

## ESEA Waiver - School Profiles 2014

09-2840-060

Lower Township Elementary School District

Maud Abrams School

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

### School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	459	0.4	YES	420	51.2	72.9	NO
White	378	0.0	YES	349	53.9	74.6	NO
Black			-				-
Hispanic	50	4.0	YES	44	31.8	-	--
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities	132	1.5	YES	121	35.5	63.7	NO
Limited English Proficiency			-				-
Economically Disadvantaged	271	0.7	YES	242	40.5	63.6	NO

### School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	459	0.4	YES	420	65.9	82.5	NO
White	378	0.0	YES	349	69.3	83.4	NO
Black			-				-
Hispanic	50	4.0	YES	44	40.9	-	--
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities	132	1.5	YES	121	52.1	76.1	NO
Limited English Proficiency			-				-
Economically Disadvantaged	271	0.7	YES	242	57.8	79.5	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>
YES

Statewide Performance Goal of 90% - MET

Progress Target or Participation Rate - MET

YES*
NO

Progress Target (Confidence Interval applied) - MET

Progress Target or Participation Rate - NOT MET

#### Graduation Rate (High School)

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

#### Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

## ESEA Waiver - Annual Progress Targets

CDS CODE : 09-2840-060  
 DISTRICT : Lower Township Elementary School District  
 SCHOOL : Maud Abrams School

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	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009	
					Target (%)	Baseline year	Target (%)	Baseline year	Target (%)	Baseline year	Target (%)	Baseline year	Target (%)	Baseline year
Schoolwide	432	63.9	3	1011	66.9	69.9	72.9	75.9	78.9	81.9	84.9	87.9	90.9	93.9
White	378	65.9	2.9	1011	68.8	71.7	74.6	77.5	80.4	83.3	86.2	89.1	92.0	94.9
Black	-	-	-	1011	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	122	51.7	4	1011	55.7	59.7	63.7	67.7	71.7	75.7	79.7	83.7	87.7	91.7
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	244	51.3	4.1	1011	55.4	59.5	63.6	67.7	71.8	75.9	80.0	84.1	88.2	92.3

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009	
					Target (%)	Baseline year	Target (%)	Baseline year	Target (%)	Baseline year	Target (%)	Baseline year		
Schoolwide	432	76.8	1.9	1011	78.7	80.6	82.5	84.4	86.3	88.2	90.1	92.0	93.9	
White	378	78	1.8	1011	79.8	81.6	83.4	85.2	87	88.8	90.6	92.4	94.2	
Black	-	-	-	1011	-	-	-	-	-	-	-	-	-	
Hispanic	-	-	-	1011	-	-	-	-	-	-	-	-	-	
American Indian	-	-	-	1011	-	-	-	-	-	-	-	-	-	
Asian	-	-	-	1011	-	-	-	-	-	-	-	-	-	
Two or More Races	-	-	-	1011	-	-	-	-	-	-	-	-	-	
Students with Disabilities	122	68	2.7	1011	70.7	73.4	76.1	78.8	81.5	84.2	86.9	89.6	92.3	
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-	-	-	-	
Economically Disadvantaged	244	72.6	2.3	1011	74.9	77.2	79.5	81.8	84.1	86.4	88.7	91.0	93.3	

Only includes full year students (Time In School < Year students are removed)  
 '-' Indicates too few students to determine (N<30)

## ESEA Waiver - School Profiles 2014

09-2840-050

Lower Township Elementary School District

Sandman Consolidated School

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

### School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	484	0.2	YES	457	64.1	70	NO
White	423	0.0	YES	401	64.8	69.8	NO
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities	122	0.8	YES	113	54.9	59.6	YES*
Limited English Proficiency			-				-
Economically Disadvantaged	266	0.4	YES	254	55.9	66.2	NO

### School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	484	0.2	YES	457	83.3	79.8	YES
White	423	0.0	YES	401	84.5	81.2	YES
Black			-				-
Hispanic			-				-
American Indian			-				-
Asian			-				-
Two or More Races			-				-
Students with Disabilities	122	0.8	YES	113	73.5	71.1	YES
Limited English Proficiency			-				-
Economically Disadvantaged	266	0.4	YES	254	77.2	77.6	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				
White				
Black				
Hispanic				
American Indian				
Asian				
Two or More Races				
Students with Disabilities				
Limited English Proficiency				
Economically Disadvantaged				

### Attendance (Grades 3 through 8)

MET 2013 Attendance Rate >=90%

YES

## ESEA Waiver - Annual Progress Targets

CDS CODE : 09-2840-050  
 DISTRICT : Lower Township Elementary School District  
 SCHOOL : Sandman Consolidated School

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	2012-2013 Target (%P)	2011-2012 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	458	59.8	3.4	1011	63.2	66.6	70	73.4	76.8	80.2
White	398	59.6	3.4	1011	63	66.4	69.8	73.2	76.6	80
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	154	46.1	4.5	1011	50.6	55.1	59.6	64.1	68.6	73.1
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	248	54.8	3.8	1011	58.6	62.4	66.2	70	73.8	77.6

### Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	Baseline year	2012-2013 Target (%P)	2011-2012 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	458	72.9	2.3	1011	75.2	77.5	79.8	82.1	84.4	86.7
White	398	74.9	2.1	1011	77	79.1	81.2	83.3	85.4	87.5
Black	-	-	-	1011	-	-	-	-	-	-
Hispanic	-	-	-	1011	-	-	-	-	-	-
American Indian	-	-	-	1011	-	-	-	-	-	-
Asian	-	-	-	1011	-	-	-	-	-	-
Two or More Races	-	-	-	1011	-	-	-	-	-	-
Students with Disabilities	153	61.5	3.2	1011	64.7	67.9	71.1	74.3	77.5	80.7
Limited English Proficiency	-	-	-	1011	-	-	-	-	-	-
Economically Disadvantaged	248	70.1	2.5	1011	72.6	75.1	77.6	80.1	82.6	85.1

Only includes full year students (Time In School < Year students are removed)  
 \* Indicates too few students to determine (N<30)