

# ESEA Waiver - District Profiles 2014

13-0250-888

**BELLEVILLE PUBLIC SCHOOLS**

**DISTRICT LEVEL**

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

## District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,470	0.1	YES	2,246	63.0	73.1	NO
White	397	0.3	YES	370	66.2	76.4	NO
Black	245	0.4	YES	211	55.0	63.8	NO
Hispanic	1,545	0.0	YES	1,398	60.7	71	NO
American Indian			-			-	-
Asian	268	0.4	YES	253	77.9	83.9	NO
Two or More Races			-			-	-
Students with Disabilities	399	0.5	YES	363	27.0	40.1	NO
Limited English Proficiency	118	0.0	YES	90	42.2	54.7	NO
Economically Disadvantaged	1,469	0.1	YES	1,328	59.1	68.4	NO

## District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,470	0.1	YES	2,246	68.8	78.3	NO
White	397	0.3	YES	370	73.5	79	NO
Black	245	0.0	YES	212	54.7	67.1	NO
Hispanic	1,545	0.0	YES	1,398	66.3	76.9	NO
American Indian			-			-	-
Asian	268	0.7	YES	252	87.7	90	YES*
Two or More Races			-			-	-
Students with Disabilities	399	0.3	YES	364	30.0	43.8	NO
Limited English Proficiency	118	0.0	YES	90	58.9	74.6	NO
Economically Disadvantaged	1,469	0.1	YES	1,328	64.9	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

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

### 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	NO		NO	NO
Limited English Proficiency	-			
Economically Disadvantaged	YES			YES

### Attendance

(Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

# ESEA Waiver - District Profiles 2014

13-0410-888

**BLOOMFIELD BOARD OF EDUCATION**

**DISTRICT LEVEL**

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

## District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,152	0.6	YES	2,902	71.2	79	NO
White	930	0.8	YES	890	77.3	83.6	NO
Black	789	0.5	YES	717	65.4	72.5	NO
Hispanic	1,132	0.3	YES	1,015	66.5	77.3	NO
American Indian			-			-	-
Asian	285	1.4	YES	267	85.4	87.9	YES*
Two or More Races			-			-	-
Students with Disabilities	526	1.5	YES	489	33.9	55	NO
Limited English Proficiency	104	0.0	YES	73	42.5	59.1	NO
Economically Disadvantaged	1,341	0.6	YES	1,215	60.2	73.2	NO

## District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,152	0.4	YES	2,903	77.5	83.6	NO
White	930	0.8	YES	890	82.5	87.5	NO
Black	789	0.4	YES	718	69.8	76.4	NO
Hispanic	1,132	0.4	YES	1,014	75.3	82.5	NO
American Indian			-			-	-
Asian	285	0.0	YES	268	89.5	90	YES*
Two or More Races			-			-	-
Students with Disabilities	526	1.5	YES	489	43.6	63.2	NO
Limited English Proficiency	104	0.0	YES	73	50.7	74.4	NO
Economically Disadvantaged	1,341	0.4	YES	1,214	70.7	80.2	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

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

### 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%

**YES**

# ESEA Waiver - District Profiles 2014

13-0660-888

**CALDWELL-WEST CALDWELL PUBLIC SCHOOLS**

**DISTRICT LEVEL**

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

## District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,464	1.2	YES	1,393	87.4	88.2	YES*
White	1,244	1.3	YES	1,197	88.3	88.9	YES*
Black			-			-	-
Hispanic	117	1.7	YES	103	75.7	80	YES*
American Indian			-			-	-
Asian	68	0.0	YES	65	90.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	249	4.4	YES	232	55.6	64.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	60	3.3	YES	54	68.6	79.2	YES*

## District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,464	1.4	YES	1,391	86.1	89.7	NO
White	1,244	1.4	YES	1,196	86.2	90	NO
Black			-			-	-
Hispanic	117	1.7	YES	103	79.6	82.6	YES*
American Indian			-			-	-
Asian	68	0.0	YES	65	96.9	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	249	4.4	YES	232	54.7	66.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	60	3.3	YES	54	74.1	83.5	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

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

### Graduation Rate (High School)

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

### Attendance

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

YES

# ESEA Waiver - District Profiles 2014

13-0760-888

**CEDAR GROVE TOWNSHIP SCHOOL DISTRICT**

**DISTRICT LEVEL**

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

## District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	967	0.2	YES	881	80.6	86.1	NO
White	847	0.1	YES	786	80.6	86.1	NO
Black			-			-	-
Hispanic	46	0.0	YES	34	70.5	85.9	NO
American Indian			-			-	-
Asian	59	0.0	YES	51	94.1	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	140	0.0	YES	126	43.7	60.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

## District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	967	0.1	YES	882	84.0	88.7	NO
White	847	0.1	YES	786	83.8	88.4	NO
Black			-			-	-
Hispanic	46	0.0	YES	34	82.3	83.8	YES*
American Indian			-			-	-
Asian	59	0.0	YES	51	94.2	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	140	0.0	YES	126	43.7	59.3	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

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

### Graduation Rate (High School)

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

### Attendance

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

YES

# ESEA Waiver - District Profiles 2014

13-1210-888

*East Orange School District*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	4,758	0.9	YES	3,867	49.1	62.5	NO
White			-			-	-
Black	4,459	1.0	YES	3,636	49.6	62.3	NO
Hispanic	264	0.0	YES	212	39.7	65.9	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	846	2.4	YES	577	19.3	41.1	NO
Limited English Proficiency	190	2.1	YES	146	26.1	59.9	NO
Economically Disadvantaged	4,058	0.7	YES	3,293	47.3	61.4	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	4,758	0.9	YES	3,867	50.7	70.1	NO
White			-			-	-
Black	4,459	1.0	YES	3,637	50.5	69.9	NO
Hispanic	264	0.4	YES	211	56.4	77.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	846	2.2	YES	577	22.4	47.1	NO
Limited English Proficiency	190	0.5	YES	148	33.1	73	NO
Economically Disadvantaged	4,058	0.9	YES	3,291	48.8	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

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

#### 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%

**YES**

# ESEA Waiver - District Profiles 2014

13-1390-888

*Essex County Vocational Technical Schools*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	491	0.2	YES	480	99.8	90	MET GOAL
White			-			-	-
Black	251	0.4	YES	242	99.6	90	MET GOAL
Hispanic	220	0.0	YES	218	100.0	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	44	100.0	84.4	MET GOAL
Limited English Proficiency			-	30	100.0	90	MET GOAL
Economically Disadvantaged	422	0.2	YES	412	100.0	90	MET GOAL

