



Frances DeMasi Elementary School
(05-1420-030)
Grades Offered: KG-05
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Frances DeMasi Elementary School**

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Ms. Irene Romanelli
Address	199 EVESBORO MEDFORD RD MARLTON, NJ 08053
Phone Number	856-988-0777
Email Address	Romanellii@evesham.k12.nj.us
Website	https://demasi.evesham.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	34	27	36
1	43	40	37
2	55	43	42
3	57	54	45
4	75	63	51
5	47	74	65
Total	311	302	276

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.8%	50.3%	46.4%
Male	50.2%	49.7%	53.6%
Economically Disadvantaged Students	8.4%	5.6%	6.5%
Students with Disabilities	18.0%	14.2%	14.9%
English Learners	5.8%	4.0%	5.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.3%	72.5%	75.0%
Hispanic	3.5%	4.0%	4.7%
Black or African American	2.3%	3.0%	1.8%
Asian	17.0%	15.6%	15.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	3.5%	4.6%	3.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	16	9	18
KG - Full Day	18	18	18

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	78.3%
Chinese	3.6%
Arabic	2.9%
Spanish	2.9%
Gujarati	2.5%
Other Languages	9.8%



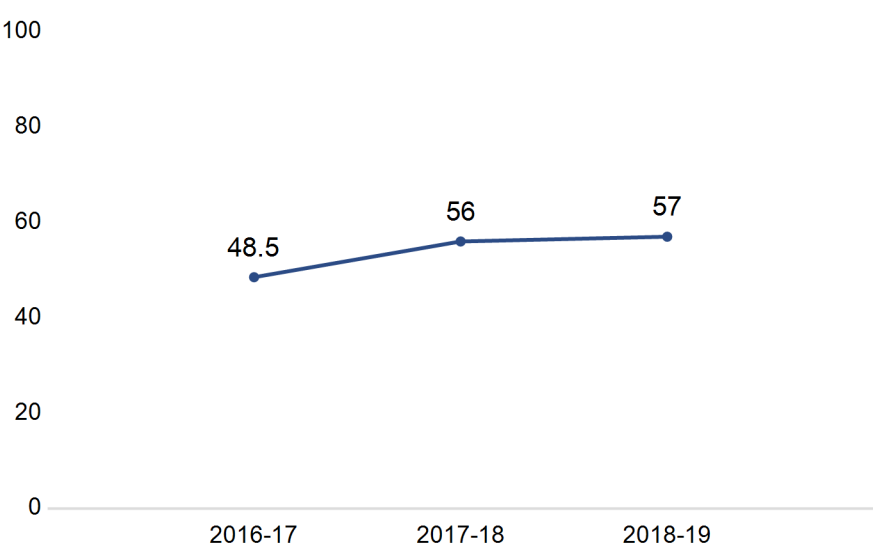
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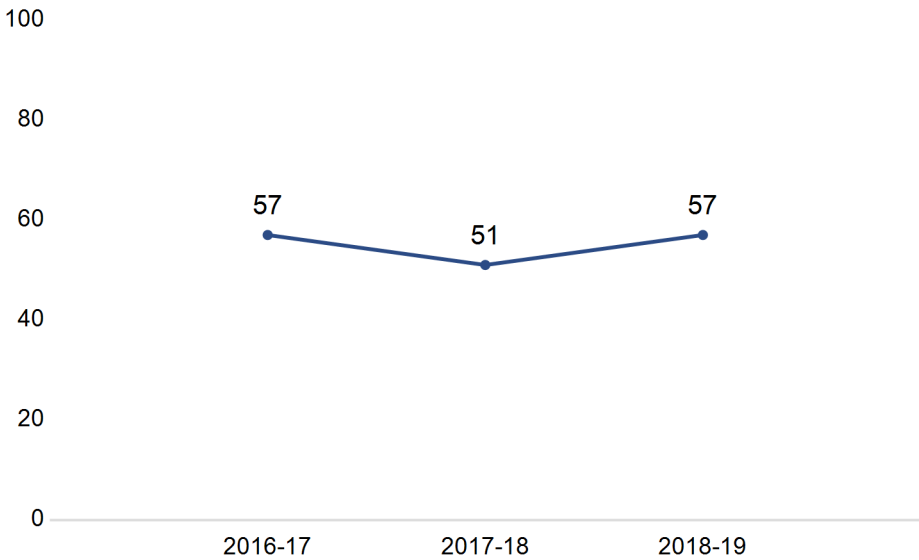
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	56	57	57	51	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	53	50	Met Standard	57	52	50	Met Standard
White	61.5	53	50	Exceeds Standard	53.5	53	52	Met Standard
Hispanic	*	53	49	**	*	44.5	47	**
Black or African American	*	50	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	35.5	58	59	**	62	54	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	56	56	53	N	60	52	50	N
Male	62.5	51	47	N	52	53	51	N
Economically Disadvantaged Students	*	48	48	**	*	49	46	**
Students with Disabilities	80	51.5	43	**	61	48	45	**
English Learners	*	59	52	**	*	54.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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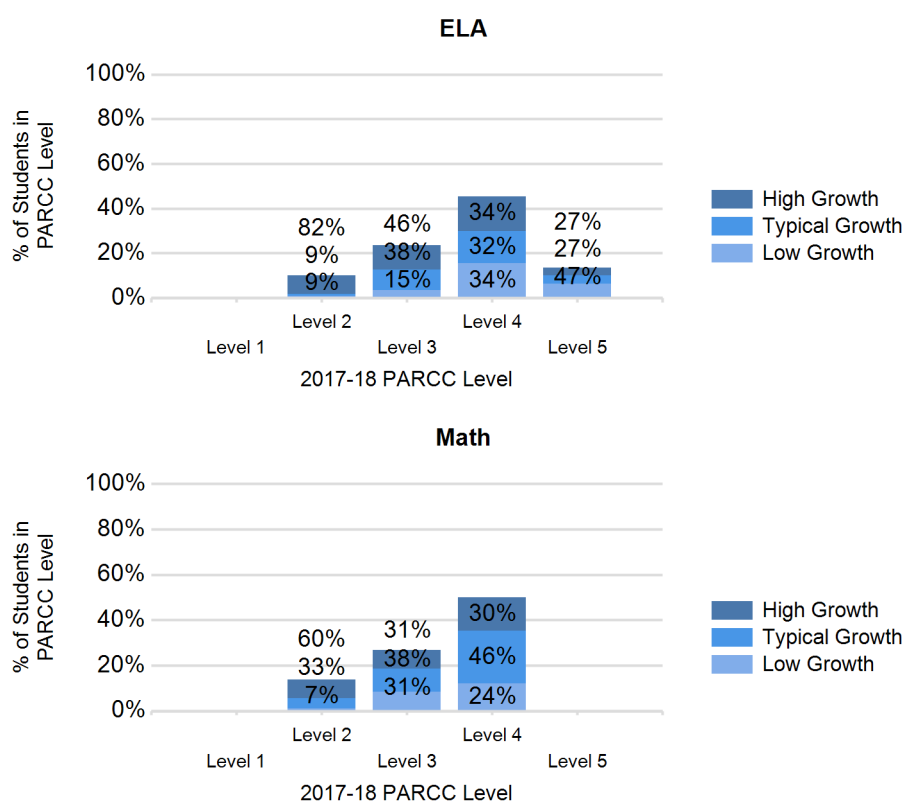
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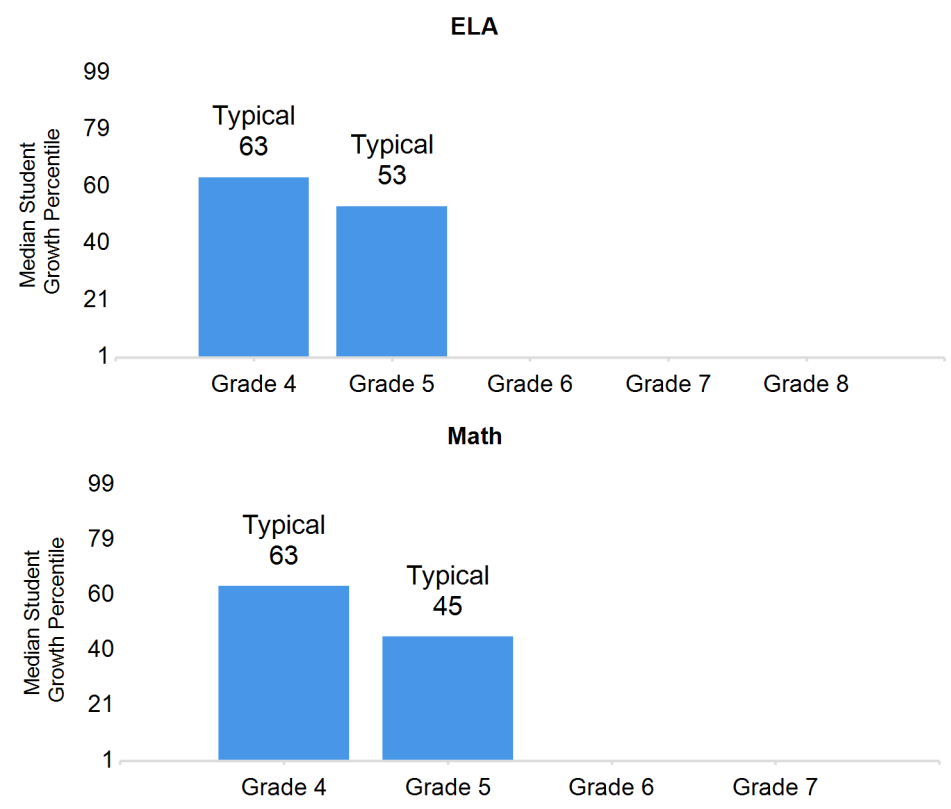
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



