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Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Name of State Educational Agency (SEA) Submitting This Report:

New Jersey Department of Education

Address:

100 River View Plaza
P. O. Box 500
Trenton, NJ 08625-0500

Person to contact about this report:

Name: Diane Schonyers

Telephone: (609) 984-6409

Fax: (609) 984-5901

e-mail: diane.schonyers@doe.state.nj.us

Name of Authorizing State Official: (Print or Type):

William L. Librera, Ed.D.
Commissioner

Signature

Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2003-2004



PART I DUE: JANUARY 31, 2005
UPDATED MARCH 24, 2006

I. STANDARDS and ASSESSMENT DEVELOPMENT

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.

A. Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

The New Jersey State Board of Education (NJSBE) adopted the Core Curriculum Content Standards (CCCS) in seven content areas in May 1996. Vigorous science standards were included. The science standards were revised in 2002 and now infuse more technology skills than the 1996 science standards. The State Board formally adopted them in July 2002. The revised science standards are benchmarked at grades 2, 4, 6, 8 and 12.

B. Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

STATE RESPONSE

Since the signing of the No Child Left Behind Act of 2001 in December of that year, the New Jersey Department of Education has implemented, in addition to its existing test programs at the benchmark grade levels of 4, 8, and 11, a new standards-based assessment in language arts literacy and mathematics in grade 3, a standards-based science assessment in grade 4, and an alternate proficiency assessment for students with severe cognitive disabilities. The grade 3 test, the New Jersey Assessment of Skills and Knowledge (NJ ASK3) was first administered as a field test in 2003, and operationally in March 2004. The grade 4 (NJ ASK4) science assessment was field tested in 2004 and will be administered operationally for the first time in March 2005. Science is being field tested in the High School Proficiency Assessment (HSPA) and is expected to become operational no later than March 2007.

Like all New Jersey assessments, these assessments are aligned with New Jersey's Core Curriculum Content Standards (CCCS) and are developed with considerable input and participation by local district staff. Content committees, each composed of 12-16 mathematics, language arts, and science educators per grade level (3/4, 8, 11), review all test items used on the statewide assessments. All test items are field tested before being included on operational administrations.

New Jersey's Alternate Proficiency Assessment (APA) is a portfolio assessment, serving students with severe disabilities. It was first implemented in 2002 and is now in its fourth year. It too is the product of intense collaboration between the Office of Evaluation and Assessment, the Office of Special Education Programs, the vendor, and field educators, including an APA Advisory Committee.

The NJDOE has pilot tested Spanish-language assessments in mathematics at the fourth grade level, and has included provision for Spanish language math and language arts testing in its plans for expanded testing under NCLB (see below).

The NJDOE is currently planning to issue in summer 2005 an RFP to implement standards-based assessments in language arts literacy and mathematics in grades 5, 6, 7, for initial implementation in spring 2006.

C. Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

STATE RESPONSE

The NJDOE had previously established performance standards for mathematics and language arts literacy at grades 4 and 8 in 1998. The grade 4 standards for language arts literacy were revised in 2000. In accordance with NCLB requirements and nationally recognized measurement standards, the performance standards for New Jersey's High School Proficiency Assessment (HSPA) were set in June 2002. Standards for the grade 3 NJ ASK assessments in language arts literacy and mathematics were set in July 2004.

New Jersey developed alternate achievement standards for students with disabilities in November 2002. These were developed with the input of approximately 40 field educators convened for that purpose, abetted by the standing APA Advisory Committee, and continuous psychometric review of our Technical Advisory Committee (TAC), comprised of nationally known measurement specialists.

The setting of achievement standards for all programs involves considerable advance planning, multiple reviews of standard setting plans by the TAC, and considerable involvement by committees of fields educators. A separate set of content committees meets to define the proficiency descriptors (i.e., proficient, advanced proficient) while the cut scores are established over an intensive 3-4 day period, with additional review and approval by the State Board of Education.

II. PARTICIPATION IN STATE ASSESSMENTS

A. Participation of All Students in 2003-2004 State Assessments

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2003-2004 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Student Participation in 2003-2004 School Year Test Administration

2003-2004 School Year Mathematics Assessment	Total Number of Students Tested	Percent of Students Tested
All Students	410,425	99.0
American Indian/Alaska Native	820	99.5
Asian/Pacific Islander	29,894	99.5
Black, non-Hispanic	70,858	98.1
Hispanic	67,119	98.7
White, non-Hispanic	238,419	99.3
Students with Disabilities	55,543	96.7
Limited English Proficient	18,601	99.0
Economically Disadvantaged	105,389	98.5
Migrant	245	99.2
Male	209,778	98.8
Female	200,256	99.2

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

2003-2004 School Year Reading/Language Arts Assessment	Total Number of Students Tested	Percent of Students Tested
All Students	441,034	99.1
American Indian/ Alaska Native	820	99.5
Asian/ Pacific Islander	29,894	99.6
Black, non-Hispanic	71,087	98.4
Hispanic	67,197	98.8
White, non-Hispanic	238,749	99.5
Students with Disabilities	55,724	97.0
Limited English Proficient	18,565	98.9
Economically Disadvantaged	105,627	98.8
Migrant	245	99.2
Male	210,131	99.0
Female	200,558	99.4

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

B. Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State's assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Participation of Students with Disabilities the in 2003-2004 School Year Test Administration

2003-2004 School Year Mathematics Assessment	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	53,888	96.6
Alternate Assessment Aligned to Grade-Level Achievement Standards	0	0

2003-2004 School Year Reading/Language Arts Assessment	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	54,059	96.9
Alternate Assessment Aligned to Grade-Level Achievement Standards	0	0
Alternate Assessment Aligned to Alternate Achievement Standards	3,043	100

III. STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2003-2004 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2003-2004 school year. States should provide data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2003-2004 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

Grade 3 Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	76.6
American Indian/Alaska Native	74.3
Asian/Pacific Islander	90.0
Black, non-Hispanic	54.0
Hispanic	63.5
White, non-Hispanic	86.1
Students with Disabilities	56.2
Limited English Proficient	54.8
Economically Disadvantaged	58.1
Migrant	40.9
Male	75.9
Female	77.3

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 3 Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	79.3
American Indian/Alaska Native	73.5
Asian/Pacific Islander	91.8
Black, non-Hispanic	61.8
Hispanic	64.8
White, non-Hispanic	88
Students with Disabilities	50.1
Limited English Proficient	48.8
Economically Disadvantaged	61.3
Migrant	42
Male	75.4
Female	83.5

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 4 Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	72.1
American Indian/Alaska Native	72.5
Asian/Pacific Islander	91.6
Black, non-Hispanic	50.2
Hispanic	59.3
White, non-Hispanic	81.1
Students with Disabilities	46.4
Limited English Proficient	47.2
Economically Disadvantaged	54.2
Migrant	37.7
Male	72.6
Female	71.7

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 4 Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	82.2
American Indian/Alaska Native	80.3
Asian/Pacific Islander	87.6
Black, non-Hispanic	66.8
Hispanic	69
White, non-Hispanic	89.8
Students with Disabilities	49.1
Limited English Proficient	48.7
Economically Disadvantaged	66.2
Migrant	49.4
77.9	77.9
Female	86.5

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

New Jersey does not yet administer a grade 5 assessment.

Grade 5 Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	N/A
American Indian/Alaska Native	N/A
Asian/Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 5 Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	N/A
American Indian/Alaska Native	N/A
Asian/Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

New Jersey does not yet administer a grade 6 assessment.

Grade 6 Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	N/A
American Indian/Alaska Native	N/A
Asian/Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 6 Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	N/A
American Indian/Alaska Native	N/A
Asian/Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

New Jersey does not yet administer a grade 7 assessment.

Grade 7 Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	N/A
American Indian/Alaska Native	N/A
Asian/Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 7 Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	N/A
American Indian/Alaska Native	N/A
Asian/Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 8 Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	61.7
American Indian/Alaska Native	58.8
Asian/Pacific Islander	82.6
Black, non-Hispanic	30.2
Hispanic	42.4
White, non-Hispanic	74.2
Students with Disabilities	20.8
Limited English Proficient	23.6
Economically Disadvantaged	36.1
Migrant	26.7
Male	62.2
Female	61.2

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Grade 8 Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	71.8
American Indian/Alaska Native	69.1
Asian/Pacific Islander	85.6
Black, non-Hispanic	46.4
Hispanic	52.2
White, non-Hispanic	83.2
Students with Disabilities	27.6
Limited English Proficient	17.5
Economically Disadvantaged	46.6
Migrant	40.0
Male	65.8
Female	78.1

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

High School Mathematics	Percent of Students Proficient or Advanced School Year 03-04
All Students	70.0
American Indian/Alaska Native	72.0
Asian/Pacific Islander	86.5
Black, non-Hispanic	38.7
Hispanic	48.6
White, non-Hispanic	81.0
Students with Disabilities	46.3
Limited English Proficient	29.3
Economically Disadvantaged	43.0
Migrant	37.6
Male	71.0
Female	69.1

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

High School Reading/Language Arts	Percent of Students Proficient or Advanced School Year 03-04
All Students	82.2
American Indian/Alaska Native	79.3
Asian/Pacific Islander	87.9
Black, non-Hispanic	65.4
Hispanic	65.6
White, non-Hispanic	89.9
Students with Disabilities	62.1
Limited English Proficient	24.1
Economically Disadvantaged	61.2
Migrant	52.9
Male	78.4
Female	86.3

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

IV. SCHOOL and DISTRICT ACCOUNTABILITY

A. For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2003-2004 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2003-2004 School Year Data	2442	1850	75.8

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2003-2004 School Year Data	616	585 *	95

B. For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2003-2004 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2003-2004 School Year Data	1367	932	68.2

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2003-2004 School Year Data	483	452*	93.6

* Based upon NJ's DINI definition

C. Title I Schools Identified for Improvement

1. In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2004-2005 school year, based upon data from the 2003-2004 school year. For each school listed, please provide the name of the school's district, the areas in which the school missed AYP (e.g., missing reading proficiency target, reading participation rate, other academic indicator), and the school improvement status for the 2004-2005 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring - planning, restructuring - implementation). Additionally, for any Title I school identified for improvement, corrective action, or restructuring for the 2004-2005 school year, that made AYP based upon data from the 2003-2004 school year, please mark "Made AYP 2003-2004."

2. Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring.

The NJDOE – Title I Office develops policy related to the requirements of NCLB. The Title I Office works with the NJDOE – Office of Grants Management regarding the NCLB Consolidated Subgrant Application that is completed annually by school districts. The NJDOE three regional offices and 21 county offices work directly with districts and schools; the Abbott Division works directly with the 31 Abbott districts and schools.

Districts and schools apply for their federal entitlement funds using the NCLB Consolidated Subgrant Application. To assist them in this effort, the NJDOE issues an annual *NCLB Reference Manual* and provides county-based technical assistance trainings. The consolidated application consists of two components: an electronic fiscal system, the Entitlement Web-Enabled Grant (EWEG), and a parallel paper program application that includes an annual comprehensive needs assessment.

For Title I schools that have been identified as in need of improvement, additional components of the parallel application must be completed. This includes a school level comprehensive needs assessment and a school improvement plan. The district is responsible for completing a plan describing how they will support their low-performing schools.

Technical assistance is provided to schools and districts in need of improvement to aid them in the parental notification process, public school choice option and supplemental educational services (SES) requirements. This technical assistance is provided directly by NJDOE regional/county/Abbott staff. The Title I Office staff provides guidance to the field offices as well as directly to schools, districts and SES providers.

The NCLB application is completed by the district and schools that are in need of improvement and submitted to the county or Abbott office for review and approval. As part of this process, county and Abbott staff are available to provide technical assistance as needed to districts and schools.

The Title I Office provides on-going formal and informal assistance to districts and schools. The Title I Office has developed six training modules that are available to districts and schools. These modules can be presented live by the county/Abbott education specialists or accessed on-line. The six modules cover the following topics: Title I Program Manager, School Improvement, Accountability, Parental Involvement, Teacher Training, and Scientifically Based Research Programs. Additionally, the Title I Office issues policy letters, sample parental notification letters, a Supplemental Educational Services Toolkit, and maintains a comprehensive Title I Web site.

School support teams work with the 100 schools that have been identified as in need of improvement for 4 consecutive years (corrective action). The school support team process in New Jersey is called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA process, adapted from Kentucky's Scholastic Audit, is designed to assist schools by conducting a comprehensive review and needs assessment of all facets of a school's operation. District functioning is also evaluated. At the conclusion of a week-long on-site visit by the CAPA school support team, the CAPA team issues a report that identifies findings and recommendations. The school and district are provided support from the county/Abbott staff to review, analyze and prioritize the findings and recommendations. The school/district then updates the NCLB Consolidated Application and school improvement plan, incorporating their plans for addressing the identified issues. The prioritized issues are specified and an action plan is developed that includes student achievement data benchmarks and targets, as well as a plan of action using scientifically based research models. Additionally, the NJDOE has initiated a Highly Skilled Professional Program to provide further resources for low-performing schools and districts. The NJDOE solicited applications and resumes from skilled educators across the state. An NJDOE review team screens and approves the applicants. Once approved, these highly skilled professionals can be used to assist schools and districts in their areas of need. Schools and districts may use their federal funds to pay for the services of a highly skilled professional. Throughout the entire process, regional/county/Abbott staff act as resources for assistance to the schools and districts.

Title I Schools Identified for Improvement, Corrective Action, and Restructuring

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
CITY OF ORANGE TWP #3412270	ORANGE MIDDLE #02410	X		X				YEAR 4 - CORRECTIVE ACTION
CLAYTON BORO #3403180	CLAYTON MIDDLE #02502	X		X				YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	KENNEDY NUMBER 9 #02790	X		X				YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	NUMBER 14 #02796	X		X				YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	WHITNEY M YOUNG MIDDLE #00501	X		X				YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	NUMBER 20 #02802			X				YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	NUMBER 22 #02804	X	X	X	X			YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	NUMBER 23 #02806	X		X				YEAR 4 - CORRECTIVE ACTION

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
JERSEY CITY #3407830	NUMBER 34 #02824	X		X				YEAR 4 - CORRECTIVE ACTION
JERSEY CITY #3407830	FRED W. MARTIN #41 #02838	X		X				YEAR 4 - CORRECTIVE ACTION
TRENTON CITY #3416290	MARTIN L KING MIDDLE SCH #03204	X	X	X	X			YEAR 4 - CORRECTIVE ACTION
TRENTON CITY #3416290	HEDGEPEETH-WILLIAMS M.S. #03206	X		X				YEAR 4 - CORRECTIVE ACTION
TRENTON CITY #3416290	ARTHUR HOLLAND MIDDLE SCH #03208	X	X	X	X	X		YEAR 4 - CORRECTIVE ACTION
TRENTON CITY #3416290	GREGORY #03222	X		X				YEAR 4 - CORRECTIVE ACTION
TRENTON CITY #3416290	MONUMENT #03232	X		X				YEAR 4 - CORRECTIVE ACTION
TRENTON CITY #3416290	P.J. HILL #03236	X		X				YEAR 4 - CORRECTIVE ACTION
NEW BRUNSWICK CITY #3411220	A CHESTER REDSHAW #03456	X	X	X	X			YEAR 4 - CORRECTIVE ACTION

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
NEW BRUNSWICK CITY #3411220	MCKINLEY COMM #03466			X				YEAR 4 - CORRECTIVE ACTION
PERTH AMBOY CITY #3412930	MC GINNIS MIDDLE SCHOOL #03542	X	X	X	X			YEAR 4 - CORRECTIVE ACTION
ASBURY PARK CITY #3400930	MIDDLE SCHOOL #03742	X		X		X		YEAR 4 - CORRECTIVE ACTION
ASBURY PARK CITY #3400930	THURGOOD MARSHALL PRIMARY #00157	X		X				YEAR 4 - CORRECTIVE ACTION
LONG BRANCH CITY #3408940	LONG BRANCH MIDDLE #03906	X		X				YEAR 4 - CORRECTIVE ACTION
PASSAIC CITY #3412540	NUMBER 4 LINCOLN #04842	X		X				YEAR 4 - CORRECTIVE ACTION
PATERSON CITY #3412690	NUMBER 5 #04882	X		X				YEAR 4 - CORRECTIVE ACTION
PATERSON CITY #3412690	NUMBER 6 #04884	X		X				YEAR 4 - CORRECTIVE ACTION
PATERSON CITY #3412690	NUMBER 10 #04892	X		X				YEAR 4 - CORRECTIVE ACTION

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
PATERSON CITY #3412690	NUMBER 12 #04896	X		X				YEAR 4 - CORRECTIVE ACTION
PATERSON CITY #3412690	NUMBER 15 #04902	X		X				YEAR 4 - CORRECTIVE ACTION
PATERSON CITY #3412690	NUMBER 20 #04912	X		X				YEAR 4 - CORRECTIVE ACTION
PATERSON CITY #3412690	NUMBER 26 #04920	X		X				YEAR 4 - CORRECTIVE ACTION
PENNS GRV-CARNEY'S PT REG #3412840	PENNS GROVE MIDDLE SCHOOL #05058	X		X				YEAR 4 - CORRECTIVE ACTION
SALEM CITY 3414550	SALEM MIDDLE #05094	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NO 75 BATTIN MIDDLE SCH #05482	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NO 77 MCAULIFFE MIDDLE SC #00105	X		X				YEAR 4 - CORRECTIVE ACTION

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
ELIZABETH CITY #3404590	NO 70 CLEVELAND MIDDLE SC #05484	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NO 72 HAMILTON MIDDLE SCH #05486	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NUMBER 1 G WASHINGTON #05492	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NUMBER 6 LAFAYETTE #05498	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NUMBER 17 T ROOSEVELT #05514	X		X				YEAR 4 - CORRECTIVE ACTION
ELIZABETH CITY #3404590	NO 71 MABEL HOLMES MIDDLE #00071	X		X				YEAR 4 - CORRECTIVE ACTION
HILLSIDE TWP #3407290	HURDEN LOOKER #05544	X		X				YEAR 4 - CORRECTIVE ACTION
HILLSIDE TWP #3407290	WALTER O. KRUMBIEGEL #05546	X		X				YEAR 4 - CORRECTIVE ACTION