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	491	0.0	YES	480	94.6	90	MET GOAL
White			-			-	-
Black	251	0.0	YES	242	93.8	90	MET GOAL
Hispanic	220	0.0	YES	218	95.4	90	MET GOAL
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	44	0.0	YES	44	65.9	66.3	YES*
Limited English Proficiency			-	30	100.0	89.1	MET GOAL
Economically Disadvantaged	422	0.0	YES	412	94.9	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

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

#### 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	YES			YES
Limited English Proficiency	-			
Economically Disadvantaged	YES			YES

#### Attendance

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

# ESEA Waiver - District Profiles 2014

13-1400-888

*ESSEX FELLS SCHOOL DISTRICT*

*DISTRICT LEVEL*

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

### District Performance - English 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	113	95.6	90	MET GOAL
White	110	0.0	YES	109	95.4	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

### District 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	113	99.1	90	MET GOAL
White	110	0.0	YES	109	99.1	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities			-			-	-
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

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

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

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

#### Performance Index

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

#### Graduation Rate (High School)

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

#### Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%
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**YES**

# ESEA Waiver - District Profiles 2014

13-1465-888

*Fairfield Public Schools*

**DISTRICT LEVEL**

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

### District Performance - English 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	374	79.2	77	YES
White	343	0.0	YES	336	78.5	77.7	YES
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	48	54.2	49.3	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

### District 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	374	88.5	90	YES*
White	343	0.0	YES	336	88.7	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	48	0.0	YES	48	64.6	67.3	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

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

#### Graduation Rate (High School)

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

#### Attendance

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

**YES**

# ESEA Waiver - District Profiles 2014

13-1750-888

*Glen Ridge Public Schools*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,024	0.0	YES	1,001	88.9	90	YES*
White	802	0.0	YES	790	90.5	90	MET GOAL
Black	52	0.0	YES	51	70.6	77.3	YES*
Hispanic	52	0.0	YES	51	86.3	90	YES*
American Indian			-			-	-
Asian	51	0.0	YES	44	90.9	89.3	MET GOAL
Two or More Races	66	0.0	YES	64	84.4	86.9	YES*
Students with Disabilities	169	0.0	YES	169	59.7	68.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,024	0.0	YES	1,001	91.9	90	MET GOAL
White	802	0.0	YES	790	93.4	90	MET GOAL
Black	52	0.0	YES	51	68.6	80.9	YES*
Hispanic	52	0.0	YES	51	88.2	89.9	YES*
American Indian			-			-	-
Asian	51	0.0	YES	44	95.4	90	MET GOAL
Two or More Races	66	0.0	YES	64	92.2	90	MET GOAL
Students with Disabilities	169	0.0	YES	169	65.1	75.3	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

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

#### Graduation Rate (High School)

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

#### Attendance

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

**YES**

# ESEA Waiver - District Profiles 2014

13-2330-888

**IRVINGTON BOARD OF EDUCATION**

**DISTRICT LEVEL**

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,300	0.8	YES	2,781	40.0	55.7	NO
White			-			-	-
Black	2,811	0.8	YES	2,352	41.1	55.6	NO
Hispanic	420	0.0	YES	373	34.6	53.6	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races	43	11.6	NO	33	24.2	45.7	NO
Students with Disabilities	444	1.6	YES	359	16.7	35.9	NO
Limited English Proficiency	288	1.7	YES	231	16.9	37.1	NO
Economically Disadvantaged	2,456	0.5	YES	2,085	39.0	54.7	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,299	0.7	YES	2,783	44.1	60.7	NO
White			-			-	-
Black	2,810	0.9	YES	2,350	43.6	60.2	NO
Hispanic	420	0.0	YES	373	49.3	64.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races	43	0.0	YES	37	16.2	60.6	NO
Students with Disabilities	444	1.8	YES	359	20.6	40.2	NO
Limited English Proficiency	288	0.0	YES	234	33.0	49.2	NO
Economically Disadvantaged	2,455	0.5	YES	2,084	45.9	61.6	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

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

#### 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	YES			YES
Economically Disadvantaged	NO		NO	NO

#### Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

**YES**

# ESEA Waiver - District Profiles 2014

13-2730-888

*Livingston Public Schools*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,245	0.2	YES	3,121	91.1	90	MET GOAL
White	2,174	0.2	YES	2,120	90.4	90	MET GOAL
Black	83	0.0	YES	75	73.3	84.2	NO
Hispanic	128	0.8	YES	119	79.8	83.9	YES*
American Indian			-			-	-
Asian	805	0.0	YES	755	96.6	90	MET GOAL
Two or More Races	54	0.0	YES	51	96.1	86.1	MET GOAL
Students with Disabilities	520	0.6	YES	508	67.1	70.1	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	42	2.4	YES	37	81.1	77.5	YES

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,245	0.2	YES	3,121	92.0	90	MET GOAL
White	2,174	0.1	YES	2,121	91.1	90	MET GOAL
Black	83	1.2	YES	74	78.4	86.7	YES*
Hispanic	128	0.8	YES	119	79.0	86.1	YES*
American Indian			-			-	-
Asian	805	0.0	YES	755	98.5	90	MET GOAL
Two or More Races	54	0.0	YES	51	88.3	90	YES*
Students with Disabilities	520	0.8	YES	507	68.4	75.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	42	4.8	YES	36	80.6	79.9	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

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

#### Graduation Rate (High School)

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

#### Attendance

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

YES

# ESEA Waiver - District Profiles 2014

13-3190-888

*Millburn Township Schools*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,713	0.4	YES	2,558	92.7	90	MET GOAL
White	1,890	0.4	YES	1,817	92.4	90	MET GOAL
Black			-	30	76.7	78.6	YES*
Hispanic	82	0.0	YES	72	76.4	88.2	NO
American Indian			-			-	-
Asian	669	0.3	YES	608	95.9	90	MET GOAL
Two or More Races			-	31	90.3	-	MET GOAL
Students with Disabilities	376	1.3	YES	357	68.3	73.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	53	1.9	YES	48	66.6	77.4	YES*

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,713	0.5	YES	2,556	93.6	90	MET GOAL
White	1,890	0.5	YES	1,816	93.0	90	MET GOAL
Black			-			-	-
Hispanic	82	0.0	YES	72	79.2	86.7	YES*
American Indian			-			-	-
Asian	669	0.3	YES	608	98.2	90	MET GOAL
Two or More Races			-	31	87.1	-	--
Students with Disabilities	376	1.6	YES	356	66.0	80.1	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	53	1.9	YES	48	58.4	74.7	NO