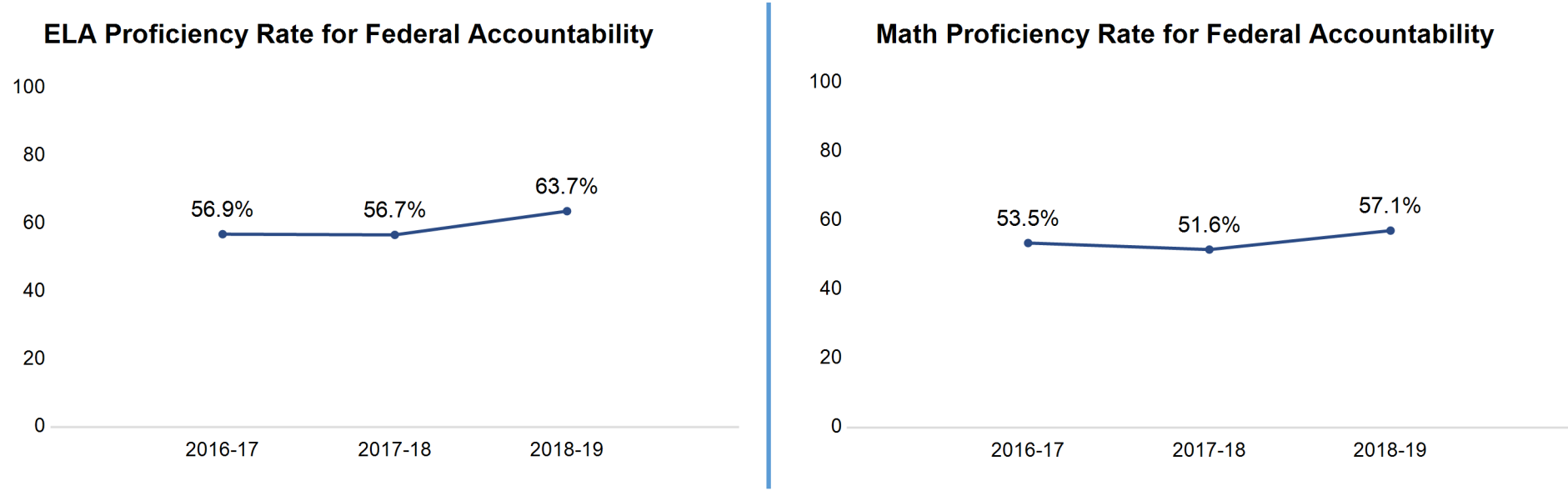


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.4%	97.9%	98.7%	93.0%	97.4%	98.1%
Proficiency Rate for Federal Accountability	56.9%	56.7%	63.7%	53.5%	51.6%	57.1%
Annual Target	61.8%	62.7%	63.7%	57.2%	58.4%	59.6%
Met Annual Target?	Met Target†	Not Met	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	157	98.7	63.7	63.3	57.9	63.7	63.7	Met Target
White	120	98.4	65.8	63.6	66.9	65.8	61.9	Met Target
Hispanic	*	*	*	47.5	43.9	*	**	**
Black or African American	*	*	*	51.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	53.8	*	82.9	53.8	74.1	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	73	100.0	63.0	71.3	64.8	63.0		
Male	84	97.7	64.3	55.6	51.3	64.3		
Economically Disadvantaged Students	10	100.0	60.0	45.9	40.0	60.0	**	**
Non-Economically Disadvantaged Students	147	98.7	63.9	65.4	67.9	63.9		
Students with Disabilities	21	91.7	42.9	32.5	22.7	41.1	33.7	Met Target
Students without Disabilities	136	100.0	66.9	72.4	65.1	66.9		
English Learners	*	*	*	42.1	29.3	*	**	**
Non-English Learners	*	*	*	63.6	60.6	*		
Homeless Students	N	N	N	60.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	86.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