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
LINDEN CITY #3408610	JOSEPH E SOEHL MIDDLE#05560	X		X				YEAR 4 - CORRECTIVE ACTION
PLAINFIELD CITY #341340	HUBBARD #05606	X		X				YEAR 4 - CORRECTIVE ACTION
PLAINFIELD CITY #3413140	DEWITT D. BARLOW #05610			X				YEAR 4 - CORRECTIVE ACTION
ROSELLE BORO #3414280	WASHINGTON #05658	X		X				YEAR 4 - CORRECTIVE ACTION
PHILLIPSBURG TOWN #3412960	ANDOVER MORRIS #05854	X		X				YEAR 4 - CORRECTIVE ACTION
EMILY FISHER CS OF ADV. S #3400037	EMILY FISHER CS OF ADV. S #00314	X		X		X		YEAR 4 - CORRECTIVE ACTION
PLEASANTVILLE CS FOR AC. #3400013	PLEASANTVILLE CS FOR AC. #00255	X		X				YEAR 4 - CORRECTIVE ACTION
PLEASANTVILLE CITY #3413200	LEEDS AVE ELEM SCH* #00198							YEAR 3 - SUPPLEMENTAL SERVICES
PLEASANTVILLE CITY #3413200	SOUTH MAIN ST ELEM SCH* #00202							YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
WILLINGBORO TWP #3418000	J. A. MCGINLEY ELEM SCH* #01280							YEAR 3 - SUPPLEMENTAL SERVICES
CAMDEN CITY #3402640	FOREST HILL* #01374							YEAR 3 - SUPPLEMENTAL SERVICES
BRIDGETON CITY #3402250	BUCKSHUTEM ROAD* #01788							YEAR 3 - SUPPLEMENTAL SERVICES
UPPER DEERFIELD TWP #3416530	WOODRUFF SCHOOL* #01898							YEAR 3 - SUPPLEMENTAL SERVICES
VINELAND CITY #3416800	DANE BARSE* #01916							YEAR 3 - SUPPLEMENTAL SERVICES
BELLEVILLE TOWN #3401350	NUMBER 4* #01964							YEAR 3 - SUPPLEMENTAL SERVICES
EAST ORANGE #3404230	G.WASHINGTON CARVER INST* #02046							YEAR 3 - SUPPLEMENTAL SERVICES
IRVINGTON TOWNSHIP #3407680	MT VERNON AVE* #02118							YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	BELMONT RUNYON* #02234							YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
NEWARK CITY #3411340	CAMDEN ST* #02252							YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	CAMDEN MIDDLE* #02254							YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	CLEVELAND* #02262							YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	FIFTEENTH AVE* #02272							YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	FRANKLIN* #02278							YEAR 3 - SUPPLEMENTAL SERVICES
CITY OF ORANGE TWP #3412270	CENTRAL* #02398							YEAR 3 - SUPPLEMENTAL SERVICES
BAYONNE CITY #3401260	PHILIP G VROOM NO 2* #02722							YEAR 3 - SUPPLEMENTAL SERVICES
JERSEY CITY #3407830	JULIA A. BARNES #12* #02794							YEAR 3 - SUPPLEMENTAL SERVICES
JERSEY CITY #3407830	WHITNEY M YOUNG PRIMARY* #02798							YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
UNION CITY #3416380	ROOSEVELT* #02920							YEAR 3 - SUPPLEMENTAL SERVICES
TRENTON CITY #3416290	COLUMBUS* #03216							YEAR 3 - SUPPLEMENTAL SERVICES
TRENTON CITY #3416290	FRANKLIN* #03218							YEAR 3 - SUPPLEMENTAL SERVICES
PERTH AMBOY CITY #3412930	ANTHONY V CERES SCHOOL* #03534							YEAR 3 - SUPPLEMENTAL SERVICES
ASBURY PARK CITY #3400930	BANGS AVE* #03736							YEAR 3 - SUPPLEMENTAL SERVICES
PASSAIC CITY #3412540	NUMBER 5* #00168							YEAR 3 - SUPPLEMENTAL SERVICES
PASSAIC CITY #3412540	NUMBER 6 MARTIN L KING* #04844							YEAR 3 - SUPPLEMENTAL SERVICES
PROSPECT PARK BORO #3413470	NUMBER 1 PROSPECT PARK* #04938							YEAR 3 - SUPPLEMENTAL SERVICES
HILLSIDE TWP #3407290	CALVIN COOLIDGE* #05542							YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
PLAINFIELD CITY #341340	MAXSON* 05608							YEAR 3 - SUPPLEMENTAL SERVICES
PLAINFIELD CITY #341340	CHARLES H. STILLMAN* #05626							YEAR 3 - SUPPLEMENTAL SERVICES
PLAINFIELD CITY #341340	WASHINGTON* #05626							YEAR 3 - SUPPLEMENTAL SERVICES
PLAINFIELD CITY #341340	WOODLAND* #05630							YEAR 3 - SUPPLEMENTAL SERVICES
PLEASANTECH ACADEMY CS #3400012	PLEASANTECH ACADEMY CS* #00253							YEAR 3 - SUPPLEMENTAL SERVICES
ATLANTIC CITY #3400960	UPTOWN SCHOOL COMPLEX** #00022	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
BEVERLY CITY #3401740	BEVERLY SCHOOL** #00952	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
MILLVILLE CITY #3410320	BACON ELEM** #01872	X						YEAR 3 - SUPPLEMENTAL SERVICES
IRVINGTON TOWNSHIP #3407680	THURGOOD G MARSHALL** #00089	X						YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
NEWARK CITY #3411340	LINCOLN** #02302	X						YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	LOUISE A. SPENCER** #02304	X						YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	WARREN ST** #02366	X						YEAR 3 - SUPPLEMENTAL SERVICES
KEARNY TOWN #3407890	WASHINGTON** #02878	X						YEAR 3 - SUPPLEMENTAL SERVICES
NORTH BERGEN TWP #3411460	NORTH BERGEN HIGH** #02882			X				YEAR 3 - SUPPLEMENTAL SERVICES
TRENTON CITY #3416290	LUIS MUNOZ-RIVERA ELEM** #03230			X				YEAR 3 - SUPPLEMENTAL SERVICES
RED BANK BORO #3413740	RED BANK MIDDLE** #04078	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
PATERSON CITY #3412690	NUMBER 21** #04914			X				YEAR 3 - SUPPLEMENTAL SERVICES
PATERSON CITY #3412690	MARTIN LUTHER KING** #05916	X						YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
LEAP ACADEMY UNIVERSITY C #3400078	LEAP ACADEMY UNIVERSITY C** #00487			X				YEAR 3 - SUPPLEMENTAL SERVICES
TRENTON COMMUNITY CS #3400068	TRENTON COMMUNITY CS** #00497	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
WILLINGBORO TWP #3418000	W. R. JAMES SR ELEM SCH #01282	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
WOODBINE BORO #3418090	WOODBINE ELEM #01780	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
EAST ORANGE #3404230	LANGSTON HUGHES SCHOOL #02048	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
IRVINGTON TOWNSHIP #3407680	FLORENCE AVE #05965			X				YEAR 3 - SUPPLEMENTAL SERVICES
IRVINGTON TOWNSHIP #3407680	GROVE ST #02114					X		YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #3411340	CHANCELLOR AVE #02262			X				YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #341140	EIGHTEENTH AVE #02268	X		X				YEAR 3 - SUPPLEMENTAL SERVICES

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
NEWARK CITY #3411340	ELLIOTT ST #02270	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
NEWARK CITY #341134	QUITMAN COMMUNITY SCHOOL #02334			X				YEAR 3 - SUPPLEMENTAL SERVICES
JERSEY CITY #3407830	THE ACADEMY II #00231	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
TRENTON CITY #3416290	JOYCE KILMER #03228	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
PATERSON CITY #3412690	EDWARD W KILPATRICK #04872			X				YEAR 3 - SUPPLEMENTAL SERVICES
PATERSON CITY #3412690	NUMBER 11 #04894	X						YEAR 3 - SUPPLEMENTAL SERVICES
PATERSON CITY #3412690	NUMBER 13 #04898	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
ELIZABETH CITY #3404590	NUMBER 3 PETERSTOWN #05962	X		X				YEAR 3 - SUPPLEMENTAL SERVICES
PLAINFIELD CITY #3413140	CLINTON #05614	X		X				YEAR 3 - SUPPLEMENTAL SERVICES

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		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
PLAINFIELD CITY #3413140	EMERSON #05618			X				YEAR 3 - SUPPLEMENTAL SERVICES
ATLANTIC CITY #3400960	ATLANTIC CITY HIGH #00010	X	X	X	X			YEAR 2 - CHOICE
ATLANTIC CITY #3400960	TEXAS AVENUE #00018			X				YEAR 2 - CHOICE
ATLANTIC CITY #3400960	DR M L KING JR SCH COMP #00032	X		X				YEAR 2 - CHOICE
BUENA REGIONAL #3402400	CLEARY MIDDLE SCHOOL #00046	X		X				YEAR 2 - CHOICE
EGG HARBOR CITY #3404530	FANNY D. RITTENBERG M S #00076	X		X				YEAR 2 - CHOICE
EGG HARBOR TWP #3404560	EGG HARBOR TWP MIDDLE #00011	X		X				YEAR 2 - CHOICE
GALLOWAY TWP #3405730	GALLOWAY TWP MIDDLE SCH #00383	X						YEAR 2 - CHOICE
GALLOWAY TWP #3405730	REEDS ROAD ELEM SCH #06028	X		X				YEAR 2 - CHOICE
HAMILTON TWP #3406510	WILLIAM DAVIES MIDDLE SCH #06029	X		X				YEAR 2 - CHOICE
HAMMONTON TOWN #3406570	HAMMONTON HIGH #00136	X		X				YEAR 2 - CHOICE

