rahway Public School District

Rahway 7th & 8th Grade Academy

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	546	0.2	YES	496	61.7	68.6	NO
White	98	1.0	YES	95	71.5	81.8	NO
Black	225	0.0	YES	201	55.7	64.2	NO
Hispanic	194	0.0	YES	173	61.9	66.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	108	0.9	YES	97	14.4	40.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	332	0.3	YES	296	54.8	63.7	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	545	0.2	YES	495	53.9	70.9	NO
White	98	0.0	YES	96	57.3	81.2	NO
Black	225	0.4	YES	200	46.5	66.2	NO
Hispanic	193	0.0	YES	172	59.3	70.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	108	0.9	YES	97	19.6	40.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	331	0.3	YES	295	49.1	68.1	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

39-4290-080

Rahway Public School District

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	337	0.0	YES	298	53.6	67.3	NO
White	49	0.0	YES	47	53.2	74.6	NO
Black	109	0.0	YES	97	58.8	61.9	YES*
Hispanic	156	0.0	YES	134	47.8	66.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	84	0.0	YES	74	16.2	59.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	227	0.4	YES	199	52.8	64.7	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	337	0.6	YES	297	70.1	86.2	NO
White	49	0.0	YES	47	72.4	90	NO
Black	109	0.0	YES	97	72.2	77.4	YES*
Hispanic	156	0.6	YES	133	67.7	90	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	84	1.2	YES	74	31.1	81.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	227	0.4	YES	198	67.2	84.3	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4290-090

Rahway Public School District

Grover Cleveland 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	302	0.7	YES	270	44.4	61.2	NO
White			-			-	-
Black	163	1.2	YES	145	37.9	63.2	NO
Hispanic	112	0.0	YES	100	48.0	59.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	2.0	YES	43	23.3	24.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	218	0.9	YES	200	41.5	61.6	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	302	0.3	YES	271	60.9	85.5	NO
White			-			-	-
Black	163	0.6	YES	146	52.8	87.3	NO
Hispanic	112	0.0	YES	100	64.0	85.2	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	2.0	YES	43	25.6	49.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	218	0.5	YES	201	59.2	82.6	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

39-4290-110

Rahway Public School District

Madison 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	162	0.6	YES	149	58.3	64.3	YES*
White	53	0.0	YES	51	58.8	76.1	NO
Black			-			-	-
Hispanic	75	1.3	YES	65	63.1	56	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	90	0.0	YES	81	55.5	58.4	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	162	0.0	YES	149	62.4	81.8	NO
White	53	0.0	YES	51	76.4	87.9	YES*
Black			-			-	-
Hispanic	75	0.0	YES	65	58.5	77.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	90	0.0	YES	81	56.8	82.8	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4290-120

Rahway Public School District

Roosevelt Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	282	1.1	YES	250	60.8	64	YES*
White	65	0.0	YES	65	69.3	63.4	YES
Black	100	1.0	YES	83	49.4	61.4	NO
Hispanic	97	2.1	YES	85	60.0	67.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	2.5	YES	36	19.4	44.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	2.6	YES	134	53.7	56.6	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	282	0.7	YES	251	77.3	86.2	NO
White	65	0.0	YES	65	80.0	85.6	YES*
Black	100	2.0	YES	82	62.2	84.1	NO
Hispanic	97	0.0	YES	87	86.2	89.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	5.0	YES	35	20.0	70.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	153	0.7	YES	135	74.8	84.1	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

39-4540-010

ROSELLE PUBLIC SCHOOLS

ABRAHAM CLARK 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	154	0.6	YES	128	80.4	76.7	YES
White			-			-	-
Black	113	0.9	YES	96	80.2	78.3	YES
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	2.5	YES	37	37.8	47.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	80	82.6	74.3	YES

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	154	0.0	YES	128	54.7	61.5	YES*
White			-			-	-
Black	113	0.0	YES	96	53.1	60.2	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	40	0.0	YES	37	24.3	35.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	94	0.0	YES	80	62.6	60.6	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				
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency				
Economically Disadvantaged	NO		NO	NO