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

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

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

#### Performance Index

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

#### Graduation Rate (High School)

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

#### Attendance

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

YES

# ESEA Waiver - District Profiles 2014

13-3310-888

*Montclair Public Schools*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,672	1.7	YES	3,413	82.1	85.7	NO
White	1,829	1.7	YES	1,717	92.8	90	MET GOAL
Black	1,186	2.1	YES	1,096	65.6	72.9	NO
Hispanic	367	1.4	YES	335	74.9	84.9	NO
American Indian			-			-	-
Asian	278	0.4	YES	254	91.3	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	681	2.6	YES	622	51.5	61.4	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	658	1.8	YES	593	54.9	66.9	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,676	1.8	YES	3,412	84.7	87.8	NO
White	1,833	1.9	YES	1,718	94.4	90	MET GOAL
Black	1,186	2.4	YES	1,094	68.3	75.3	NO
Hispanic	367	1.4	YES	335	80.0	84.4	NO
American Indian			-			-	-
Asian	278	0.4	YES	254	96.4	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	682	2.8	YES	621	55.9	65.8	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	658	2.1	YES	591	59.2	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

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

#### 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%

YES

# ESEA Waiver - District Profiles 2014

13-3570-888

**THE NEWARK PUBLIC SCHOOLS**

**DISTRICT LEVEL**

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	18,724	1.0	YES	16,218	42.5	59.5	NO
White	1,484	0.6	YES	1,364	65.6	80.4	NO
Black	9,160	1.4	YES	7,789	35.8	53.5	NO
Hispanic	7,629	0.5	YES	6,704	45.7	63.3	NO
American Indian			-	31	41.9	-	--
Asian	175	1.1	YES	153	69.3	75.1	YES*
Two or More Races	244	5.7	NO	177	20.9	54.4	NO
Students with Disabilities	3,617	2.7	YES	3,093	17.4	38.5	NO
Limited English Proficiency	1,540	1.2	YES	1,184	23.0	49.3	NO
Economically Disadvantaged	15,909	0.7	YES	13,940	41.8	58.4	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	18,724	0.9	YES	16,246	49.9	66.3	NO
White	1,484	0.5	YES	1,368	78.9	90	NO
Black	9,160	1.1	YES	7,813	38.5	57.5	NO
Hispanic	7,629	0.5	YES	6,699	56.9	73.3	NO
American Indian			-	31	67.8	-	--
Asian	175	0.0	YES	155	82.5	84.8	YES*
Two or More Races	244	4.5	YES	180	31.7	57.5	NO
Students with Disabilities	3,617	2.7	YES	3,095	21.8	45.1	NO
Limited English Proficiency	1,540	0.5	YES	1,198	37.5	60	NO
Economically Disadvantaged	15,909	0.6	YES	13,955	49.8	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

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

#### Graduation Rate (High School)

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

#### Attendance (Grades 3 through 8)

<b>MET 2013 Attendance Rate &gt;=90%</b>
------------------------------------------

**YES**

# ESEA Waiver - District Profiles 2014

13-3630-888

*NORTH CALDWELL BOARD OF EDUCATION*

*DISTRICT LEVEL*

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

## District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	369	0.0	YES	346	88.5	90	YES*
White	329	0.0	YES	312	88.5	90	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	68	0.0	YES	64	54.7	77.3	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

## District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	369	0.0	YES	346	94.8	90	MET GOAL
White	329	0.0	YES	312	95.2	90	MET GOAL
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	68	0.0	YES	64	81.2	89.7	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

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

### Graduation Rate (High School)

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

### Attendance

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

**YES**

# ESEA Waiver - District Profiles 2014

13-3750-888

**NUTLEY PUBLIC SCHOOL DISTRICT**

**DISTRICT LEVEL**

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,166	0.6	YES	2,043	79.4	86.7	NO
White	1,552	0.8	YES	1,501	80.1	87.5	NO
Black	43	0.0	YES	37	70.3	88.3	NO
Hispanic	341	0.3	YES	294	69.4	78.1	NO
American Indian			-			-	-
Asian	228	0.4	YES	209	89.5	90	YES*
Two or More Races			-			-	-
Students with Disabilities	402	1.5	YES	378	45.5	67.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	228	0.9	YES	223	70.4	75.8	YES*

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,166	0.7	YES	2,042	79.9	89.9	NO
White	1,552	0.8	YES	1,500	80.3	90	NO
Black	43	0.0	YES	37	67.5	74.4	YES*
Hispanic	341	0.3	YES	294	69.0	83.1	NO
American Indian			-			-	-
Asian	228	0.4	YES	209	93.8	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	402	1.5	YES	378	48.5	77.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	228	1.3	YES	222	69.9	81.2	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

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

#### 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	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%

**YES**

# ESEA Waiver - District Profiles 2014

13-3880-888

**ORANGE BOARD OF EDUCATION**

**DISTRICT LEVEL**

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,455	0.5	YES	2,012	47.7	62.9	NO
White			-			-	-
Black	1,827	0.5	YES	1,484	48.8	63.2	NO
Hispanic	611	0.3	YES	516	45.0	60.3	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	478	2.1	YES	405	19.5	40	NO
Limited English Proficiency	216	0.5	YES	118	18.6	37.3	NO
Economically Disadvantaged	2,142	0.4	YES	1,780	46.1	62.3	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	2,455	0.6	YES	2,011	55.2	68.1	NO
White			-			-	-
Black	1,827	0.6	YES	1,483	53.4	67.9	NO
Hispanic	611	0.3	YES	516	61.0	69.5	NO
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	478	1.9	YES	405	21.5	48.1	NO
Limited English Proficiency	216	0.9	YES	118	31.4	40.4	YES*
Economically Disadvantaged	2,142	0.4	YES	1,779	55.2	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

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

#### 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	NO		NO	NO
American Indian				
Asian				
Two or More Races				
Students with Disabilities	NO		NO	NO
Limited English Proficiency	NO		NO	NO
Economically Disadvantaged	YES			YES

#### Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

# ESEA Waiver - District Profiles 2014

13-4530-888

*Roseland School district*

## DISTRICT LEVEL

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

### District Performance - English 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	263	83.6	86.1	YES*
White	217	0.5	YES	211	84.4	85.8	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	2.4	YES	40	50.0	63.2	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

### District 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	264	88.3	89.8	YES*
White	217	0.0	YES	212	88.7	89.9	YES*
Black			-			-	-
Hispanic			-			-	-
American Indian			-			-	-
Asian			-			-	-
Two or More Races			-			-	-
Students with Disabilities	41	0.0	YES	41	58.5	69.2	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