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		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
HAMMONTON TOWN #3406570	WARREN E SOOY JR-ELEM SCH #00138	X						YEAR 2 - CHOICE
HAMMONTON TOWN #3406570	HAMMONTON MIDDLE SCH #00140	X		X				YEAR 2 - CHOICE
MAINLAND REGIONAL #3409360	MAINLAND REG H S #00158	X		X				YEAR 2 - CHOICE
PLEASANTVILLE CITY #3413200	PLEASANTVILLE H S #00192	X		X				YEAR 2 - CHOICE
SOMERS POINT CITY #3415030	DAWES AVE ELEM SCH #00208	X						YEAR 2 - CHOICE
BERGENFIELD BORO #3401500	ROY W BROWN MIDDLE #00278	X						YEAR 2 - CHOICE
CLIFFSIDE PARK BORO #3403270	CLIFFSIDE PARK HIGH #00304	X						YEAR 2 - CHOICE
ENGLEWOOD CITY #3404740	DWIGHT MORROW HIGH #00388	X		X				YEAR 2 - CHOICE
ENGLEWOOD CITY #3404740	J.E. DISMUS MIDDLE #00394	X		X				YEAR 2 - CHOICE
GARFIELD CITY #3405760	GARFIELD HIGH #00466	X		X				YEAR 2 - CHOICE
GARFIELD CITY #3405760	COLUMBUS #00468	X		X				YEAR 2 - CHOICE

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		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
GARFIELD CITY #3405760	THOMAS JEFFERSON MIDDLE #00470	X		X				YEAR 2 - CHOICE
HACKENSACK CITY #3406270	FANNY M HILLERS #00502	X						YEAR 2 - CHOICE
LODI BOROUGH #3408850	THOMAS JEFFERSON MID SCH #00556	X		X				YEAR 2 - CHOICE
PALISADES PARK #3412360	PALISADES PARK JR-SR HIGH #00682	X						YEAR 2 - CHOICE
PARAMUS BORO #3412420	PARAMUS HIGH #00688			X				YEAR 2 - CHOICE
BORDENTOWN REGIONAL #3402030	MAC FARLAND JR #05926	X		X				YEAR 2 - CHOICE
BURLINGTON CITY #3402430	BURLINGTON CITY HIGH #00966	X		X			X	YEAR 2 - CHOICE
BURLINGTON CO VOCATIONAL #3402490	INST OF TECH-WESTAMPTON #00996			X				YEAR 2 - CHOICE
EDGEWATER PARK TWP #3404470	MAGOWAN #01062	X						YEAR 2 - CHOICE
LENAPE REGIONAL #3408490	LENAPE HIGH #01094	X	X	X	X			YEAR 2 - CHOICE

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		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
LUMBERTON TWP #3409180	BOBBY'S RUN SCHOOL #00222			X				YEAR 2 - CHOICE
LUMBERTON TWP #3409180	LUMBERTON MIDDLE SCHOOL #06092	X		X				YEAR 2 - CHOICE
MOUNT HOLLY TWP #3410920	JOHN BRAINERD #01148	X		X				YEAR 2 - CHOICE
MOUNT HOLLY TWP #3410920	F W HOLBEIN #01152	X		X				YEAR 2 - CHOICE
NORTHERN BURLINGTON REG #3411700	N BURLINGTON CTY REG JR H #01184	X		X				YEAR 2 - CHOICE
PEMBERTON TWP #3412810	ALEXANDER DENBO #01220			X				YEAR 2 - CHOICE
RANCOCAS VALLEY REGIONAL #3413620	RANCOCAS VALLEY REG H #01230	X		X				YEAR 2 - CHOICE
BLACK HORSE PIKE REGIONAL #3401770	TIMBER CREEK HIGH #00425	X		X				YEAR 2 - CHOICE
BLACK HORSE PIKE REGIONAL #3401770	TRITON HIGH #01338	X		X			X	YEAR 2 - CHOICE
CAMDEN CITY #3402640	CAMDEN HIGH #01346	X	X	X	X		X	YEAR 2 - CHOICE

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		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
CAMDEN CITY #3402640	WOODROW WILSON HIGH #01348	X	X	X	X			YEAR 2 - CHOICE
CAMDEN CITY #3402640	CRAMER #01366	X						YEAR 2 - CHOICE
CAMDEN CITY #3402640	RILETTA CREAM ELEM SCHOOL #06084	X						YEAR 2 - CHOICE
CAMDEN CITY #3402640	R C MOLINA ELEM SCHOOL #01386	X	X	X	X			YEAR 2 - CHOICE
CAMDEN CITY #3402640	WASHINGTON #01402	X		X				YEAR 2 - CHOICE
CAMDEN CITY #3402640	YORKSHIP #01408		X		X			YEAR 2 - CHOICE
CAMDEN COUNTY VOCATIONAL #3402670	CAMDEN CO TECH-GLOUCESTER #01414	X		X			X	YEAR 2 - CHOICE
CHERRY HILL TWP #3403000	JOHN A CARUSI MIDDLE SCH #01426			X				YEAR 2 - CHOICE
GLOUCESTER TWP #3406030	BLACKWOOD #01508	X						YEAR 2 - CHOICE
GLOUCESTER TWP #3406030	CHARLES W LEWIS #01510			X				YEAR 2 - CHOICE