Attendance

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

ESEA Waiver - School Profiles 2014

39-4540-020

ROSELLE PUBLIC SCHOOLS

HARRISON ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	114	0.0	YES	101	59.4	76.2	NO
White			-			-	-
Black	55	0.0	YES	46	63.1	71.6	YES*
Hispanic	49	0.0	YES	46	58.7	71.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	88	0.0	YES	78	57.7	77.2	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	114	0.0	YES	101	73.3	90	NO
White			-			-	-
Black	55	0.0	YES	46	69.6	84.1	NO
Hispanic	49	0.0	YES	46	78.2	88.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	88	0.0	YES	78	70.5	90	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4540-030

ROSELLE PUBLIC SCHOOLS

DR. CHARLES C. POLK SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	148	0.0	YES	123	53.6	72.6	NO
White			-			-	-
Black	117	0.0	YES	95	47.4	72.4	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	113	0.0	YES	96	52.1	71.3	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	148	0.0	YES	123	76.4	83.7	YES*
White			-			-	-
Black	117	0.0	YES	95	73.7	84.4	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	113	0.0	YES	96	71.9	82.6	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

39-4540-040

ROSELLE PUBLIC SCHOOLS

LEONARD V. MOORE 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	412	0.2	YES	295	44.7	52.1	NO
White			-			-	-
Black	234	0.0	YES	167	49.1	50.3	YES*
Hispanic	157	0.6	YES	114	35.1	54.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	38	21.1	38.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	337	0.3	YES	242	43.4	51.2	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	412	0.2	YES	295	76.0	75.5	YES
White			-			-	-
Black	234	0.0	YES	167	74.2	73.7	YES
Hispanic	157	0.6	YES	114	77.2	78.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	2.0	YES	38	50.0	50.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	337	0.3	YES	242	76.5	75.3	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

39-4540-050

ROSELLE 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	169	0.0	YES	144	54.9	59.3	YES*
White			-			-	-
Black	90	0.0	YES	79	55.7	56.2	YES*
Hispanic	65	0.0	YES	53	49.1	57.5	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.0	YES	105	51.5	60.7	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	169	0.0	YES	144	71.6	90	NO
White			-			-	-
Black	90	0.0	YES	79	70.9	87.2	NO
Hispanic	65	0.0	YES	53	71.7	75.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	123	0.0	YES	105	70.5	89.7	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

39-4540-060

ROSELLE PUBLIC SCHOOLS

GRACE WILDAY JUNIOR 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	391	0.3	YES	174	64.9	54	YES
White			-			-	-
Black	251	0.4	YES	116	61.2	54.6	YES
Hispanic	125	0.0	YES	51	76.5	52.3	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	60	0.0	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	301	0.3	YES	133	69.2	52	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	391	0.3	YES	174	50.6	60.9	NO
White			-			-	-
Black	251	0.0	YES	116	40.5	58.8	NO
Hispanic	125	0.8	YES	51	70.6	65	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	60	1.7	YES			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	301	0.0	YES	133	52.7	57.3	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4550-050

Roselle Park Board of Education

Roselle Park 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	146	0.0	YES	139	95.7	90	MET GOAL
White	69	0.0	YES	67	97.0	90	MET GOAL
Black			-			-	-
Hispanic	57	0.0	YES	53	94.4	87.2	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	80.7	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	61	0.0	YES	58	96.6	84.3	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	146	0.0	YES	139	84.9	89.5	YES*
White	69	0.0	YES	67	88.1	90	YES*
Black			-			-	-
Hispanic	57	0.0	YES	53	81.1	83	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	38.8	-	--
Limited English Proficiency			-			-	-
Economically Disadvantaged	61	0.0	YES	58	87.9	82.8	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-4550-060

Roselle Park Board of Education

Ernest J. Finizio Jr. - Aldene School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	127	0.8	YES	84	58.4	85.5	NO
White	41	2.4	YES	31	71.0	90	NO
Black			-			-	-
Hispanic	57	0.0	YES	34	41.2	79	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	48	0.0	YES	32	40.6	76.5	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	127	0.0	YES	85	80.0	90	NO
White	41	0.0	YES	32	75.0	90	YES*
Black			-			-	-
Hispanic	57	0.0	YES	34	82.4	90	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	48	0.0	YES	32	87.5	90	YES*