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

#### Graduation Rate (High School)

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

#### Attendance

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

**YES**

# ESEA Waiver - District Profiles 2014

13-4900-888

*South Orange-Maplewood School District*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,682	0.2	YES	3,478	84.3	86.3	NO
White	1,870	0.2	YES	1,817	94.3	90	MET GOAL
Black	1,316	0.2	YES	1,197	69.6	75.3	NO
Hispanic	230	0.0	YES	212	76.0	83.8	NO
American Indian			-			-	-
Asian	140	0.7	YES	137	91.3	90	MET GOAL
Two or More Races	121	0.0	YES	110	89.1	90	YES*
Students with Disabilities	544	0.6	YES	510	46.8	59.2	NO
Limited English Proficiency	54	0.0	YES	34	47.0	50.2	YES*
Economically Disadvantaged	716	0.1	YES	643	59.7	67.7	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,681	0.4	YES	3,472	84.9	87.9	NO
White	1,870	0.2	YES	1,816	94.9	90	MET GOAL
Black	1,315	0.5	YES	1,193	70.2	77.2	NO
Hispanic	230	0.0	YES	212	77.3	84.4	NO
American Indian			-			-	-
Asian	140	0.7	YES	137	94.2	90	MET GOAL
Two or More Races	121	0.8	YES	109	83.5	89.9	YES*
Students with Disabilities	544	1.3	YES	506	51.3	64.6	NO
Limited English Proficiency	54	0.0	YES	34	50.0	50.2	YES*
Economically Disadvantaged	715	0.4	YES	641	61.3	71.5	NO

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

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

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

#### Performance Index

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

#### Graduation Rate (High School)

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

#### Attendance

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

**YES**

# ESEA Waiver - District Profiles 2014

13-5370-888

Verona Public Schools

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,210	1.1	YES	1,156	89.1	89.1	YES
White	1,009	1.0	YES	971	89.3	89.7	YES*
Black			-			-	-
Hispanic	86	1.2	YES	80	83.8	86.5	YES*
American Indian			-			-	-
Asian	63	1.6	YES	61	91.8	82.5	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	177	3.4	YES	155	60.7	67.8	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-			-	-

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,210	1.2	YES	1,156	89.7	88.3	YES
White	1,009	1.1	YES	971	90.2	89.6	MET GOAL
Black			-			-	-
Hispanic	86	1.2	YES	80	81.3	82.8	YES*
American Indian			-			-	-
Asian	63	1.6	YES	61	93.4	86.9	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	177	4.0	YES	155	62.0	67.8	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

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

#### Graduation Rate (High School)

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

#### Attendance

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

YES

# ESEA Waiver - District Profiles 2014

13-5630-888

*West Essex Regional School District*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	837	0.2	YES	821	90.3	90	MET GOAL
White	710	0.3	YES	702	90.4	90	MET GOAL
Black			-			-	-
Hispanic	55	0.0	YES	49	85.7	89.1	YES*
American Indian			-			-	-
Asian			-	32	96.9	90	MET GOAL
Two or More Races			-	33	87.9	-	--
Students with Disabilities	120	0.0	YES	119	63.8	75.9	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	35	80.0	-	--

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	837	0.2	YES	820	89.9	90	YES*
White	710	0.0	YES	703	89.8	90	YES*
Black			-			-	-
Hispanic	55	1.8	YES	48	89.6	78.2	YES
American Indian			-			-	-
Asian			-	32	93.7	90	MET GOAL
Two or More Races			-	32	90.6	-	MET GOAL
Students with Disabilities	120	0.8	YES	118	56.8	62	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged			-	35	77.1	-	--

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

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

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

#### Performance Index

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

#### Graduation Rate (High School)

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

#### Attendance

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

YES

# ESEA Waiver - District Profiles 2014

13-5680-888

*West Orange Public Schools*

## DISTRICT LEVEL

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

### District Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,647	0.3	YES	3,427	76.7	79.9	NO
White	819	0.4	YES	797	85.1	88	NO
Black	1,530	0.3	YES	1,426	75.4	76.4	YES*
Hispanic	955	0.3	YES	886	67.6	74.2	NO
American Indian			-			-	-
Asian	252	0.0	YES	243	90.9	90	MET GOAL
Two or More Races	90	1.1	YES	74	74.4	87.7	NO
Students with Disabilities	726	0.7	YES	686	45.5	54.2	NO
Limited English Proficiency	112	0.9	YES	80	38.8	47.5	YES*
Economically Disadvantaged	1,501	0.4	YES	1,414	65.5	70.6	NO

### District Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	3,647	0.4	YES	3,426	81.4	80.9	YES
White	819	0.2	YES	797	88.3	89.9	YES*
Black	1,530	0.3	YES	1,426	76.5	76.1	YES
Hispanic	955	0.7	YES	884	78.9	76.5	YES
American Indian			-			-	-
Asian	252	0.0	YES	243	94.7	90	MET GOAL
Two or More Races	90	0.0	YES	75	88.0	61.8	YES
Students with Disabilities	726	1.1	YES	684	51.9	55.2	YES*
Limited English Proficiency	112	0.9	YES	81	50.6	56.2	YES*
Economically Disadvantaged	1,501	0.5	YES	1,412	72.9	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

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

#### 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	NO		NO	NO
Economically Disadvantaged	YES			YES

#### Attendance

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

YES

## ESEA Waiver - Annual Progress Targets

**CDS CODE :** 13-0250-888  
**DISTRICT :** BELLEVILLE PUBLIC SCHOOLS  
**SCHOOL :** DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2217	64.1	3	1011	67.1	70.1	73.1	76.1	79.1	82.1
White	469	68.3	2.7	1011	71	73.7	76.4	79.1	81.8	84.5
Black	200	51.5	4.1	1011	55.6	59.7	63.8	67.9	72	76.1
Hispanic	1262	61.4	3.2	1011	64.6	67.8	71	74.2	77.4	80.6
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	279	78.5	1.8	1011	80.3	82.1	83.9	85.7	87.5	89.3
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	325	20	6.7	1011	26.7	33.4	40.1	46.8	53.5	60.2
Limited English Proficiency	71	39.4	5.1	1011	44.5	49.6	54.7	59.8	64.9	70
Economically Disadvantaged	982	57.6	3.6	1011	61.2	64.8	68.4	72	75.6	79.2