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		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
GLOUCESTER TWP #3406030	ERIAL ELEMENTARY #01514			X				YEAR 2 - CHOICE
GLOUCESTER TWP #3406030	ANN A MULLEN MIDDLE SCH #00131	X		X				YEAR 2 - CHOICE
HADDON HEIGHTS BORO #3406330	HADDON HEIGHTS JR-SR HS #01528			X				YEAR 2 - CHOICE
LAWNSIDE BORO #3408340	LAWNSIDE PUBLIC #01572	X		X				YEAR 2 - CHOICE
LINDENWOLD BORO #3408640	LINDENWOLD MIDDLE SCHOOL #00431	X	X	X	X			YEAR 2 - CHOICE
STERLING HIGH SCHOOL DIST #3402880	STERLING HIGH SCHOOL #01662			X				YEAR 2 - CHOICE
WINSLOW TWP #3418060	WINSLOW TWP SCHOOL NO 5 #06062	X		X				YEAR 2 - CHOICE
WOODLYNNE BORO #3418270	WOODLYNNE #01700	X		X				YEAR 2 - CHOICE
LOWER CAPE MAY REGIONAL #3409090	RICHARD M TEITELMAN SCH #01722	X		X				YEAR 2 - CHOICE
LOWER TWP #3409150	MAUD ABRAMS SCHOOL #01728	X						YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
MIDDLE TWP #3410020	MIDDLE TWP ELEM 2 #00033			X				YEAR 2 - CHOICE
MIDDLE TWP #3410020	MIDDLE TWP ELEM NO 4 #01738	X	X	X	X			YEAR 2 - CHOICE
WILDWOOD CITY #3417940	GLENWOOD AVE ELEMENTARY #01770	X						YEAR 2 - CHOICE
BRIDGETON CITY #3402250	BRIDGETON HIGH #01784	X	X	X	X		X	YEAR 2 - CHOICE
CUMBERLAND REGIONAL #3403620	CUMBERLAND REG H.S. #01820	X		X			X	YEAR 2 - CHOICE
DEERFIELD TWP #3403660	DEERFIELD #01826	X		X				YEAR 2 - CHOICE
LAWRENCE TWP #3408370	MYRON L POWELL #01856	X						YEAR 2 - CHOICE
MILLVILLE CITY #3410320	MILLVILLE SENIOR HIGH #01868	X		X	X		X	YEAR 2 - CHOICE
MILLVILLE CITY #3410320	HOLLY HEIGHTS #01878			X				YEAR 2 - CHOICE
UPPER DEERFIELD TWP #3416530	ELIZABETH F MOORE SCHOOL #01896	X						YEAR 2 - CHOICE
VINELAND CITY #3416800	VETERANS MEMORIAL INT SCH #01908	X		X	X			YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
VINELAND CITY 3416800	ANTHONY ROSSI INTER. SCH #01910	X		X				YEAR 2 - CHOICE
VINELAND CITY #3416800	JOHNSTONE #01928	X		X				YEAR 2 - CHOICE
BELLEVILLE TOWN #3401350	BELLEVILLE MIDDLE #01956	X		X				YEAR 2 - CHOICE
BLOOMFIELD TWP #3401830	BLOOMFIELD MIDDLE #01982	X		X				YEAR 2 - CHOICE
ESSEX CO VOC- TECH #3404800	ESSEX CTY V N 13TH ST NWK #02074	X						YEAR 2 - CHOICE
ESSEX CO VOC- TECH #3404800	WEST MARKET STREET CENTER #00137	X		X				YEAR 2 - CHOICE
MONTCLAIR TOWN #3410560	GLENFIELD MIDDLE #02172	X		X				YEAR 2 - CHOICE
MONTCLAIR TOWN #3410560	MT HEBRON MIDDLE SCHOOL #02178	X		X				YEAR 2 - CHOICE
NEWARK CITY #3411340	BARRINGER #02190	X	X	X	X			YEAR 2 - CHOICE
NEWARK CITY #3411340	CENTRAL #02192		X	X	X			YEAR 2 - CHOICE
NEWARK CITY #341340	EAST SIDE #02194	X		X				YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
NEWARK CITY #341340	MALCOLM X SHABAZZ HIGH #02198			X				YEAR 2 - CHOICE
NEWARK CITY #341340	RENAISSANCE ACADEMY #00499	X	X	X	X	X		YEAR 2 - CHOICE
NEWARK CITY #341340	TECHNOLOGY HIGH #00139	X						YEAR 2 - CHOICE
NEWARK CITY #341340	WEEQUAHIC #02206	X					X	YEAR 2 - CHOICE
NEWARK CITY #341340	WEST SIDE HIGH #02208			X			X	YEAR 2 - CHOICE
NEWARK CITY #341340	BROADWAY #02246	X		X				YEAR 2 - CHOICE
NEWARK CITY #3411340	HAWKINS ST #02284	X						YEAR 2 - CHOICE
NEWARK CITY #3411340	MADISON ELEM. #02306	X		X				YEAR 2 - CHOICE
NEWARK CITY #3411340	ROBERTO CLEMENTE #02342	X						YEAR 2 - CHOICE
NEWARK CITY #3411340	SOUTH ST #02352	X		X				YEAR 2 - CHOICE
NEWARK CITY #3411340	SOUTH SEVENTEENTH ST #2354	X		X				YEAR 2 - CHOICE
NEWARK CITY #3411340	THIRTEENTH AVE #02364	X		X				YEAR 2 - CHOICE
NUTLEY TOWN #3411880	FRANKLIN MIDDLE SCHOOL #02380	X						YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
SOUTH ORANGE-MAPLEWOOD #3415330	COLUMBIA SR HIGH #02422	X		X				YEAR 2 - CHOICE
CLEARVIEW REGIONAL #3403210	CLEARVIEW REG MIDDLE SCH #02508	X		X				YEAR 2 - CHOICE
DEPTFORD TWP #3403900	MONONGAHELA MIDDLE SCHOOL #02514			X				YEAR 2 - CHOICE
MONROE TWP #3410470	WILLIAMSTOWN MIDDLE SCH #00183			X				YEAR 2 - CHOICE
PAULSBORO BORO #3412720	PAULSBORO HIGH #02608	X						YEAR 2 - CHOICE
DELSEA REGIONAL H.S.DIST. #3415450	DELSEA REGIONAL HIGH SCH #02630			X				YEAR 2 - CHOICE
WASHINGTON TWP #3417070	BUNKER HILL MIDDLE SCH #00185	X		X				YEAR 2 - CHOICE
WASHINGTON TWP #3417070	ORCHARD VALLEY MIDDLE #06076	X		X				YEAR 2 - CHOICE
WEST DEPTFORD TWP #3417430	WEST DEPTFORD MIDDLE #02676	X		X				YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
HARRISON TOWN #3406870	WASHINGTON NO 1 #02742			X				YEAR 2 - CHOICE
JERSEY CITY #3407830	HENRY SNYDER #02772	X	X	X	X		X	YEAR 2 - CHOICE
JERSEY CITY #3407830	JAMES J FERRIS #02774	X		X				YEAR 2 - CHOICE
JERSEY CITY #3407830	LINCOLN #02776	X		X			X	YEAR 2 - CHOICE
JERSEY CITY #3407830	WILLIAM L DICKINSON #02780	X		X			X	YEAR 2 - CHOICE
JERSEY CITY #3407830	NUMBER 5 #02786	X						YEAR 2 - CHOICE
JERSEY CITY #3407830	MARTIN L KING JR #11 #02792	X						YEAR 2 - CHOICE
JERSEY CITY #3407830	NUMBER 24 #02808	X		X				YEAR 2 - CHOICE
JERSEY CITY #3407830	ALEXANDER D SULLIVAN 30 #02830	X		X				YEAR 2 - CHOICE
JERSEY CITY #3407830	DR CHARLES P DEFUCCIO 39 #02832	X		X				YEAR 2 - CHOICE
JERSEY CITY #3407830	EZRA L NOLAN 40 #02836	X		X				YEAR 2 - CHOICE
JERSEY CITY #3407830	JAMES F MURRAY 38 #02842		X	X	X			YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
UNION CITY #3416380	EMERSON HIGH #02908			X			X	YEAR 2 - CHOICE
UNION CITY #3416380	UNION HILL HIGH #02910	X					X	YEAR 2 - CHOICE
UNION CITY #3416380	THOMAS A EDISON #02912	X		X				YEAR 2 - CHOICE
UNION CITY #3416380	WASHINGTON #02922	X						YEAR 2 - CHOICE
FLEMINGTON-RARITAN REG #3405190	READING-FLEMING MIDDLE #02986	X						YEAR 2 - CHOICE
HAMILTON TWP #3406540	LALOR #03112	X		X				YEAR 2 - CHOICE
TRENTON CITY #3416290	GRACE A DUNN MIDDLE SCH #03210	X		X	X	X		YEAR 2 - CHOICE
TRENTON CITY #3416290	GRANT #03220	X		X				YEAR 2 - CHOICE
TRENTON CITY #3416290	HARRISON #03224	X		X				YEAR 2 - CHOICE
TRENTON CITY #3416290	MOTT #03234	X		X				YEAR 2 - CHOICE
TRENTON CITY #3416290	ROBBINS #03242	X						YEAR 2 - CHOICE
TRENTON CITY #3416290	STOKES #03244	X		X				YEAR 2 - CHOICE
TRENTON CITY #3416290	WILSON #03248	X		X				YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/ middle schools)	Graduation Rate (high school)	
CARTERET BORO #3402820	COLUMBUS #03272	X		X				YEAR 2 - CHOICE
CARTERET BORO #3402820	CARTERET MIDDLE SCHOOL #03274	X		X				YEAR 2 - CHOICE
HIGHLAND PARK BORO #3407170	HIGHLAND PARK HIGH #03372			X				YEAR 2 - CHOICE
MIDDLESEX CO VOCATIONAL #3410080	MDSEX CTY VOC PERTH AMBOY #03424	X		X				YEAR 2 - CHOICE
MIDDLESEX CO VOCATIONAL #3410080	MDSEX CTY VOC WOODBIDGE #03428	X		X				YEAR 2 - CHOICE
MONROE TWP #3410500	MONROE TWP HIGH #03438	X						YEAR 2 - CHOICE
NEW BRUNSWICK CITY #3411220	NEW BRUNSWICK HIGH #03454	X		X				YEAR 2 - CHOICE
NEW BRUNSWICK CITY #3411220	LORD STIRLING #03464	X		X				YEAR 2 - CHOICE
NEW BRUNSWICK CITY #3411220	ROOSEVELT ELEM #03472	X		X				YEAR 2 - CHOICE
PERTH AMBOY CITY #3412930	PERTH AMBOY HIGH #03530	X		X			X	YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
SOUTH PLAINFIELD BORO #3415360	SO PLAINFIELD MIDDLE #03634	X						YEAR 2 - CHOICE
SOUTH RIVER BORO #3415390	SOUTH RIVER MIDDLE #03650	X		X				YEAR 2 - CHOICE
ASBURY PARK CITY #3400930	ASBURY PARK HIGH #03732			X			X	YEAR 2 - CHOICE
ASBURY PARK CITY #3400930	BRADLEY ELEMMENTARY #03740	X						YEAR 2 - CHOICE
FREEHOLD BORO #3405580	INTERMEDIATE #03790	X						YEAR 2 - CHOICE
FREEHOLD BORO #3405580	PARK AVENUE ELEM SCHOOL #03792	X		X				YEAR 2 - CHOICE
FREEHOLD REGIONAL #3405580	FREEHOLD BOROUGH HIGH #03796	X		X				YEAR 2 - CHOICE
HOWELL TWP #3407560	HOWELL TWP M S NORTH #00097	X						YEAR 2 - CHOICE
KEANSBURG BORO #3407860	JOSEPH R. BOLGER MID SCH #00027	X						YEAR 2 - CHOICE
KEANSBURG BORO #3407860	JOSEPH C CARUSO SCHOOL #03884			X				YEAR 2 - CHOICE
KEYPORT BORO #3407950	KEYPORT HIGH #03888	X		X		X		YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
LONG BRANCH CITY #3408940	LONG BRANCH HIGH #03904	X		X				YEAR 2 - CHOICE
LONG BRANCH CITY #3408940	A A ANASTASIA #03908			X				YEAR 2 - CHOICE
MONMOUTH REGIONAL #3410440	MONMOUTH REG HIGH #04026	X		X				YEAR 2 - CHOICE
NEPTUNE TWP #3411160	NEPTUNE MIDDLE SCHOOL #04036	X		X				YEAR 2 - CHOICE
NEPTUNE TWP #3411160	GABLES #04040	X		X				YEAR 2 - CHOICE
RED BANK REGIONAL #3413750	RED BANK REG HIGH #04084	X		X				YEAR 2 - CHOICE
DOVER TOWN #3403930	DOVER HIGH #04212	X		X				YEAR 2 - CHOICE
DOVER TOWN #3403930	DOVER MIDDLE #00005	X		X				YEAR 2 - CHOICE
MORRIS SCHOOL DISTRICT #3410810	FRELINGHUYSEN #04372	X		X				YEAR 2 - CHOICE
CENTRAL REGIONAL #3402910	CENTRAL REGIONAL HIGH #04604	X		X				YEAR 2 - CHOICE
CENTRAL REGIONAL #3402910	CENTRAL REGIONAL MIDDLE #05928	X		X				YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
JACKSON TWP #3407740	CHRISTA MCAULIFFE MID SCH #00069	X		X				YEAR 2 - CHOICE
JACKSON TWP #3407740	CARL W GOETZ MIDDLE SCH #04624	X		X				YEAR 2 - CHOICE
LACEY TWP #3408100	LACEY TWP HIGH #05935	X		X				YEAR 2 - CHOICE
LAKESIDE TWP #3408220	CLIFTON AVE GRADE SCH #04638	X						YEAR 2 - CHOICE
MANCHESTER TWP #3409450	MANCHESTER TWP MIDDLE #05967	X						YEAR 2 - CHOICE
PINELANDS REGIONAL #3413000	PINELANDS REG JR HIGH SCH #06101	X		X		X		YEAR 2 - CHOICE
TOMS RIVER REGIONAL #3416230	TOMS RIVER INTERMEDIATE W #04728	X		X				YEAR 2 - CHOICE
CLIFTON CITY #3403300	CHRISTOPHER COLUMBUS MID #04764	X		X				YEAR 2 - CHOICE
PASSAIC CITY #3412540	NUMBER 3 MARIO J DRAGO #04840	X		X				YEAR 2 - CHOICE
PASSAIC CITY #3412540	NUMBER 11 CRUISE MEMORIAL #04854			X				YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
PASSAIC COUNTY VOCATIONAL #3412630	PASSAIC CO TECH INSTITUTE #04860	X						YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 2 #04876	X						YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 3 #04878	X		X				YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 8 #04888	X		X				YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 17 #04906	X						YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 18 #04908			X				YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 25 #04918	X		X				YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 27 #04922	X		X				YEAR 2 - CHOICE
PATERSON CITY #3412690	NUMBER 28 #04924			X				YEAR 2 - CHOICE
WEST MILFORD TWP #3417520	MACOPIN #05002	X		X				YEAR 2 - CHOICE
PENNS GRV-CARNEY'S PT REG #3409120	PENNS GROVE HIGH #05064			X				YEAR 2 - CHOICE
PITTS GROVE TWP #3413110	PITTS GROVE TWP MIDDLE SCH #06056	X						YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
SALEM CITY #3414550	SALEM HIGH #05090	X		X			X	YEAR 2 - CHOICE
BOUND BROOK BORO #3402100	BOUND BROOK HIGH #05144	X		X				YEAR 2 - CHOICE
FRANKLIN TWP #3405490	SAMPSON G SMITH #05212	X		X				YEAR 2 - CHOICE
NORTH PLAINFIELD BORO #3411640	STONY BROOK #05264	X	X	X	X			YEAR 2 - CHOICE
SOUTH BOUND BROOK #3415180	ROBERT MORRIS SCHOOL #00465	X		X				YEAR 2 - CHOICE
HOPATCONG #3407440	HOPATCONG HIGH #05362	X		X				YEAR 2 - CHOICE
HOPATCONG #3407440	HOPATCONG MIDDLE #05905	X		X				YEAR 2 - CHOICE
ELIZABETH CITY #3404590	NUMBER 2 WINFIELD SCOTT #05494			X				YEAR 2 - CHOICE
ELIZABETH CITY #3404590	NUMBER 13 B FRANKLIN #05506			X				YEAR 2 - CHOICE
LINDEN CITY #3408610	NUMBER 4 ANNEX #05570	X		X				YEAR 2 - CHOICE
PLAINFIELD CITY #3413140	FREDERIC W. COOK #05616			X				YEAR 2 - CHOICE
RAHWAY CITY #3413530	RAHWAY INTERMEDIATE SCH #05636	X						YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
RAHWAY CITY #3413530	FRANKLIN #05640			X				YEAR 2 - CHOICE
WARREN HILLS REGIONAL #3416970	WARREN HILLS REG MIDD SCH #05880	X		X				YEAR 2 - CHOICE
ACADEMY CHARTER HIGH SCHO #3400048	ACADEMY CHARTER HIGH SCHO #00335	X		X				YEAR 2 - CHOICE
LIBERTY ACADEMY CS #3400028	LIBERTY ACADEMY CS #00295	X		X				YEAR 2 - CHOICE
GATEWAY CS #3400030	GATEWAY CS #00299	X						YEAR 2 - CHOICE
JERSEY CITY GOLDEN DOOR #3400034	JERSEY CITY GOLDEN DOOR #00305			X				YEAR 2 - CHOICE
LADY LIBERTY ACADEMY CS #3400077	LADY LIBERTY ACADEMY CS #00485	X		X				YEAR 2 - CHOICE
MARION P. THOMAS CS #3400022	MARION P. THOMAS CS #00285	X		X		X		YEAR 2 - CHOICE
CHARTER~TEC HIGH SCHOOL #340019	CHARTER~TECH HIGH SCHOOL #00269			X				YEAR 2 - CHOICE
OCEANSIDE CS #3400011	OCEANSIDE CS #00251	X		X				YEAR 2 - CHOICE