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4550-080

Roselle Park Board of Education

Robert Gordon Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	133	0.0	YES	106	65.1	77	NO
White	50	0.0	YES	45	75.5	84.1	YES*
Black			-			-	-
Hispanic	53	0.0	YES	42	54.8	64	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	0.0	YES	52	55.7	68.2	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	133	0.0	YES	106	69.8	85.4	NO
White	50	0.0	YES	45	80.0	90	YES*
Black			-			-	-
Hispanic	53	0.0	YES	42	59.6	74.1	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	64	0.0	YES	52	57.7	75.5	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4550-085

Roselle Park Board of Education

Roselle Park 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	492	0.2	YES	459	68.8	81.6	NO
White	194	0.0	YES	190	76.8	84.1	NO
Black	43	2.3	YES	37	70.3	75.1	YES*
Hispanic	215	0.0	YES	197	57.9	77.2	NO
American Indian			-			-	-
Asian			-	35	85.7	89	YES*
Two or More Races			-			-	-
Students with Disabilities	77	0.0	YES	72	16.7	43.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	197	0.5	YES	186	54.9	72.7	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	492	0.2	YES	459	74.3	84.2	NO
White	194	0.0	YES	190	76.3	85.9	NO
Black	43	2.3	YES	37	75.7	72.6	YES
Hispanic	215	0.0	YES	197	67.5	81.5	NO
American Indian			-			-	-
Asian			-	35	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	77	0.0	YES	72	29.2	44.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	197	0.5	YES	186	68.8	78.1	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

39-4550-090

Roselle Park Board of Education

Sherman 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	118	75.4	78.1	YES*
White	57	0.0	YES	46	78.2	82.1	YES*
Black			-			-	-
Hispanic	75	0.0	YES	51	66.7	69.9	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	54	0.0	YES	31	58.1	67.1	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	160	0.0	YES	118	89.8	87	YES
White	57	0.0	YES	46	95.6	88.6	MET GOAL
Black			-			-	-
Hispanic	75	0.0	YES	51	84.3	83.1	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	54	0.0	YES	31	83.8	83.4	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

39-4670-050

Scotch Plains-Fanwood School District

Scotch Plains-Fanwood High School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	384	0.0	YES	372	97.5	90	MET GOAL
White	297	0.0	YES	290	97.5	90	MET GOAL
Black	44	0.0	YES	41	95.1	90	MET GOAL
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	0.0	YES	49	85.7	78.1	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	384	0.0	YES	372	91.4	90	MET GOAL
White	297	0.0	YES	290	94.1	90	MET GOAL
Black	44	0.0	YES	41	73.2	89.3	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	49	0.0	YES	49	59.2	67.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-4670-060

Scotch Plains-Fanwood School District

Park Middle School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	936	0.3	YES	905	83.3	87.7	NO
White	658	0.5	YES	640	87.1	90	NO
Black	105	0.0	YES	101	58.4	74.1	NO
Hispanic	65	0.0	YES	58	72.4	79.8	YES*
American Indian			-			-	-
Asian	81	0.0	YES	79	94.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	137	1.5	YES	129	45.8	56.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	67	0.0	YES	62	58.1	69.8	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	935	0.3	YES	904	89.7	88.9	YES
White	657	0.5	YES	639	92.4	90	MET GOAL
Black	105	0.0	YES	101	69.3	77	YES*
Hispanic	65	0.0	YES	58	86.2	77.1	YES
American Indian			-			-	-
Asian	81	0.0	YES	79	98.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	137	1.5	YES	129	55.0	61.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	67	0.0	YES	62	75.8	77.7	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

39-4670-065

Scotch Plains-Fanwood School District

Terrill 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	852	0.1	YES	822	88.6	90	YES*
White	639	0.2	YES	625	90.0	90	MET GOAL
Black	61	0.0	YES	55	74.5	76.5	YES*
Hispanic	60	0.0	YES	56	80.3	86.3	YES*
American Indian			-			-	-
Asian	68	0.0	YES	65	92.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	121	0.0	YES	114	53.5	59.4	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	71.0	74.3	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	852	0.1	YES	822	92.3	90	MET GOAL
White	639	0.2	YES	625	94.2	90	MET GOAL
Black	61	0.0	YES	55	74.5	79.9	YES*
Hispanic	60	0.0	YES	56	78.6	86.3	YES*
American Indian			-			-	-
Asian	68	0.0	YES	65	98.5	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	121	0.0	YES	114	64.9	64.9	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	67.7	79.1	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