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2216	71.1	2.4	1011	73.5	75.9	78.3	80.7	83.1	85.5
White	469	71.8	2.4	1011	74.2	76.6	79	81.4	83.8	86.2
Black	200	56	3.7	1011	59.7	63.4	67.1	70.8	74.5	78.2
Hispanic	1261	69.1	2.6	1011	71.7	74.3	76.9	79.5	82.1	84.7
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	279	90	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	325	24.9	6.3	1011	31.2	37.5	43.8	50.1	56.4	62.7
Limited English Proficiency	71	66.2	2.8	1011	69	71.8	74.6	77.4	80.2	83
Economically Disadvantaged	981	63.9	3	1011	66.9	69.9	72.9	75.9	78.9	81.9

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-0410-888  
 DISTRICT : BLOOMFIELD BOARD OF EDUCATION  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2807	72.1	2.3	1011	74.4	76.7	79	81.3	83.6	85.9
White	928	77.9	1.9	1011	79.8	81.7	83.6	85.5	87.4	89.3
Black	707	63.2	3.1	1011	66.3	69.4	72.5	75.6	78.7	81.8
Hispanic	883	69.8	2.5	1011	72.3	74.8	77.3	79.8	82.3	84.8
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	277	83.7	1.4	1011	85.1	86.5	87.9	89.3	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	540	40	5	1011	45	50	55	60	65	70
Limited English Proficiency	64	45.3	4.6	1011	49.9	54.5	59.1	63.7	68.3	72.9
Economically Disadvantaged	1076	64.2	3	1011	67.2	70.2	73.2	76.2	79.2	82.2

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2806	78.2	1.8	1011	80	81.8	83.6	85.4	87.2	89
White	926	83.3	1.4	1011	84.7	86.1	87.5	88.9	90	90
Black	707	68.6	2.6	1011	71.2	73.8	76.4	79	81.6	84.2
Hispanic	885	76.5	2	1011	78.5	80.5	82.5	84.5	86.5	88.5
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	276	91.7	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	540	50.9	4.1	1011	55	59.1	63.2	67.3	71.4	75.5
Limited English Proficiency	64	65.7	2.9	1011	68.6	71.5	74.4	77.3	80.2	83.1
Economically Disadvantaged	1073	73.6	2.2	1011	75.8	78	80.2	82.4	84.6	86.8

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

**CDS CODE :** 13-0660-888  
**DISTRICT :** CALDWELL-WEST CALDWELL PUBLIC SCHOOLS  
**SCHOOL :** DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1426	84.3	1.3	1011	85.6	86.9	88.2	89.5	90	90
White	1229	85.3	1.2	1011	86.5	87.7	88.9	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	90	73.4	2.2	1011	75.6	77.8	80	82.2	84.4	86.6
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	72	87.5	1.1	1011	88.6	89.7	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	224	53.1	3.9	1011	57	60.9	64.8	68.7	72.6	76.5
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	36	72.3	2.3	1011	74.6	76.9	79.2	81.5	83.8	86.1

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1426	86.4	1.1	1011	87.5	88.6	89.7	90	90	90
White	1229	87.1	1.1	1011	88.2	89.3	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	90	76.6	2	1011	78.6	80.6	82.6	84.6	86.6	88.6
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	72	95.8	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	224	55.8	3.7	1011	59.5	63.2	66.9	70.6	74.3	78
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	36	77.8	1.9	1011	79.7	81.6	83.5	85.4	87.3	89.2

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-0760-888  
 DISTRICT : CEDAR GROVE TOWNSHIP SCHOOL DISTRICT  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	845	81.6	1.5	1011	83.1	84.6	86.1	87.6	89.1	90
White	756	81.3	1.6	1011	82.9	84.5	86.1	87.7	89.3	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	37	81.1	1.6	1011	82.7	84.3	85.9	87.5	89.1	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	46	89.1	.9	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	120	46.6	4.5	1011	51.1	55.6	60.1	64.6	69.1	73.6
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	845	84.8	1.3	1011	86.1	87.4	88.7	90	90	90
White	756	84.5	1.3	1011	85.8	87.1	88.4	89.7	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	37	78.4	1.8	1011	80.2	82	83.8	85.6	87.4	89.2
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	46	97.8	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	120	45.8	4.5	1011	50.3	54.8	59.3	63.8	68.3	72.8
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-1210-888  
 DISTRICT : East Orange School District  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3852	49.9	4.2	1011	54.1	58.3	62.5	66.7	70.9	75.1
White	-	-	-	1011	-	-	-	-	-	-
Black	3676	49.7	4.2	1011	53.9	58.1	62.3	66.5	70.7	74.9
Hispanic	165	54.5	3.8	1011	58.3	62.1	65.9	69.7	73.5	77.3
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	625	21.3	6.6	1011	27.9	34.5	41.1	47.7	54.3	60.9
Limited English Proficiency	139	46.7	4.4	1011	51.1	55.5	59.9	64.3	68.7	73.1
Economically Disadvantaged	2940	48.5	4.3	1011	52.8	57.1	61.4	65.7	70	74.3

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3855	60.2	3.3	1011	63.5	66.8	70.1	73.4	76.7	80
White	-	-	-	1011	-	-	-	-	-	-
Black	3680	59.7	3.4	1011	63.1	66.5	69.9	73.3	76.7	80.1
Hispanic	164	70.1	2.5	1011	72.6	75.1	77.6	80.1	82.6	85.1
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	623	29.4	5.9	1011	35.3	41.2	47.1	53	58.9	64.8
Limited English Proficiency	139	64	3	1011	67	70	73	76	79	82
Economically Disadvantaged	2940	61.4	3.2	1011	64.6	67.8	71	74.2	77.4	80.6

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

**CDS CODE :** 13-1390-888  
**DISTRICT :** Essex County Vocational Technical Schools  
**SCHOOL :** DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	457	96.5	-	1011	90	90	90	90	90	90
White	-	-	-	1011	-	-	-	-	-	-
Black	249	95.6	-	1011	90	90	90	90	90	90
Hispanic	198	98	-	1011	90	90	90	90	90	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	62	79	1.8	1011	80.8	82.6	84.4	86.2	88	89.8
Limited English Proficiency	38	94.7	-	1112		90	90	90	90	90
Economically Disadvantaged	395	96.5	-	1011	90	90	90	90	90	90

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	457	88.2	1	1011	89.2	90	90	90	90	90
White	-	-	-	1011	-	-	-	-	-	-
Black	249	87.5	1	1011	88.5	89.5	90	90	90	90
Hispanic	198	88.9	.9	1011	89.8	90	90	90	90	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	62	54.9	3.8	1011	58.7	62.5	66.3	70.1	73.9	77.7
Limited English Proficiency	38	86.9	1.1	1112		88	89.1	90.2	91.3	92.4
Economically Disadvantaged	395	87.4	1.1	1011	88.5	89.6	90	90	90	90