District Name & NCES/CCD ID Code	School Name & NCES/CCD ID Code	Area(s) in which school missed AYP						School Improvement Status for SY 2004-2005
		Reading/Language Arts		Mathematics		Other Academic Indicator		
		Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/ middle schools)	Graduation Rate (high school)	
SCHOMBURG CS #3400067	SCHOMBURG CS #00495	X		X				YEAR 2 - CHOICE

***On hold, made AYP 2003-2004**

****On hold**

D. Title I Districts Identified for Improvement.

1. In the following chart, please provide a list of Title I districts identified for improvement or corrective action under section 1116 for the 2004-2005 school year, based upon data from the 2003-2004 school year. For each district listed, please provide the areas in which the district missed AYP (e.g., missing reading proficiency target, reading participation rate, other academic indicator), and the district improvement status for the 2004-2005 school year (e.g., district in need of improvement year 1, district in need of improvement year 2, corrective action).

2 Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

Districts in need of improvement were identified in January 2005. These districts were notified by mail advising them of their status and the NCLB requirements of parental notification, fiscal reallocation of Title I funds and the submission of a district improvement plan.

In February 2005, a statewide technical assistance session was held for the identified districts. During this session, the NCLB requirements were reviewed and the NJDOE solicited feedback from the identified districts to determine the type and scope of the districts' technical assistance needs.

Submission of a district improvement plan is included as part of the NCLB Consolidated Application. This plan is due for submission and review by the county/Abbott staff on April 12, 2005. Regional/county/Abbott staff have been providing guidance to districts as they complete their improvement plans.

Another session for these districts is scheduled for the end of April 2005. At that time, districts will review their district improvement plans with the three NJDOE assistant regional commissioners, county superintendents and county education specialists, with particular attention paid to how the state can provide technical assistance to the districts.

Districts are required to implement their improvement plans no later than the beginning of the 2005-2006 school year. County education specialists will meet with the districts on a quarterly basis to continue to provide assistance and support. Districts may also access services from the NJDOE Highly Skilled Professional Program.

Title I Districts Identified for Improvement and Corrective Action

District Name & NCES/CCD ID Code	Area(s) in which district missed AYP						District Improvement Status for SY 2004-2005
	Reading/Language Arts		Mathematics		Other Academic Indicator		
	Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/ middle schools)	Graduation Rate (high school)	
ATLANTIC CITY #3400960	X	X	X	X			YEAR 1 - DINI
BUENA REGIONAL #3402400	X		X			X	YEAR 1 - DINI
HAMMONTON TOWN #3406570	X		X				YEAR 1 - DINI
LENAPE REGIONAL #3408490	X	X	X	X			YEAR 1 - DINI
CAMDEN CITY #3402640	X	X	X	X	X	X	YEAR 1 - DINI
WINSLOW TWP #3418060	X		X			X	YEAR 1 - DINI
MIDDLE TWP #3410020	X	X	X	X			YEAR 1 - DINI
EAST ORANGE #3404230	X	X	X	X	X	X	YEAR 1 - DINI
ESSEX CO VOC- TECH #3404800	X		X				YEAR 1 - DINI
IRVINGTON TOWNSHIP #3407680	X	X	X	X	X		YEAR 1 - DINI
NEWARK CITY #3411340	X	X	X	X	X	X	YEAR 1 - DINI
JERSEY CITY #3407830	X	X	X	X		X	YEAR 1 - DINI

District Name & NCES/CCD ID Code	Area(s) in which district missed AYP						District Improvement Status for SY 2004-2005
	Reading/Language Arts		Mathematics		Other Academic Indicator		
	Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/ middle schools)	Graduation Rate (high school)	
TRENTON CITY #3416290	X	X	X	X	X	X	YEAR 1 - DINI
MIDDLESEX CO VOCATIONAL #3410080	X		X			X	YEAR 1 - DINI
NEW BRUNSWICK CITY #3411220	X	X	X	X	X		YEAR 1 - DINI
ASBURY PARK CITY #3400930	X		X		X	X	YEAR 1 - DINI
FREEHOLD REGIONAL #3405610	X		X	X			YEAR 1 - DINI
LONG BRANCH CITY #3408940	X		X				YEAR 1 - DINI
LAKWOOD TWP #3408220	X	X	X	X		X	YEAR 1 - DINI
PASSAIC CITY #3412540	X		X				YEAR 1 - DINI
PATERSON CITY #3412690	X		X			X	YEAR 1 - DINI
FRANKLIN TWP #3405490	X		X	X			YEAR 1 - DINI
NORTH PLAINFIELD BORO #3411640	X	X	X	X			YEAR 1 - DINI
ELIZABETH CITY #3404590	X		X				YEAR 1 - DINI

District Name & NCES/CCD ID Code	Area(s) in which district missed AYP						District Improvement Status for SY 2004-2005
	Reading/Language Arts		Mathematics		Other Academic Indicator		
	Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/ middle schools)	Graduation Rate (high school)	
PLAINFIELD CITY #3413140	X	X	X	X		X	YEAR 1 – DINI
ACADEMY CHARTER HIGH SCHO 3400048	X		X				YEAR 1 – DINI
LIBERTY ACADEMY CS #3400028	X		X				YEAR 1 – DINI
LADY LIBERTY ACADEMY CS #3400071	X		X				YEAR 1 – DINI
OCEANSIDE CS #3400011	X		X				YEAR 1 – DINI

E. PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES

1. Public School Choice

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2003-2004 school year.

63

2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2003-2004 school year. No data available. How many of these schools were charter schools? No data available.

3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2003-2004 school year. 363

4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2003-2004 school year. 557

Optional Information: If the State has the following data, the Department would be interested in knowing the following:

1. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2003-2004 school year. No data available.

2. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2003-2004 school year. No data available.