39-4670-070

Scotch Plains-Fanwood School District

School One

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	140	0.7	YES	134	82.8	84.9	YES*
White	96	1.0	YES	94	86.2	86.7	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	50.0	75	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	140	0.7	YES	134	88.8	90	YES*
White	96	1.0	YES	94	92.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	61.8	86.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4670-080

Scotch Plains-Fanwood School District

Howard B. Brunner

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	138	0.0	YES	135	83.7	83.4	YES
White	92	0.0	YES	92	81.5	85.8	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	61.1	57.1	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	138	0.0	YES	135	88.8	90	YES*
White	92	0.0	YES	92	90.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	72.2	74.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

39-4670-085

Scotch Plains-Fanwood School District

J. Ackerman Coles

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	208	0.0	YES	199	82.0	89.6	NO
White	140	0.0	YES	138	78.9	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	51	58.9	68	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	208	0.0	YES	199	90.5	90	MET GOAL
White	140	0.0	YES	138	90.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	52	0.0	YES	51	72.6	86.3	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

39-4670-090

Scotch Plains-Fanwood School District

Evergreen School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	158	0.0	YES	151	74.8	83.5	NO
White	119	0.0	YES	113	77.8	84.4	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	33.3	52.7	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	158	0.0	YES	151	84.1	90	NO
White	119	0.0	YES	113	85.8	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	30	66.6	82.3	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-4670-105

Scotch Plains-Fanwood School District

William J. McGinn

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	0.0	YES	200	83.0	86.5	YES*
White	164	0.0	YES	159	82.4	87.8	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	47.1	61.5	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	206	0.0	YES	200	92.5	90	MET GOAL
White	164	0.0	YES	159	91.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	34	70.6	85.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5000-010

Springfield Public Schools

Jonathan Dayton High School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	174	0.6	YES	164	94.5	90	MET GOAL
White	118	0.0	YES	113	96.5	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	174	0.0	YES	165	88.5	87.1	YES
White	118	0.0	YES	113	91.2	89.9	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

ESEA Waiver - School Profiles 2014

39-5000-060

Springfield Public Schools

Florence M. Gaudineer 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	468	0.2	YES	442	81.0	82.5	YES*
White	321	0.3	YES	313	81.4	83.1	YES*
Black	42	0.0	YES	33	69.7	73.3	YES*
Hispanic	65	0.0	YES	58	77.6	82.6	YES*
American Indian			-			-	-
Asian			-	34	91.2	85.9	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	73	0.0	YES	68	42.7	51.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	2.0	YES	45	60.0	74.5	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	468	0.6	YES	440	83.0	79.8	YES
White	321	0.9	YES	311	83.6	80.2	YES
Black	42	0.0	YES	33	78.8	62.6	YES
Hispanic	65	0.0	YES	58	75.9	81.3	YES*
American Indian			-			-	-
Asian			-	34	97.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	73	1.4	YES	67	46.3	56.5	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	51	2.0	YES	45	80.0	76.2	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5000-070

Springfield Public Schools

James Caldwell 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	249	75.5	85.3	NO
White	173	0.0	YES	165	78.8	84.9	YES*
Black			-			-	-
Hispanic	53	0.0	YES	46	58.7	81.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	40	0.0	YES	37	59.5	-	--

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	271	0.0	YES	249	90.8	90	MET GOAL
White	173	0.0	YES	165	91.5	90	MET GOAL
Black			-			-	-
Hispanic	53	0.0	YES	46	87.0	89.2	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	40	0.0	YES	37	83.8	-	--

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5000-090

Springfield Public Schools

Thelma L. Sandmeier 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	255	0.0	YES	242	76.9	74.5	YES
White	144	0.0	YES	144	84.0	74.3	YES
Black			-	32	53.1	-	--
Hispanic			-	32	65.6	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	54	35.2	57.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	255	0.0	YES	242	86.8	90	YES*
White	144	0.0	YES	144	92.4	90	MET GOAL
Black			-	32	68.8	-	--
Hispanic			-	32	81.3	-	--
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	54	63.0	80.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