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

**CDS CODE :** 13-1400-888  
**DISTRICT :** ESSEX FELLS SCHOOL DISTRICT  
**SCHOOL :** DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of **90** percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	127	87.4	1.1	1011	88.5	89.6	90	90	90	90
White	124	87.1	1.1	1011	88.2	89.3	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	-	-	-	1011	-	-	-	-	-	-
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	127	93.7	-	1011	90	90	90	90	90	90
White	124	93.5	-	1011	90	90	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	-	-	-	1011	-	-	-	-	-	-
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-1465-888  
 DISTRICT : Fairfield Public Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	397	69.2	2.6	1011	71.8	74.4	77	79.6	82.2	84.8
White	363	70.2	2.5	1011	72.7	75.2	77.7	80.2	82.7	85.2
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	62	32.2	5.7	1011	37.9	43.6	49.3	55	60.7	66.4
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	397	87.4	1.1	1011	88.5	89.6	90	90	90	90
White	363	88.7	1	1011	89.7	90	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	62	56.5	3.6	1011	60.1	63.7	67.3	70.9	74.5	78.1
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-1750-888  
 DISTRICT : Glen Ridge Public Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	950	88.5	1	1011	89.5	90	90	90	90	90
White	804	90.2	-	1011	90	90	90	90	90	90
Black	59	69.5	2.6	1011	72.1	74.7	77.3	79.9	82.5	85.1
Hispanic	30	86.7	1.1	1011	87.8	88.9	90	90	90	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	49	85.7	1.2	1011	86.9	88.1	89.3	90	90	90
Two or More Races	42	85.7	1.2	1213			86.9	88.1	89.3	90.5
Students with Disabilities	140	57.9	3.5	1011	61.4	64.9	68.4	71.9	75.4	78.9
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	949	91.4	-	1011	90	90	90	90	90	90
White	803	92.9	-	1011	90	90	90	90	90	90
Black	59	74.6	2.1	1011	76.7	78.8	80.9	83	85.1	87.2
Hispanic	30	86.6	1.1	1011	87.7	88.8	89.9	90	90	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	49	91.8	-	1011	90	90	90	90	90	90
Two or More Races	42	92.9	-	1213			90	90	90	90
Students with Disabilities	139	66.9	2.8	1011	69.7	72.5	75.3	78.1	80.9	83.7
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-2330-888  
 DISTRICT : IRVINGTON BOARD OF EDUCATION  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3007	40.7	5	1011	45.7	50.7	55.7	60.7	65.7	70.7
White	-	-	-	1011	-	-	-	-	-	-
Black	2733	40.9	4.9	1011	45.8	50.7	55.6	60.5	65.4	70.3
Hispanic	239	38	5.2	1011	43.2	48.4	53.6	58.8	64	69.2
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	223	34.9	5.4	1112		40.3	45.7	51.1	56.5	61.9
Students with Disabilities	405	14.3	7.2	1011	21.5	28.7	35.9	43.1	50.3	57.5
Limited English Proficiency	180	16.1	7	1011	23.1	30.1	37.1	44.1	51.1	58.1
Economically Disadvantaged	2163	39.4	5.1	1011	44.5	49.6	54.7	59.8	64.9	70

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3006	47.5	4.4	1011	51.9	56.3	60.7	65.1	69.5	73.9
White	-	-	-	1011	-	-	-	-	-	-
Black	2731	47	4.4	1011	51.4	55.8	60.2	64.6	69	73.4
Hispanic	239	52.3	4	1011	56.3	60.3	64.3	68.3	72.3	76.3
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	224	52.6	4	1112		56.6	60.6	64.6	68.6	72.6
Students with Disabilities	407	20.4	6.6	1011	27	33.6	40.2	46.8	53.4	60
Limited English Proficiency	182	32.4	5.6	1011	38	43.6	49.2	54.8	60.4	66
Economically Disadvantaged	2166	48.7	4.3	1011	53	57.3	61.6	65.9	70.2	74.5

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-2730-888  
 DISTRICT : Livingston Public Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3085	88.6	1	1011	89.6	90	90	90	90	90
White	2169	87.6	1	1011	88.6	89.6	90	90	90	90
Black	90	78.8	1.8	1011	80.6	82.4	84.2	86	87.8	89.6
Hispanic	107	78.5	1.8	1011	80.3	82.1	83.9	85.7	87.5	89.3
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	686	94.9	-	1011	90	90	90	90	90	90
Two or More Races	32	81.3	1.6	1011	82.9	84.5	86.1	87.7	89.3	90
Students with Disabilities	516	60.2	3.3	1011	63.5	66.8	70.1	73.4	76.7	80
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	30	70	2.5	1011	72.5	75	77.5	80	82.5	85

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3084	92.2	-	1011	90	90	90	90	90	90
White	2170	91.3	-	1011	90	90	90	90	90	90
Black	90	82.2	1.5	1011	83.7	85.2	86.7	88.2	89.7	90
Hispanic	107	81.3	1.6	1011	82.9	84.5	86.1	87.7	89.3	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	686	98.2	-	1011	90	90	90	90	90	90
Two or More Races	30	90	-	1011	90	90	90	90	90	90
Students with Disabilities	517	67	2.8	1011	69.8	72.6	75.4	78.2	81	83.8
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	30	73.3	2.2	1011	75.5	77.7	79.9	82.1	84.3	86.5

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-3190-888  
 DISTRICT : Millburn Township Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2512	90.3	-	1011	90	90	90	90	90	90
White	1962	90.2	-	1011	90	90	90	90	90	90
Black	42	71.4	2.4	1011	73.8	76.2	78.6	81	83.4	85.8
Hispanic	56	84	1.4	1011	85.4	86.8	88.2	89.6	90	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	435	93.3	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	348	65.2	2.9	1011	68.1	71	73.9	76.8	79.7	82.6
Limited English Proficiency	30	76.7	2	1011	78.7	80.7	82.7	84.7	86.7	88.7
Economically Disadvantaged	33	72.8	2.3	1112		75.1	77.4	79.7	82	84.3

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2511	94.3	-	1011	90	90	90	90	90	90
White	1961	94.2	-	1011	90	90	90	90	90	90
Black	42	76.1	2	1011	78.1	80.1	82.1	84.1	86.1	88.1
Hispanic	56	82.2	1.5	1011	83.7	85.2	86.7	88.2	89.7	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	435	97.9	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	347	73.5	2.2	1011	75.7	77.9	80.1	82.3	84.5	86.7
Limited English Proficiency	30	86.7	1.1	1011	87.8	88.9	90	90	90	90
Economically Disadvantaged	33	69.7	2.5	1112		72.2	74.7	77.2	79.7	82.2