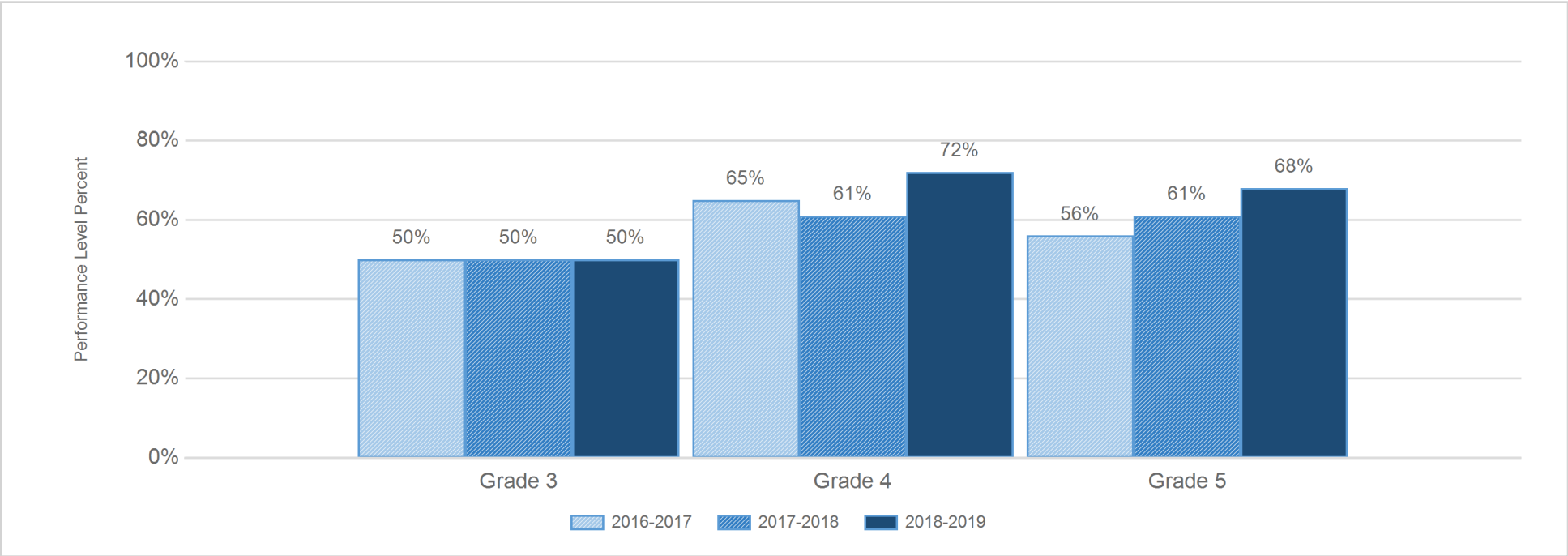


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	749	747	748	*	*	27%	50%	0%	50%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	N	N	733	734	N	N	N	N	N	N	36%
Black or African American	N	N	737	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	17	752	751	753	*	*	*	*	*	41%	55%
Male	27	746	743	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	761	756	755	*	*	22%	*	*	72%	57%
White	39	763	757	763	0%	*	*	*	*	77%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	28	763	759	760	*	*	*	*	*	68%	62%
Male	22	759	752	750	*	*	*	*	*	77%	53%
Economically Disadvantaged Students	*	*	741	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	764	759	756	*	*	22%	*	*	68%	58%
White	44	767	760	764	0%	*	23%	*	*	75%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	750	770	781	*	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	27	767	765	761	*	*	*	*	*	74%	64%
Male	36	761	754	750	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	10	742	737	724	*	*	*	*	*	40%	23%
Students without Disabilities	53	768	765	762	*	*	*	*	*	74%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

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Schoolwide	156	98.1	57.1	48.0	44.5	57.1	59.6	Met Target†
White	119	97.6	55.5	48.0	54.1	55.5	59.6	Met Target†
Hispanic	*	*	*	27.0	28.8	*	**	**
Black or African American	*	*	*	27.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	65.4	*	76.5	65.4	66.7	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	72	98.6	51.4	47.2	44.9	51.4		
Male	84	97.7	61.9	48.8	44.2	61.9		
Economically Disadvantaged Students	10	100.0	60.0	31.3	26.3	60.0	**	**
Non-Economically Disadvantaged Students	146	98.0	56.8	50.0	54.9	56.8		
Students with Disabilities	20	87.5	30.0	23.3	17.4	27.4	39.1	Met Target†
Students without Disabilities	136	100.0	61.0	55.3	50.0	61.0		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	48.2	46.5	*		
Homeless Students	N	N	N	40.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	53.3	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