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

YES

ESEA Waiver - School Profiles 2014

39-5090-050

Summit Public Schools

Summit Senior High School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	272	0.0	YES	259	97.3	90	MET GOAL
White	205	0.0	YES	196	98.5	90	MET GOAL
Black			-			-	-
Hispanic			-	32	90.7	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	90.3	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	272	0.0	YES	259	93.4	90	MET GOAL
White	205	0.0	YES	196	98.5	90	MET GOAL
Black			-			-	-
Hispanic			-	32	71.9	88.1	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	74.2	83.7	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				
Limited English Proficiency				
Economically Disadvantaged	YES			YES

Attendance

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

ESEA Waiver - School Profiles 2014

39-5090-060

Summit Public Schools

Lawton C. Johnson Summit 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	1,012	0.3	YES	972	88.7	90	YES*
White	688	0.3	YES	665	93.6	90	MET GOAL
Black	49	2.0	YES	45	62.2	72.6	YES*
Hispanic	127	0.0	YES	119	72.2	76	YES*
American Indian			-			-	-
Asian	96	0.0	YES	92	90.2	90	MET GOAL
Two or More Races	52	0.0	YES	51	84.3	90	YES*
Students with Disabilities	135	0.7	YES	133	54.2	73	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	139	0.0	YES	134	65.7	74.6	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	1,012	0.3	YES	972	89.0	90	YES*
White	688	0.3	YES	665	94.0	90	MET GOAL
Black	49	0.0	YES	46	50.0	68	NO
Hispanic	127	0.0	YES	119	72.3	76.1	YES*
American Indian			-			-	-
Asian	96	0.0	YES	92	91.3	90	MET GOAL
Two or More Races	52	1.9	YES	50	94.0	88.1	MET GOAL
Students with Disabilities	135	0.0	YES	134	55.9	66.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	139	0.0	YES	134	62.0	70.9	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5090-070

Summit Public Schools

Brayton 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	228	0.9	YES	208	81.7	88.8	NO
White	172	1.2	YES	159	89.9	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	53.1	59.6	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	228	0.9	YES	208	84.6	90	NO
White	172	1.2	YES	159	90.6	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	50.0	78.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5090-080

Summit 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	240	0.4	YES	228	91.2	89.1	MET GOAL
White	184	0.0	YES	177	94.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	240	0.0	YES	229	90.8	90	MET GOAL
White	184	0.0	YES	177	94.9	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5090-090

Summit Public Schools

Jefferson Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	127	0.8	YES	119	82.3	73.6	YES
White	58	0.0	YES	56	91.1	81.8	MET GOAL
Black			-			-	-
Hispanic	49	2.0	YES	44	72.8	62.6	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	2.0	YES	45	60.0	54.6	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	127	0.0	YES	120	89.2	85.2	YES
White	58	0.0	YES	56	96.5	90	MET GOAL
Black			-			-	-
Hispanic	49	0.0	YES	45	82.3	82.3	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	46	78.3	73.6	YES

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5090-100

Summit Public Schools

Lincoln-Hubbard Elementary School

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	192	0.0	YES	178	90.5	90	MET GOAL
White	141	0.0	YES	131	91.6	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	192	0.0	YES	178	94.4	90	MET GOAL
White	141	0.0	YES	131	96.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5090-120

Summit 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	188	0.5	YES	176	83.6	87	YES*
White	133	0.0	YES	129	89.2	88.7	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	32	59.4	67	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	188	0.0	YES	177	90.4	90	MET GOAL
White	133	0.0	YES	129	93.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	33	69.7	82.4	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

39-5260-020

Union County Vocational-Technical School District

Academy For Allied Health Sciences

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	63	0.0	YES	63	100.0	90	MET GOAL
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	63	0.0	YES	63	100.0	90	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	YES			YES
White				
Black				
Hispanic				
American 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

39-5260-030

Union County Vocational-Technical School District

Academy For Information Technology

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	64	0.0	YES	64	100.0	90	MET GOAL
White	44	0.0	YES	44	100.0	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	64	0.0	YES	64	100.1	90	MET GOAL
White	44	0.0	YES	44	100.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

39-5260-035

Union County Vocational-Technical School District

Academy For Performing Arts

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	42	0.0	YES	42	100.0	90	MET GOAL
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	42	0.0	YES	42	100.0	90	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	OR	Met 2012 5 yr Grad rate	Met Grad Rate Indicator
	>=78%		>=85%	
Schoolwide	YES			YES
White				
Black				
Hispanic				
American 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