2. Supplemental Educational Services

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2003-2004 school year. 263

2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2003-2004 school year. 19,243

3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2003-2004 school year.

63,467

Optional Information: If the State has the following data, the Department would be interested in knowing the following:

1. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2003-2004 school year. **No data available.**

V. TEACHER and PARAPROFESIONAL QUALITY

A. Highly Qualified Teachers. NCLB places a major emphasis upon teacher quality as a factor in improving student achievement. The new Title II programs focus on preparing, training, and recruiting high-quality teachers and principals and requires States to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

The requirement that teachers be highly qualified, as defined in Section 9101(23) of the ESEA, applies to public elementary and secondary school teachers teaching in core academic subjects. (The term “core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (*Section 9101(11)*)). For more detailed information on highly qualified teachers, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/programs/teacherqual/guidance.doc>

1. In the following table, please provide data from the 2003-2004 school year for classes in the core academic subjects being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” and “low-poverty” schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines “high-poverty” schools as schools in the top quartile of poverty in the State and “low-poverty” schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	301,458	284,402	94.3
By Poverty Status			
High-Poverty Schools	59,787	52,293	87.5
Low-Poverty Schools	82,738	79,530	96.1
By Level			
Elementary	101,371	97,404	96.1
Intermediate	11,937	11,618	97.3
Middle/Jr High	82,487	75,525	91.6
Secondary	105,663	99,855	94.5

New Jersey’s NCLB Highly Qualified Baseline Survey was divided into four sections to approximate the various school organizational structures in the state. Therefore, the data above has been disaggregated by elementary, intermediate, middle/junior high and secondary levels. A description of the school organizational structures is provided in response to question 3 below.

2. Please report the State poverty quartile breaks for high- and low-poverty schools used in the table above.

	High-Poverty Schools	Low-Poverty Schools
State Poverty Quartile Breaks	More than <u>47</u> %	Less than <u>5.2</u> %
Poverty Metric Used	Students Eligible For Free and Reduced Lunch	

3. Please provide the State's definition of elementary and secondary school level as used in the chart above.

SCHOOL ORGANIZATION

The most typical organizational structures in the state are as follows:

- **Elementary Schools** (grades K-5, K-6, or K-8) in which classes are self-contained and teachers provide instruction in the full range of content to a single class, all day;
- **Intermediate Schools** (elementary-middle school hybrid - grades 3-6, 4-5, 4-6, 4-8, or 5-6) in which some teachers in self-contained classrooms provide the full range of content to a single class, all day; and some teachers in departmentalized settings provide instruction in one or more content areas to different classes of students throughout the day;
- **Middle/Junior High Schools** (grades 5-8, 6-8, 7-8, or 7-9) in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day;
- **Secondary Schools** (grades 7-12, 9-12, or 10-12) in which classes are departmentalized and teachers provide instruction in one or more content areas to different classes of students throughout the day. This also applies to vocational school classes in which the core academic subjects are taught.

It should be noted that there are some K-8 (or K-6) schools which utilize self-contained classes in grades K-4 and departmentalized classes in the higher grades. For such schools, their self-contained classes are reported under the Elementary School Category and their departmentalized higher grades are reported under the Middle/Junior High School category. K-12 schools, likewise, would have their classes reported in the appropriate categories.

B. High-Quality Professional Development. In the following chart, please provide data from the 2003-2004 school year the percentage of teachers receiving high-quality professional development. The term “high-quality professional development” means professional development that meets the criteria outlined in the definition of professional development in Title IX, Section 9101(34) of ESEA. The data for this element should include all public elementary and secondary school teachers in the State.

For more detailed information on high-quality professional development, please refer to the Improving Teacher Quality State Grants Guidance, available at:

<http://www.ed.gov/programs/teacherqual/guidance.doc>

	Percentage of Teachers Receiving High-Quality Professional Development
2003-2004 School Year	91%

C. Paraprofessional Quality. NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the following chart, please provide data from the 2003-2004 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

Baseline Data and Targets	Percentage of Qualified Title I Paraprofessionals
2003-2004 School Year	63%

VI. English Language Proficiency

A. English Language Proficiency (ELP) Standards

Please provide an updated description of the State's progress since September 1, 2003, in developing and implementing ELP standards as required under section 3113(b)(2). Please describe the progress the State has made in linking the ELP standards to academic content in reading/language arts and mathematics. Provide a description of the State's progress in developing ELP standards that are linked to academic content in science. Specifically, describe how the State's ELP standards:

- **Address grades K through 12**
- **Address the four domains of listening, speaking, reading, and writing**

STATE RESPONSE

The New Jersey English Language Proficiency (ELP) Standards were completed in May 2004 and may be accessed at <http://www.nj.gov/njded/bilingual/resources/elp.pdf>. The deadline for their completion was met in order to enable districts to align their ESL curricula to the new standards during the summer of 2004. During June 2004, prior to the end of the school year, the New Jersey Department of Education (NJDOE), Office of Specialized Populations, held regional awareness sessions to introduce school districts to the new ELP standards and provide guidance on how the standards could be used for ESL curriculum development and instruction.

The ELP standards link the TESOL Standards for Pre-K-12 to the New Jersey Language Arts Literacy Standards. In addition, the standards are linked to core academic content in reading/language arts; math, science and social studies by means of sample classroom tasks for each English language cumulative progress indicator that demonstrate how these skills can be taught and developed using academic content. Cumulative progress indicators reflect the areas in which students need to develop competence in English language arts.

The standards are organized by grade clusters of Pre-K-2, 3-5, 6-8 and 9-12 in accordance with the English Language Development Assessment (ELDA) that will be used as the single language proficiency test in New Jersey to measure annual progress in meeting the State's ELP objectives. The standards are further organized by the five domains of listening, speaking, reading and writing and media literacy and by English language proficiency levels which represent a proficiency level or range of levels at which competency would be expected for the particular cumulative progress indicator.

B. English Language Proficiency (ELP) Assessments**1. Please describe how the State ensures:**

- The annual assessment of all LEP students in the State in grades K-12;
- The ELP assessment(s) address the five domains of listening, speaking, reading, writing, and comprehension

2. If the State is using multiple ELP assessments, please describe how the State:

- Set technical criteria for the assessments (validity and reliability);
- Ensured the assessments are equivalent to one another in their content, difficulty, and quality;
- Reviewed and approved each assessment; and
- Ensured that data from all assessments can be aggregated for comparison and reporting purposes as well as disaggregated by ELP levels and grade levels

3. Please provide an updated description, including a timeline, of the State's progress in developing and implementing new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency standards as required by section 3113(b)(2)(C)(iii).**STATE RESPONSE**

New Jersey Law and Administrative code (N.J.A.C. 6A:15) has, since its passage in 1975, required the annual assessment of students with limited English proficiency (LEP) both for purposes identifying students and assessing progress. The State ensures that districts comply with the regulation by the following means:

- Assurances on both the State's Bilingual/ESL program plans and the NCLB Consolidated Application submitted by each school district;
- State auditing and monitoring procedures that requires that districts demonstrate the English language proficiency test score of each student that a district claims as LEP for State categorical aid; and
- Annual data collection on the levels of language proficiency of each district's LEP population and their progress in learning English.

Currently, the State uses three language proficiency tests: the Language Assessment Scales (LAS), published by CTB/McGraw/Hill; The Idea Proficiency Test (IPT) published by Ballard and Tighe, and the Maculaitis II Test of English Language Proficiency (MAC II). These have been used since 1998, when the State initiated the process of selecting new tests to replace the MAC I and Language Assessment Battery (LAB) which had outdated norms. The selection process included the establishment of a committee composed of bilingual/ESL education practitioners and testing and measurement experts whose task was to review all commercially-produced English language proficiency tests to determine which ones met the criteria set in the administrative code, that the test measure the four domains of listening, speaking, reading and writing and assess grades K-12; and

- met the technical criteria of validity and reliability; and
- ensured that the assessment were equivalent to one another in their content, difficulty and technical quality.

The assessments were piloted in two districts with large LEP populations to ensure the above as well as to determine the practicality and ease of administration and scoring. With the passage of the No Child Left Behind legislation, the NJDOE conducted a standard setting study to link each of the test scores to a uniform set of language proficiency levels. For a description of these levels go to www.nj.gov/njded/bilingual/policy/prof_levels.htm A description of the methods used to establish the cut-points in the standard setting study is provided in **Appendix VI B**. Currently, the NJDOE is a member of the consortium of 18 states being led by the Council for State School (CCSSO) that is developing the English Language Development Assessment (ELDA). New Jersey will phase in this assessment in the Spring, 2006. See **Appendix VI B(1)** for the timeline for test development.

C. English Language Proficiency Assessment Data

In the following tables, please provide English language proficiency (ELP) data from the **2003-2004** school year test administration. English language proficiency data should include **all** students in the State who were assessed and identified as limited English proficient by State-selected English language proficiency assessments. The State must also disaggregate ELP data by number and percentage of students who participated in Title III programs.

The ELP data should be aggregated at the State level and should include the following:

1. Total number and percentage of **all** students assessed for limited English proficiency (“assessed” refers to the number of students referred for assessment and evaluated using State-selected ELP assessments)
2. Total number and percentage of **all** students identified as LEP by each State-selected ELP assessment(s) (“identified” refers to the number of students determined to be LEP on State-selected ELP assessments)
3. Total number and percentage of **all** students identified as LEP at each level of English language proficiency as defined by State-selected ELP assessment(s)
4. Total number and percentage of students who participated in a Title III language instruction educational program during the 2003-2004 school year
5. Total number and percentage of students who participated in a Title III language instruction educational program during the 2003-2004 school year and who were transitioned into a classroom not tailored for LEP children and are no longer receiving services under Title III
6. Total number and percentage of LEP students at each level of English language proficiency who received Title III services during the 2003-2004 school year.