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-3310-888  
 DISTRICT : Montclair Public Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3415	80.9	1.6	1011	82.5	84.1	85.7	87.3	88.9	90
White	1767	91.4	-	1011	90	90	90	90	90	90
Black	1139	63.9	3	1011	66.9	69.9	72.9	75.9	78.9	81.9
Hispanic	272	79.8	1.7	1011	81.5	83.2	84.9	86.6	88.3	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	218	87.1	1.1	1011	88.2	89.3	90	90	90	90
Two or More Races	69	87	1.1	1213			88.1	89.2	90.3	91.4
Students with Disabilities	602	48.5	4.3	1011	52.8	57.1	61.4	65.7	70	74.3
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	599	55.8	3.7	1011	59.5	63.2	66.9	70.6	74.3	78

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3413	83.6	1.4	1011	85	86.4	87.8	89.2	90	90
White	1767	93.7	-	1011	90	90	90	90	90	90
Black	1138	67.2	2.7	1011	69.9	72.6	75.3	78	80.7	83.4
Hispanic	271	79	1.8	1011	80.8	82.6	84.4	86.2	88	89.8
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	218	94.1	-	1011	90	90	90	90	90	90
Two or More Races	69	76.8	1.9	1213			78.7	80.6	82.5	84.4
Students with Disabilities	601	54.4	3.8	1011	58.2	62	65.8	69.6	73.4	77.2
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	597	60.3	3.3	1011	63.6	66.9	70.2	73.5	76.8	80.1

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-3570-888  
 DISTRICT : THE NEWARK PUBLIC SCHOOLS  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	15917	46	4.5	1011	50.5	55	59.5	64	68.5	73
White	1258	73.8	2.2	1011	76	78.2	80.4	82.6	84.8	87
Black	8285	37.9	5.2	1011	43.1	48.3	53.5	58.7	63.9	69.1
Hispanic	6028	51	4.1	1011	55.1	59.2	63.3	67.4	71.5	75.6
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	177	66.7	2.8	1011	69.5	72.3	75.1	77.9	80.7	83.5
Two or More Races	156	39.1	5.1	1011	44.2	49.3	54.4	59.5	64.6	69.7
Students with Disabilities	2785	18.1	6.8	1011	24.9	31.7	38.5	45.3	52.1	58.9
Limited English Proficiency	868	32.5	5.6	1011	38.1	43.7	49.3	54.9	60.5	66.1
Economically Disadvantaged	13481	44.6	4.6	1011	49.2	53.8	58.4	63	67.6	72.2

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	15923	55.2	3.7	1011	58.9	62.6	66.3	70	73.7	77.4
White	1259	86.7	1.1	1011	87.8	88.9	90	90	90	90
Black	8278	43.4	4.7	1011	48.1	52.8	57.5	62.2	66.9	71.6
Hispanic	6036	64.3	3	1011	67.3	70.3	73.3	76.3	79.3	82.3
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	177	79.7	1.7	1011	81.4	83.1	84.8	86.5	88.2	89.9
Two or More Races	160	43.1	4.8	1011	47.9	52.7	57.5	62.3	67.1	71.9
Students with Disabilities	2787	26.8	6.1	1011	32.9	39	45.1	51.2	57.3	63.4
Limited English Proficiency	871	46.5	4.5	1011	51	55.5	60	64.5	69	73.5
Economically Disadvantaged	13482	54.9	3.8	1011	58.7	62.5	66.3	70.1	73.9	77.7

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

**CDS CODE :** 13-3630-888  
**DISTRICT :** NORTH CALDWELL BOARD OF EDUCATION  
**SCHOOL :** DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	370	88.6	1	1011	89.6	90	90	90	90	90
White	332	89.8	.9	1011	90	90	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	59	69.5	2.6	1011	72.1	74.7	77.3	79.9	82.5	85.1
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	370	94.6	-	1011	90	90	90	90	90	90
White	332	95.2	-	1011	90	90	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	59	86.4	1.1	1011	87.5	88.6	89.7	90	90	90
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-3750-888  
 DISTRICT : NUTLEY PUBLIC SCHOOL DISTRICT  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2060	82.2	1.5	1011	83.7	85.2	86.7	88.2	89.7	90
White	1558	83.3	1.4	1011	84.7	86.1	87.5	88.9	90	90
Black	32	84.4	1.3	1011	85.7	87	88.3	89.6	90	90
Hispanic	261	70.9	2.4	1011	73.3	75.7	78.1	80.5	82.9	85.3
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	197	88.3	1	1011	89.3	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	333	57.1	3.6	1011	60.7	64.3	67.9	71.5	75.1	78.7
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	195	67.7	2.7	1011	70.4	73.1	75.8	78.5	81.2	83.9

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	2061	86.6	1.1	1011	87.7	88.8	89.9	90	90	90
White	1559	87.4	1.1	1011	88.5	89.6	90	90	90	90
Black	32	65.7	2.9	1011	68.6	71.5	74.4	77.3	80.2	83.1
Hispanic	261	77.4	1.9	1011	79.3	81.2	83.1	85	86.9	88.8
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	197	96	-	1011	90	90	90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	334	70.4	2.5	1011	72.9	75.4	77.9	80.4	82.9	85.4
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	195	74.9	2.1	1011	77	79.1	81.2	83.3	85.4	87.5

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-3880-888  
 DISTRICT : ORANGE BOARD OF EDUCATION  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1881	50.3	4.2	1011	54.5	58.7	62.9	67.1	71.3	75.5
White	-	-	-	1011	-	-	-	-	-	-
Black	1489	50.9	4.1	1011	55	59.1	63.2	67.3	71.4	75.5
Hispanic	370	47.1	4.4	1011	51.5	55.9	60.3	64.7	69.1	73.5
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	376	19.9	6.7	1011	26.6	33.3	40	46.7	53.4	60.1
Limited English Proficiency	123	16.3	7	1011	23.3	30.3	37.3	44.3	51.3	58.3
Economically Disadvantaged	1576	49.7	4.2	1011	53.9	58.1	62.3	66.5	70.7	74.9

