



## School District Information

**School District Name: Maurice River Twp**  
**County: Cumberland**

## Overview

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) identifies priority areas and indicators for State special education programs in what is called the State Performance Report (SPP). The SPP contains two different types of indicators, Performance Indicators and Compliance Indicators. Targets for Compliance Indicators are set at 100% for each state, which means that every school district’s special education program must comply with these indicators for New Jersey’s special education program to be considered a success. The New Jersey Department of Education (NJDOE), in collaboration with stakeholders, develops targets for each Performance Indicator then collects and analyzes data from each school district to evaluate the performance of each one’s special education program against these targets.

This Annual Performance Report displays the performance of a school district’s special education program on each indicator in New Jersey’s SPP. Please review the Companion Guide to the local district SPP Annual Performance Report (APR) a description of how the NJDOE calculates a school district’s performance on each indicator.

Throughout this report, results of “N” indicate that the school district did not meet the target and “Y” means the school district met the target.

## Indicator 1: Graduation Rate—Performance

Data Source: NJSMART Graduation Snapshot, SID Management, collected August 2020. This is the same exiting data used for reporting to the United States Department of Education under section 618 of the IDEA, using the definitions provided in EDFacts file specification FS009.

**Table 1: Indicator 1 Description and School District Performance**

Indicator 1 Description	Local Data	State Target	Met State Target
Percent of youth with Individualized Education Programs (IEPs) ages 14 through 21 who graduated from high school with a regular diploma in SY 2019-20.	NA	91.50%	Baseline

**Legend: \*\* no data reported; NA the school district did not offer all high school grade levels in SY 2019-2020.**



## Indicator 2: Dropout Rate—Performance

Data Source: NJSMART Graduation Snapshot, SID Management, collected August 2020.

**Table 2: Indicator 2 Description and School District Performance**

Indicator 2 Description	Local Data	State Target	Met State Target
Percent of youth with IEPs ages 14 through 21 who dropped out of high school in SY 2019-2020.	NA	8.30%	Baseline

**Legend: \*\* no data reported; NA the school district did not offer all high school grade levels in SY 2019-2020.**

## Indicator 3: Assessment—Performance

Due to the cancellation of statewide assessments in 2019-2020 and 2020-2021 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for SY 2020-2021.

## Indicator 4A: Rates of Suspensions and Expulsions—Performance

Data Source: Student Safety Data System, collected July 1, 2019 through June 30, 2020.

**Table 3: Indicator 4A Description and School District Performance**

Indicator 4A Description	Determination
Was the school district identified by the NJDOE as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in SY 2019-2020 for children with IEPs compared to children without IEPs?	N

## Indicator 4B: Rates of Suspensions and Expulsions—Compliance

Data Source: Student Safety Data System, collected July 1, 2019 through June 30, 2020.

**Table 4: Indicator 4B Description and School District Performance**

Indicator 4B Description	Determination
A. Did the school district have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in SY 2019-2020 for children with IEPs?	N
B. Did the school district have policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	N



**Indicator 5: School-age LRE—Performance**

Data Source: NJSMART Special Education Submission, collected October 15, 2020. Note: The least restrictive environment (LRE) data for public reporting do not include nonpublic school students.

**Table 5: Indicator 5 Description and School District Performance**

Indicator 5 Description	Local Data	State Target	Met State Target
A. Percent of children with IEPs aged 5 who were enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.	50.59%	45.00%	Y
B. Percent of children with IEPs aged 5 who were enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.	16.47%	14.75%	N
C. Percent of children with IEPs aged 5 who were enrolled in kindergarten and aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.	4.71%	6.75%	Y

**Legend: \*\* no data reported; \*\*\* no data reported on students aged 5 through 21.**



**Indicator 6: Preschool LRE—Performance**

Data Source: NJSMART Special Education Submission, collected October 15, 2020. Note: The least restrictive environment (LRE) data for public reporting do not include nonpublic school students.

**Table 6: Indicator 6 Description and School District Performance**

Indicator 6 Description	Local Data	State Target	Met State Target
A. Percent of children with IEPs aged 3 through 5 who were enrolled in a preschool program; attending a regular early childhood program and receiving most of their special education and related services in the regular early childhood program.	100%	47.00%	Y
B. Percent of children with IEPs aged 3 through 5 who were enrolled in a preschool program and attending a separate special education class, separate school, or residential facility.	0%	38.75%	Y
C. Percent of children with IEPs aged 3 through 5 who were enrolled in a preschool program and receiving special education and related services in the home.	0%	0.19%	Baseline

Legend: \* no data reported; NA the school district did not serve preschool students in SY 2019-20.