39-5260-040

Union County Vocational-Technical School District

Union County Magnet 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	71	0.0	YES	71	100.0	90	MET GOAL
White	40	0.0	YES	40	100.0	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	71	0.0	YES	71	100.0	90	MET GOAL
White	40	0.0	YES	40	100.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

ESEA Waiver - School Profiles 2014

39-5260-050

Union County Vocational-Technical School District

Union County Tech

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	65	0.0	YES	65	100.0	90	MET GOAL
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	65	0.0	YES	65	100.0	90	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	YES		
White				
Black				
Hispanic				
American 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

39-5290-050

Twp of Union Board of Education

UNION SENIOR HIGH

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	582	0.2	YES	517	91.5	90	MET GOAL
White	121	0.0	YES	115	90.4	90	MET GOAL
Black	293	0.0	YES	257	91.0	88.1	MET GOAL
Hispanic	104	1.0	YES	90	91.1	90	MET GOAL
American Indian			-			-	-
Asian	63	0.0	YES	54	96.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	99	0.0	YES	94	60.6	66.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	225	0.4	YES	205	91.7	89.2	MET GOAL

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	582	0.2	YES	517	75.6	80	NO
White	121	0.0	YES	115	76.5	87.1	NO
Black	293	0.0	YES	257	71.2	72	YES*
Hispanic	104	1.0	YES	90	76.7	78.6	YES*
American Indian			-			-	-
Asian	63	0.0	YES	54	92.6	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	99	0.0	YES	94	26.6	43	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	225	0.4	YES	205	75.6	75.9	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	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

39-5290-060

Twp of Union Board of Education

BURNET 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	1,057	0.3	YES	928	65.2	74.6	NO
White	169	0.6	YES	157	70.7	76.4	YES*
Black	586	0.3	YES	500	62.0	71.4	NO
Hispanic	196	0.0	YES	174	59.2	76.1	NO
American Indian			-			-	-
Asian	106	0.0	YES	97	83.5	86.1	YES*
Two or More Races			-			-	-
Students with Disabilities	158	1.3	YES	142	21.8	36.7	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	404	0.7	YES	377	60.0	69.4	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	1,057	0.7	YES	925	68.0	77.2	NO
White	169	1.8	YES	155	72.9	80.2	NO
Black	586	0.3	YES	501	63.9	72.6	NO
Hispanic	196	1.0	YES	172	64.6	79.7	NO
American Indian			-			-	-
Asian	106	0.0	YES	97	87.7	89.3	YES*
Two or More Races			-			-	-
Students with Disabilities	158	1.9	YES	142	20.4	38.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	404	1.0	YES	376	64.3	72.9	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

39-5290-070

Twp of Union Board of Education

KAWAMEEH 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	651	0.3	YES	626	71.6	78.1	NO
White	225	0.4	YES	220	77.7	83.9	NO
Black	209	0.5	YES	200	62.5	68.9	YES*
Hispanic	136	0.0	YES	128	68.0	78.7	NO
American Indian			-			-	-
Asian	71	0.0	YES	69	85.5	87.2	YES*
Two or More Races			-			-	-
Students with Disabilities	88	2.3	YES	81	22.2	47.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	166	0.6	YES	164	53.7	69.1	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	651	0.3	YES	626	69.0	71.9	YES*
White	225	0.4	YES	220	74.6	79.2	YES*
Black	209	0.5	YES	200	56.0	62	YES*
Hispanic	136	0.0	YES	128	65.6	66.2	YES*
American Indian			-			-	-
Asian	71	0.0	YES	69	92.7	86.3	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	88	2.3	YES	81	28.4	42.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	166	0.6	YES	164	53.7	60.9	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

39-5290-080

Twp of Union Board of Education

BATTLE HILL

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

School Performance - English 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	134	61.2	72.1	NO
White	44	0.0	YES	42	73.8	71.3	YES
Black	57	0.0	YES	49	44.9	66.3	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	42	0.0	YES	35	42.9	62	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	144	0.0	YES	134	70.1	87.2	NO
White	44	0.0	YES	42	78.6	87.2	YES*
Black	57	0.0	YES	49	55.1	86.8	NO
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	42	0.0	YES	35	51.5	85.5	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5290-083