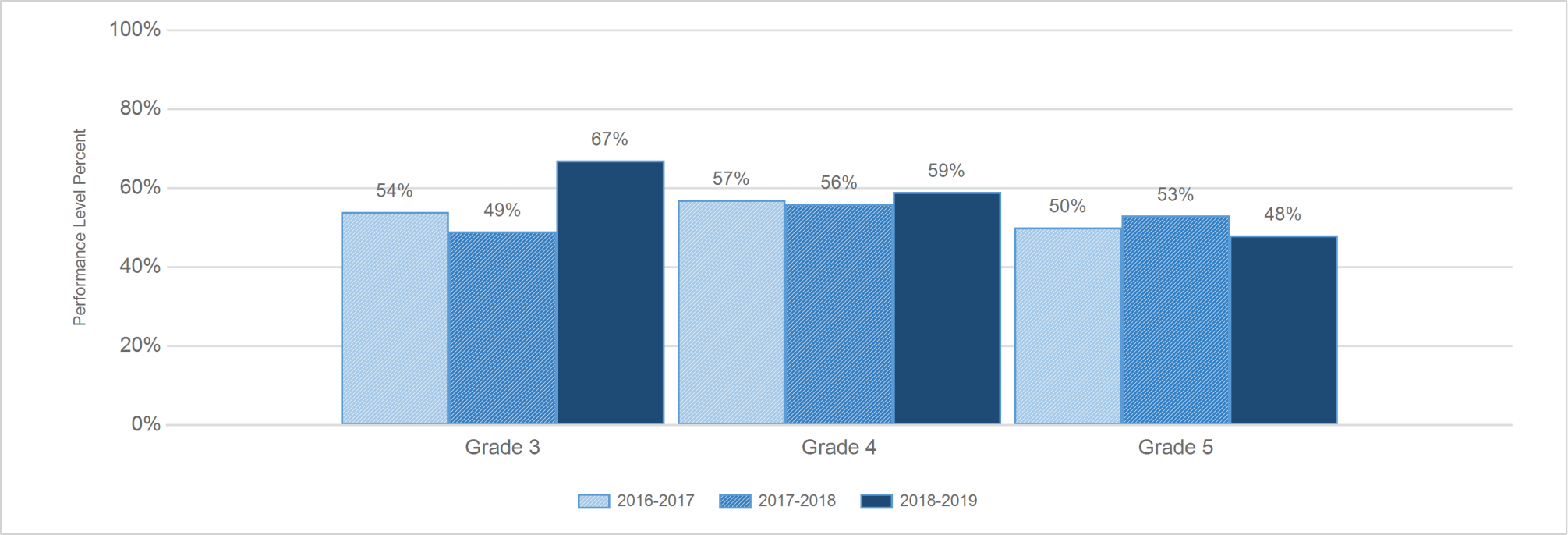


Frances DeMasi Elementary School
(05-1420-030)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	755	750	752	*	*	*	*	*	67%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	N	N	739	739	N	N	N	N	N	N	40%
Black or African American	N	N	739	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	18	751	747	751	*	*	*	*	*	56%	54%
Male	27	758	752	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Frances DeMasi Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	752	745	749	0%	*	29%	*	*	59%	51%
White	38	751	745	757	0%	*	32%	*	*	58%	62%
Hispanic	*	*	734	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	27	751	742	749	0%	*	*	*	*	59%	50%
Male	22	754	747	749	0%	*	*	*	*	59%	52%
Economically Disadvantaged Students	*	*	731	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	749	747	747	0%	19%	33%	*	*	48%	47%
White	45	749	747	755	0%	*	40%	*	*	47%	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	747	764	775	0%	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	744	753	*	*	*	*	*	*	55%