**Indicator 7: Preschool Outcomes—Performance**

Data Source: Child Outcomes Survey, collected July 1, 2020 through June 30, 2021. Due to small sample size, district-level data cannot be publicly reported for this indicator.



**Indicator 8: Parent Involvement—Performance**

Data Source: Parent Survey Report, collected August and September 2021 by the Bloustein Center for Survey Research at Rutgers.

**Table 8: Indicator 8 Description and School District Performance**

Indicator 8 Description	Local Data	State Target	Met State Target
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	NIC	85.00%	NIC

**Legend: NIC school district was not surveyed this year; \* the number of survey responses was too low to yield meaningful interpretation.**

**Indicator 9: Disproportionality—Compliance**

Data Source: NJSMART Special Education Submission, collected in 2018, 2019 and 2020, and NJSMART Fall Survey, collected October 2018, 2019, and 2020.

**Table 9: Indicator 9 Description and School District Performance**

Indicator 9 Description	Determination
Did the NJDOE identify this school district for disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	N

**Indicator 10: Disproportionality—Compliance**

Data Source: NJSMART Special Education Submission, collected in 2018, 2019 and 2020, and NJSMART Fall Survey, collected October 2018, 2019, and 2020.

**Table 10: Indicator 10 Description and School District Performance**

Indicator 10 Description	Determination
Did the NJDOE identify the school district for disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	N



**Indicator 11: Effective General Supervision Part B—Compliance**

Data Source: NJSMART Special Education submission, collected October 15, 2021 for the period July 1, 2020 to June 30, 2021.

**Table 11: Indicator 11 Description and School District Performance**

Indicator 11 Description	Local Data	State Target	Met State Target
Percent of children in SY 2020-21 who were evaluated within the State established timeline of 90 days from the date of parent consent for initial evaluation.	87.5%	100.00%	N

Legend: \* no data reported; \*\*\* Zero (0) students received parental consent to evaluate.

**Indicator 12: Early Childhood Transition—Compliance**

Data Source: NJSMART Special Education submission, collected October 15, 2021 for the period July 1, 2020 to June 30, 2021.

**Table 12: Indicator 12 Description and School District Performance**

Indicator 12 Description	Local Data	State Target	Met State Target
Percent of children referred by Part C (early intervention services) prior to age 3, who were found eligible for Part B (preschool services), and who had an IEP developed and implemented by their third birthdays in SY 2020-2021.	0%	100.00%	N

Legend: \* no data reported; \*\*\* Zero (0) students referred from Part C to Part B; \*\*\*\* No eligible students; NA the school district did not serve preschool students in SY 2020-21.



**Indicator 13: Secondary Transition—Compliance**

Data Source: Special Education Monitoring System, collected July through December 2021.

**Table 13: Indicator 13 Description and School District Performance**

Indicator 13 Description	Local Data	State Target	Met State Target
Percent of youth aged 16 and above with IEPs that include the following: <ol style="list-style-type: none"> <li>1. Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;</li> <li>2. Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;</li> <li>3. Annual IEP goals related to the student’s transition service needs;</li> <li>4. Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed, and</li> <li>5. Evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</li> </ol>	NA	100.00%	NA

**Legend: \*\* no data reported; NIC school district was not surveyed this year; NA the school district did not offer all high school grade levels.**



**Indicator 14: Postsecondary Transition Outcomes—Performance**

Data Source: Post School Outcome Survey for SY 2020-2021, collected July through September 2021 by cohort districts from former students or their caregivers.

This district’s Post School Outcome Survey response rate was: NA

**Table 14: Indicator 14 Description and School District Performance**

Indicator 14 Description	Local Data	State Target	Met State Target
A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education.	NA	48.00%	NA
B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed.	NA	74.00%	NA
C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed or in some other postsecondary education or training program or in some other employment.	NA	87.00%	NA

**Legend: \* the number of survey responses was too low to yield meaningful interpretation; NIC school district was not surveyed this year; NA the school district did not offer all high school grade levels.**