Twp of Union Board of Education

HANNAH CALDWELL ELEM SCH

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	231	0.4	YES	208	56.7	75.5	NO
White	40	2.5	YES	35	62.9	76.7	YES*
Black	101	0.0	YES	90	51.1	71.8	NO
Hispanic	63	0.0	YES	57	47.4	80.8	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	87	0.0	YES	80	46.3	69.1	NO

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	231	7.8	NO	192	81.3	90	NO
White	40	5.0	YES	34	91.2	89.7	MET GOAL
Black	101	10.9	NO	80	78.8	88.5	NO
Hispanic	63	6.3	NO	53	69.8	85.4	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	87	10.3	NO	71	70.4	86.7	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

39-5290-085

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	541	0.2	YES	516	59.7	66.3	NO
White	141	0.0	YES	134	68.7	71	YES*
Black	256	0.0	YES	244	55.3	62	NO
Hispanic	91	1.1	YES	86	51.2	59.3	YES*
American Indian			-			-	-
Asian	53	0.0	YES	52	71.2	81.8	YES*
Two or More Races			-			-	-
Students with Disabilities	76	0.0	YES	74	21.6	34.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	195	0.5	YES	182	49.4	56.4	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	541	0.0	YES	516	80.8	85.1	NO
White	141	0.0	YES	134	85.8	87.7	YES*
Black	256	0.0	YES	244	76.2	81.6	YES*
Hispanic	91	0.0	YES	86	79.1	82.8	YES*
American Indian			-			-	-
Asian	53	0.0	YES	52	92.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	76	0.0	YES	74	40.6	55.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	195	0.0	YES	182	73.1	80.7	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%

ESEA Waiver - School Profiles 2014

39-5290-090

Twp of Union Board of Education

CONNECTICUT FARMS

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	179	0.6	YES	151	75.5	72.6	YES
White			-	33	81.8	70.3	YES
Black	75	1.3	YES	64	70.3	73.6	YES*
Hispanic	40	0.0	YES	31	74.2	70.9	YES
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	46	60.9	60.6	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	179	0.6	YES	151	81.4	88.2	NO
White			-	33	87.9	90	YES*
Black	75	1.3	YES	64	75.0	83.9	YES*
Hispanic	40	0.0	YES	31	83.8	89	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	49	0.0	YES	46	73.9	87	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

39-5290-100

Twp of Union Board of Education

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	207	1.0	YES	196	66.8	69.9	YES*
White			-			-	-
Black	159	1.3	YES	150	66.0	69.9	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	94	67.0	69.2	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	207	1.4	YES	195	84.7	85	YES*
White			-			-	-
Black	159	1.9	YES	149	83.2	86.4	YES*
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	99	1.0	YES	94	87.2	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

39-5290-130

Twp of Union Board of Education

LIVINGSTON

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	154	0.6	YES	142	62.7	76.4	NO
White	40	0.0	YES	39	61.6	78.9	NO
Black	57	1.8	YES	50	64.0	69.8	YES*
Hispanic	44	0.0	YES	41	51.2	60.3	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	43	0.0	YES	39	43.6	60.4	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	154	0.6	YES	142	76.1	88.8	NO
White	40	0.0	YES	39	79.5	90	YES*
Black	57	1.8	YES	50	78.0	82.7	YES*
Hispanic	44	0.0	YES	41	65.8	84.7	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged	43	0.0	YES	39	56.4	81.3	NO

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5290-140

Twp of Union Board of Education

WASHINGTON

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	209	0.0	YES	195	70.7	79	NO
White	92	0.0	YES	89	78.7	82.1	YES*
Black			-	31	61.3	65.7	YES*
Hispanic	55	0.0	YES	52	65.3	75.7	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	35.5	47.7	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	48.4	57.9	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	209	0.0	YES	195	88.2	90	YES*
White	92	0.0	YES	89	92.1	90	MET GOAL
Black			-	31	77.4	85.4	YES*
Hispanic	55	0.0	YES	52	84.6	90	YES*
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	31	64.5	58.1	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	31	61.3	83.6	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

39-5730-050

WESTFIELD PUBLIC SCHOOLS

WESTFIELD SENIOR HIGH SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	481	0.0	YES	467	97.7	90	MET GOAL
White	416	0.0	YES	405	97.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	30	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	94	0.0	YES	93	88.2	88	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	481	0.0	YES	467	94.9	90	MET GOAL
White	416	0.0	YES	405	95.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-	30	96.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	94	0.0	YES	93	75.3	74.7	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