Female	27	750	746	747	0%	*	37%	*	*	44%	47%
Male	37	749	748	747	0%	*	30%	*	*	51%	47%
Economically Disadvantaged Students	*	*	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	749	757	*	*	*	*	*	*	59%
Students with Disabilities	10	732	729	725	0%	*	*	*	*	30%	19%
Students without Disabilities	54	752	752	752	0%	*	*	*	*	52%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	72.7%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	83.3%	16.7%
3-4	*	*	*
5 or more	N	N	N



Frances DeMasi Elementary School
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Grades Offered: KG-05
2018-2019

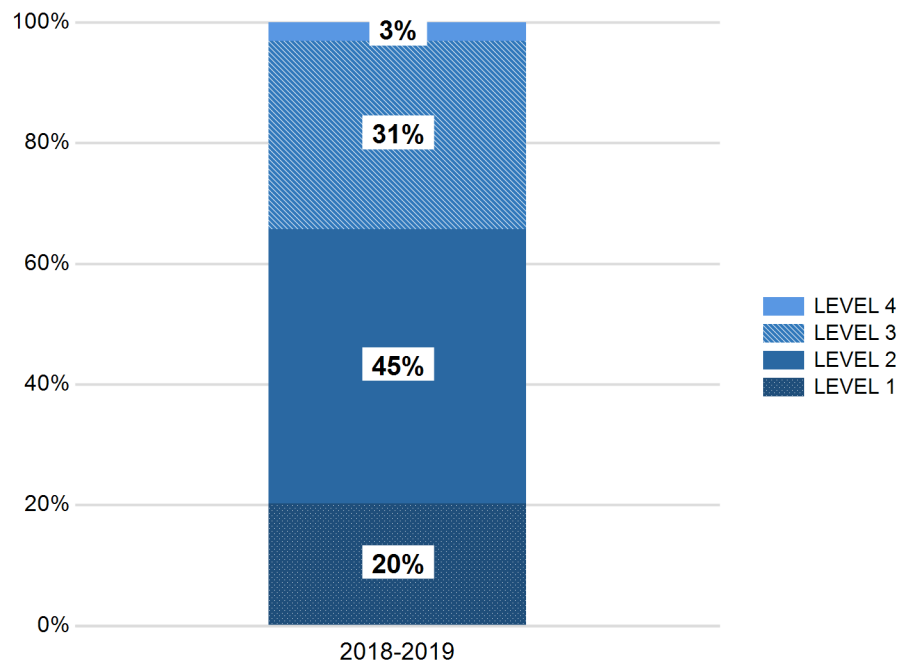
Report Key:

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	45	31	3
White	11	53	36	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	50	33	17	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	37	33	4
Male	16	51	30	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	45	55	0	0
Students without Disabilities	15	43	38	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