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1882	57.6	3.5	1011	61.1	64.6	68.1	71.6	75.1	78.6
White	-	-	-	1011	-	-	-	-	-	-
Black	1489	57.1	3.6	1011	60.7	64.3	67.9	71.5	75.1	78.7
Hispanic	371	59.3	3.4	1011	62.7	66.1	69.5	72.9	76.3	79.7
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	377	30.7	5.8	1011	36.5	42.3	48.1	53.9	59.7	65.5
Limited English Proficiency	123	20.3	6.7	1011	27	33.7	40.4	47.1	53.8	60.5
Economically Disadvantaged	1576	57.3	3.6	1011	60.9	64.5	68.1	71.7	75.3	78.9

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-4530-888  
 DISTRICT : Roseland School district  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	288	81.3	1.6	1011	82.9	84.5	86.1	87.7	89.3	90
White	232	81	1.6	1011	82.6	84.2	85.8	87.4	89	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	55	50.9	4.1	1011	55	59.1	63.2	67.3	71.4	75.5
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	289	86.5	1.1	1011	87.6	88.7	89.8	90	90	90
White	233	86.3	1.2	1011	87.5	88.7	89.9	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	56	59	3.4	1011	62.4	65.8	69.2	72.6	76	79.4
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-4900-888  
 DISTRICT : South Orange-Maplewood School District  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3261	81.5	1.6	1011	83.1	84.7	86.3	87.9	89.5	90
White	1633	92.6	-	1011	90	90	90	90	90	90
Black	1317	67.2	2.7	1011	69.9	72.6	75.3	78	80.7	83.4
Hispanic	162	78.4	1.8	1011	80.2	82	83.8	85.6	87.4	89.2
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	120	88.3	1	1011	89.3	90	90	90	90	90
Two or More Races	33	90.9	-	1112		90	90	90	90	90
Students with Disabilities	489	45.4	4.6	1011	50	54.6	59.2	63.8	68.4	73
Limited English Proficiency	35	45.7	4.5	1213			50.2	54.7	59.2	63.7
Economically Disadvantaged	571	56.9	3.6	1011	60.5	64.1	67.7	71.3	74.9	78.5

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3256	84	1.3	1011	85.3	86.6	87.9	89.2	90	90
White	1629	95.2	-	1011	90	90	90	90	90	90
Black	1316	69.7	2.5	1011	72.2	74.7	77.2	79.7	82.2	84.7
Hispanic	162	79	1.8	1011	80.8	82.6	84.4	86.2	88	89.8
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	120	95	-	1011	90	90	90	90	90	90
Two or More Races	33	87.9	1	1112		88.9	89.9	90.9	91.9	92.9
Students with Disabilities	489	52.9	3.9	1011	56.8	60.7	64.6	68.5	72.4	76.3
Limited English Proficiency	35	45.7	4.5	1213			50.2	54.7	59.2	63.7
Economically Disadvantaged	570	61.9	3.2	1011	65.1	68.3	71.5	74.7	77.9	81.1

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-5370-888  
 DISTRICT : Verona Public Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1120	85.5	1.2	1011	86.7	87.9	89.1	90	90	90
White	941	86.4	1.1	1011	87.5	88.6	89.7	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	83	82	1.5	1011	83.5	85	86.5	88	89.5	90
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	51	76.5	2	1011	78.5	80.5	82.5	84.5	86.5	88.5
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	158	57	3.6	1011	60.6	64.2	67.8	71.4	75	78.6
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	1120	84.4	1.3	1011	85.7	87	88.3	89.6	90	90
White	941	86	1.2	1011	87.2	88.4	89.6	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	83	77.1	1.9	1011	79	80.9	82.8	84.7	86.6	88.5
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	51	82.4	1.5	1011	83.9	85.4	86.9	88.4	89.9	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	158	57	3.6	1011	60.6	64.2	67.8	71.4	75	78.6
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-5630-888  
 DISTRICT : West Essex Regional School District  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	538	94.3	-	1011	90	90	90	90	90	90
White	480	94.6	-	1011	90	90	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	42	88.1	1	1213			89.1	90.1	91.1	92.1
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	32	90.6	-	1213			90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	56	67.8	2.7	1011	70.5	73.2	75.9	78.6	81.3	84
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	539	90.5	-	1011	90	90	90	90	90	90
White	480	91.4	-	1011	90	90	90	90	90	90
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	42	76.2	2	1213			78.2	80.2	82.2	84.2
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	32	93.8	-	1213			90	90	90	90
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	57	49.1	4.3	1011	53.4	57.7	62	66.3	70.6	74.9
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	1011	-	-	-	-	-	-

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

'-' Indicates too few students to determine (N<30)

## ESEA Waiver - Annual Progress Targets

CDS CODE : 13-5680-888  
 DISTRICT : West Orange Public Schools  
 SCHOOL : DISTRICT LEVEL

The tables represent the annual proficiency targets, established for this School under ESEA Waiver  
 Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually  
 determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

### Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3163	73.3	2.2	1011	75.5	77.7	79.9	82.1	84.3	86.5
White	745	83.8	1.4	1011	85.2	86.6	88	89.4	90	90
Black	1392	68.6	2.6	1011	71.2	73.8	76.4	79	81.6	84.2
Hispanic	762	65.5	2.9	1011	68.4	71.3	74.2	77.1	80	82.9
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	242	93	-	1011	90	90	90	90	90	90
Two or More Races	34	85.3	1.2	1112		86.5	87.7	88.9	90.1	91.3
Students with Disabilities	570	38.9	5.1	1011	44	49.1	54.2	59.3	64.4	69.5
Limited English Proficiency	94	29.8	5.9	1011	35.7	41.6	47.5	53.4	59.3	65.2
Economically Disadvantaged	1136	60.7	3.3	1011	64	67.3	70.6	73.9	77.2	80.5

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	3164	74.6	2.1	1011	76.7	78.8	80.9	83	85.1	87.2
White	746	86.6	1.1	1011	87.7	88.8	89.9	90	90	90
Black	1393	68	2.7	1011	70.7	73.4	76.1	78.8	81.5	84.2
Hispanic	761	68.7	2.6	1011	71.3	73.9	76.5	79.1	81.7	84.3
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	242	95.1	-	1011	90	90	90	90	90	90
Two or More Races	35	54.2	3.8	1112		58	61.8	65.6	69.4	73.2
Students with Disabilities	570	40.2	5	1011	45.2	50.2	55.2	60.2	65.2	70.2
Limited English Proficiency	94	41.5	4.9	1011	46.4	51.3	56.2	61.1	66	70.9
Economically Disadvantaged	1137	59.4	3.4	1011	62.8	66.2	69.6	73	76.4	79.8

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

'-' Indicates too few students to determine (N<30)