States may use the sample formats below or another format to report the requested information.

Table C-1: Refers to English Language Proficiency Assessment Data Items 1, 2, and 3 on the previous page

2003-2004 Data for ALL LEP Students in the State												
Name of LEP Assessment(s) IPT MACII LAS*	Total number and percentage of ALL Students Assessed		Total number and percentage of ALL students identified as LEP		Total number and percentage of ALL students identified as LEP at each level of English language proficiency							
					Number and Percentage at Basic or Level 1		Number and Percentage at Intermediate or Level 2		Number and Percentage at Advanced or Level 3		Number and Percentage at Proficient or Level 4	
(1)	(2)		(3)		(4)		(5)		(6)		(7)	
	57,404	98%	58,883	100%	4770	8%	8950	16%	13,237	23%	18,045	31%
Number and Percentage at Proficient or Level 5	12,402	22%	#	%	#	%	#	%	#	%	#	%
(8)												

*Total number of LEP students in New Jersey identified in the annual LEP Enrollment Summary, excluding Pre-K students.

Table C-2: Refers to English Language Proficiency Assessment Data Items 4, 5, and 6 on the previous page

2003-2004 Data for LEP Students in the State Served under Title III												
Name of LEP Assessment(s) LAS MACII IPT (1)	Total number and percentage of students identified as LEP who participated in Title III programs (2)		Total number and percentage of Title III LEP students transitioned for 2 year monitoring (3)		Total number and percentage of Title III students identified at each level of English language proficiency							
					Number and Percentage at Basic or Level 1 (4)		Number and Percentage at Intermediate or Level 2 (5)		Number and Percentage at Advanced or Level 3 (6)		Number and Percentage at Proficient or Level 4 (7)	
Includes less than one year students	55,378	100%	14,504	26%	# NA	% NA	# NA	% NA	# NA	% NA	# NA	% NA
Only students who were enrolled one full academic year or more	35,646	100%	11,050	31%	1,587	4%	4,072	11%	8,414	24%	12,795	36%
Number and Percentage at Proficient or Level 5	8,778	25%										

*Only students who were enrolled in programs for one full academic year or more are counted in the Title III accountability system. This is in accordance with the Title I accountability system. For this reason, the above numbers represent only students who are included in the State’s accountability system and whose English language progress is factored into the AMAO and AYP calculations.

D. Immigrant Children and Youth Data

Please provide the following information required under Section 3111(c).

- | | |
|--|---------------|
| 1. Number of immigrant children and youth reported in 2003-2004 | <u>45,814</u> |
| 2. Number of immigrant children and youth served in 2003-2004 | <u>37,979</u> |
| 3. Number of subgrants awarded to LEAs for immigrant children and youth programs for 2003-2004 | <u>59</u> |

E. Definition of Proficient

If the State has made changes since the September 1, 2003 Consolidated State Application submission, please provide the State’s definition of “proficient” in English as defined by the State’s English language proficiency standards and assessments as defined in section 3122(a)(3). Please include in your response:

- **The test score range or cut scores for each of the State’s ELP assessments**
- **A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State’s definition of “proficient” in English**
- **Other criteria used to determine attaining proficiency in English**

STATE RESPONSE

There are no changes made by the State since the September 1, 2003 Consolidated State Application Submission.

F. Definition of Making Progress

If the State has made changes since the September 1, 2003 Consolidated State Application submission, please provide the State's definition of "making progress" in learning English in Title III served schools as defined by the State's English language proficiency standards and assessments as defined in section 3122(a)(3). Please include in your response:

- A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments
- A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources)
- A description of the language domains in which students must make progress in moving from one English language proficiency level to the next

STATE RESPONSE

There are no changes since the September 1, 2003 Consolidated State Application submission.

G. Definition of Cohort

If the State has made changes since the September 1, 2003 Consolidated State Application submission, please provide the State’s definition of “cohort.” Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

The State has made no changes since the September 1, 2003 Consolidated State Application submission, with the exception of the addition of a “snapshot” cohort, defined below, which is used to acquire an estimate of progress for the objective of attainment of English language proficiency and exciting language assistance programs. The use of a snapshot cohort is necessary, since prior to the 2005-06 school year, we will not have four full years of data to measure this objective.

Cohort Definitions for Achieving English Proficiency

Grades K-4: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in 4 full years or less.

Cohort: A cohort for this AMAO will consist of students who started their first full year of a program for LEP students as of July 1 (September 1 for Kindergarten) of the same school year and exited after one, two, or three years or completed four full years of the program (whether or not they exited). For example, the target of 60% of LEP students achieving English Language proficiency and exiting a program by the end of the 2005-6 school year will apply to all students in grades K to 4 whose first full year of English language instruction began July 1, 2002 and who either

- Achieved proficiency and exited the program at the end of the 2002-3 school year
- Achieved proficiency and exited the program at the end of the 2003-4 school year
- Achieved proficiency and exited the program at the end of the 2004-5 school year
- Participated in the program during the 2005-6 school year

Snapshot Cohort: Prior to the 2005-6 school year, we will not have four full years of data to measure this objective. In order to get an estimate of our progress, we will take a “snapshot” view rather than a longitudinal view. The snapshot cohort for this AMAO will consist of students in the academic year who exited after one, two, or three years or completed four full years of the program (whether or not they exited).

For example, after the 2003-4 academic year the target of 50% of LEP students achieving English language proficiency and exiting a program will apply to all students in grades K to 4 who

- Attended one full year of an LEP program, achieved proficiency and exited the program at the end of the 2003-4 school year
- Attended two full years of an LEP program, achieved proficiency and exited the program at the end of the 2003-4 school year
- Attended three full years of an LEP program, achieved proficiency and exited the program

H. Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State?

Yes No

If yes, you may use the format provided below to report the requested information. If no, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency. and provide the data from that evaluation.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected		Actual		Projected		Actual	
2003-2004 School Year	50%	18,382*	60%	22,088*	NA**	NA**	26%**	15,073**

*Excludes students who were enrolled in programs for less than one year, since there were no Spring 2003 test scores from which to compare progress.

** This is a total of all students in the state that attained English proficiency and exited language assistance programs during 2003-04. This percent is not related to New Jersey's AMAO for English proficiency attainment which requires tracking students for up to four years (grades K-4) and five years (grades 5-12). Our cohort definition for attaining English proficiency requires a longitudinal tracking of students for four years in grades K-4 and five years in grades 5-12. Thus, data is not yet available.

I. Annual Measurable Achievement Objectives for English Language Proficiency for Title III Participants

Please provide the State’s progress in meeting performance targets/annual measurable achievement objectives in LEAs served by Title III

***Unit of Analysis/Cohort:** See Description of cohorts in section G.
 (Note: States should specify the defining characteristics of each cohort addressed, e.g., grades/grade spans)

States may use the sample format below or another format to report the requested information.

English Language Proficiency	Percent and Number of Title III LEP Students in the State Who Made Progress in Learning English				Percent and Number of Title III LEP Students in the State Who Attained English Proficiency			
	Projected		Actual		Projected		Actual	
2003-2004 School Year K-4	50%	9,058*	60%	10,896	50%	NA*	NA*	NA*
5-12	50%	8,764	60%	10,510	50%	NA*	NA*	NA*

J. Please provide the following data on Title III Programs for the 2003-2004 School Year

1. Number of Title III subgrants _____ 320 _____
2. Number of Title III subgrants that met Title III annual measurable achievement objectives _____ 226 _____
3. Number of Title III subgrantees that did not meet Title III annual measurable achievement objectives _____ 77 _____
4. Number of Title III subgrantees that did not meet Title III annual measurable achievement objectives Due to large increases in the number of LEP Immigrant students _____ N/A _____

*Our cohort definition for attaining English proficiency requires a longitudinal tracking of students for four years in grades K-4 and five years in grades 5-12. Thus, data is not yet available.

VII. Persistently Dangerous Schools

In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2004-2005 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.doc>

	Number of Persistently Dangerous Schools
2004-2005 School Year	10

VIII. Graduation and Dropout Rates

A. Graduation Rates

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2002-2003 school year.

2. For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

GRADUATION RATE

High School Graduates	Graduation Rate
Student Group	02-03 School Year
All Students	89.4%
American Indian/Alaska Native	88.9%
Asian/Pacific Islander	96.3%
Black, non-Hispanic	80%
Hispanic	80.2%
White, non-Hispanic	93.7%
Students with Disabilities	Not available*
Limited English Proficient	Not available*
Economically Disadvantaged	Not available*
Migrant	Not available*
Male	88.3%
Female	90.8%

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

*This data is not yet available because New Jersey does not have a student tracking system. Once our student tracking system (NJSMART) becomes operational, this data will be collected. We anticipate implementation of NJSMART in the fall of 2006.

B. Dropout Rate

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following chart, please provide data for the 2002-2003 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

DROPOUT RATE

Dropouts	Dropout Rate
Student Group	02-03 School Year
All Students	1.9%
American Indian/Alaska Native	2.8%
Asian/Pacific Islander	0.7%
Black, non-Hispanic	3.2%
Hispanic	3.9%
White, non-Hispanic	1.2%
Students with Disabilities	Not available*
Limited English Proficient	Not available*
Economically Disadvantaged	Not available*
Migrant	Not available*
Male	2.2%
Female	1.6%

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

*This data is not yet available because New Jersey does not have a student tracking system. Once our student tracking system (NJSMART) becomes operational, this data will be collected. We anticipate implementation of NJSMART in the fall of 2006.