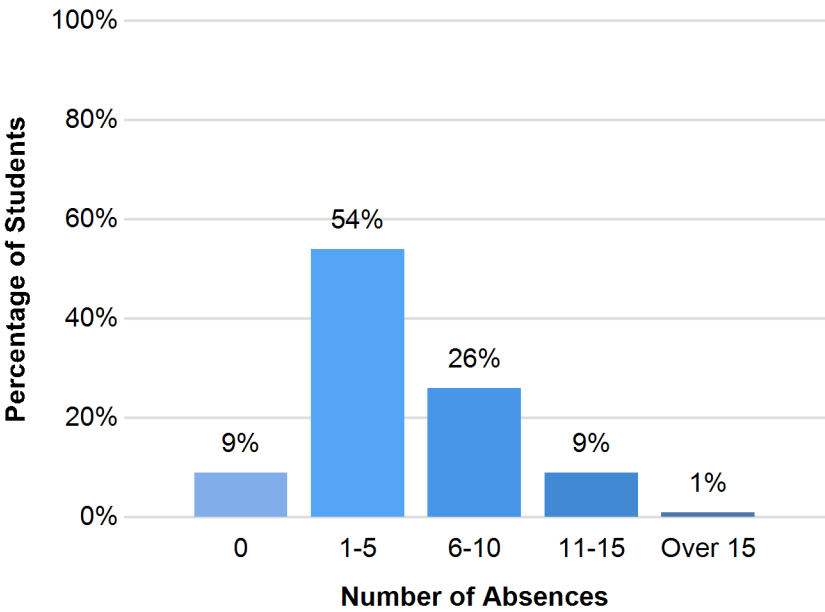
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	0	0	8.9	Met
White	0	0	8.9	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	0	0		
Male	0	0		
Economically Disadvantaged Students	0	0	8.9	Met
Students with Disabilities	0	0	8.9	Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





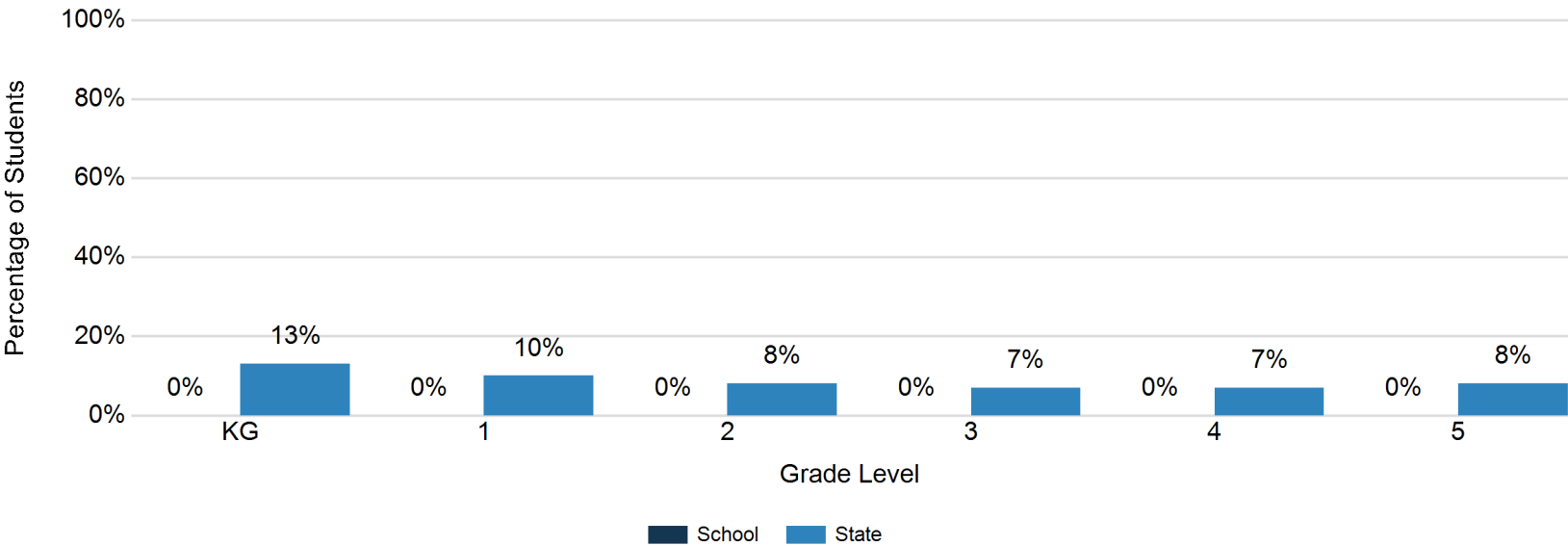
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.09