39-5730-060

WESTFIELD PUBLIC SCHOOLS

ROOSEVELT 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	739	0.5	YES	719	91.1	90	MET GOAL
White	687	0.4	YES	673	91.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	134	1.5	YES	130	66.1	78.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	739	0.5	YES	719	92.6	90	MET GOAL
White	687	0.4	YES	673	93.0	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	134	1.5	YES	130	65.4	75.5	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

39-5730-070

WESTFIELD PUBLIC SCHOOLS

THOMAS EDISON 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	859	0.0	YES	834	87.6	89.7	YES*
White	682	0.0	YES	664	90.1	90	MET GOAL
Black	41	0.0	YES	39	51.3	64.8	YES*
Hispanic	43	0.0	YES	43	67.4	79.9	YES*
American Indian			-			-	-
Asian	87	0.0	YES	82	95.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	154	0.0	YES	150	54.7	62.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	2.2	YES	41	56.1	69.6	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	859	0.0	YES	834	90.8	90	MET GOAL
White	682	0.0	YES	664	93.3	90	MET GOAL
Black	41	0.0	YES	39	61.5	62.6	YES*
Hispanic	43	0.0	YES	43	69.8	79.9	YES*
American Indian			-			-	-
Asian	87	0.0	YES	82	96.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	154	0.0	YES	150	61.3	63.6	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	45	0.0	YES	41	61.0	69.6	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

39-5730-100

WESTFIELD 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	373	0.3	YES	346	86.4	90	YES*
White	330	0.3	YES	307	86.0	90	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	70	1.4	YES	67	61.2	71.7	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	373	0.3	YES	346	93.9	90	MET GOAL
White	330	0.3	YES	307	94.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	70	1.4	YES	67	85.1	84.2	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5730-120

WESTFIELD PUBLIC SCHOOLS

JEFFERSON 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	308	0.0	YES	295	85.4	86.2	YES*
White	236	0.0	YES	228	84.3	88.3	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	42	0.0	YES	39	97.5	86.4	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	55	63.6	74.1	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	308	0.0	YES	295	90.9	90	MET GOAL
White	236	0.0	YES	228	90.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian	42	0.0	YES	39	100.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	55	0.0	YES	55	69.1	87.2	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5730-140

WESTFIELD PUBLIC SCHOOLS

MCKINLEY ELEMENTARY SCHOOL

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	0.0	YES	194	78.3	87.1	NO
White	161	0.0	YES	154	81.2	88.1	NO
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	41	34.1	74.6	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	206	0.0	YES	194	88.1	90	YES*
White	161	0.0	YES	154	89.0	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	41	61.0	89.7	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

39-5730-145

WESTFIELD PUBLIC SCHOOLS

TAMAQUES 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	272	0.7	YES	260	86.5	89	YES*
White	202	0.0	YES	194	91.8	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	1.8	YES	55	58.2	64.4	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	272	0.0	YES	262	91.2	90	MET GOAL
White	202	0.0	YES	194	94.3	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	56	0.0	YES	56	71.4	76.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5730-150

WESTFIELD 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	181	0.0	YES	176	87.0	85.2	YES
White	158	0.0	YES	154	86.3	84.6	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	50.0	63.5	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	181	0.0	YES	176	96.6	90	MET GOAL
White	158	0.0	YES	154	96.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-	36	83.4	81.6	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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

Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

ESEA Waiver - School Profiles 2014

39-5730-160

WESTFIELD 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	232	0.0	YES	227	90.7	90	MET GOAL
White	210	0.0	YES	205	92.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	50	76.0	86.1	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	232	0.0	YES	227	93.4	90	MET GOAL
White	210	0.0	YES	205	93.7	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	51	0.0	YES	50	84.0	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

39-5810-060

Winfield Township

Winfield Township

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

School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	84	0.0	YES	83	73.5	73.9	YES*
White	62	0.0	YES	61	77.1	76.3	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	84	0.0	YES	83	78.3	79.1	YES*
White	62	0.0	YES	61	80.3	80.3	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

Performance Index

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

Graduation Rate (High School)

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