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	7.3	10.8
Percentage of Teachers with 4 or more years experience in the district	64.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	138:1	212:1
Teachers to Administrators	14:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	89.3%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	10.7%	0.0%	51.6%	22.9%	45.1%
White	75.0%	96.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.7%	3.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	15.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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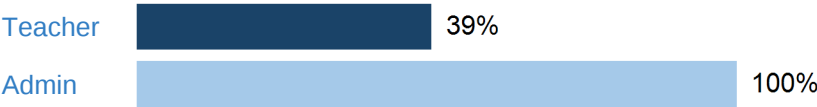
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.4%



Frances DeMasi Elementary School
(05-1420-030)
Grades Offered: KG-05
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Frances DeMasi Elementary School

(05-1420-030)

Grades Offered: KG-05

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Frances DeMasi Elementary School

(05-1420-030)

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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.9%	56.7%	63.7%
Math Proficiency	53.5%	51.6%	57.1%
ELA Growth	48	56	57
Math Growth	57	51	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	72.7%
Chronic Absenteeism	4.8%	1.3%	0.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- DES students benefit from the unique opportunities available to them as a part of a K-8 building. This includes cross-age experiences, peer mentors and buddy classes. - Building a school community is important to us and is built through buddy classrooms, school-wide morning meetings, after-school and evening events, community service, and special activities. - DeMasi C.A.R.E.S. is our character education program utilized to extend and deepen the themes of Responsive Classroom.
 Mission, Vision, Theme:	DeMasi Schools embrace a theme of inclusion and engagemet. Our traditions, rituals and practices reflect our belief that at DeMasi, everyone has a place at the table. We promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, staff, families and community, our goal is to provide a strong educational foundation that empowers our students throughout their formal education and beyond.



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A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath. Courses, Curriculum, Instruction:	At DES,a balanced literacy program is provided that includes Reader's and Writer's Workshop, Guided Reading, Core Literature and Word Study. In mathematics, emphasis is placed on problem solving and application. Social Studies, Science and Health units are implemented via rigorous units of study. A full complement of related arts courses are provided including art, music, computer, library media, and physical education. DES also has world language and instrumental music programs.
A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other. Clubs and Activities:	DeMasi provides a variety of after-school clubs and programs. These include Art, Chorus, Drama, Student Council, Homework, Safety Patrol and Science Club.



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 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend DES.
 Staff and Professional Learning:	Fifty staff members call DES home. Our teachers follow District and school initiatives which are closely reviewed and monitored by administration. District supervisors work closely with teachers, offering an intensive staff development program throughout the year.



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 Student Supports and Services:	In order to meet the needs of all, the school has an I&RS team in place to support general education students. An instructional interventionist, a Reading Recovery teacher and teacher assistants provide support in reading and math. DeMasi also has a school counselor, a reading specialist, and a gifted/talented teacher. DeMasi is one of the English Language Learner center schools for the District.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling and School Health Services. In addition to district programs, building level initiatives are also utilized to promote the health and well-being of the whole child.
 Parent and Community Involvement:	The DeMasi Elementary PTA continues to be a very active, positive and supportive element of our school community. Members provide activities that benefit students, parents and staff and enrich our learning environment.



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Facilities:	DeMasi is a kindergarten through eighth grade complex housing almost 1,100 students. Opened in 1993, our facility consists of two middle school wings and one elementary wing. Our library media center is state of the art. Our school is named for Frances S. Demasi, a beloved educator who spent thirty three years here in Evesham helping students and staff become joyful lifelong learners.
School Safety:	DeMasi plans for and recognizes the importance of school safety and security. To that end, we have various procedures and policies in place that include the practice of various security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within each school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where enhanced security exists and a visitor entry/management system is utilized in order to gain access to the school. Each school also has a full-time school resource officer to assist with daily building security.



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 Technology and STEM:	The instructional program is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology courses, enrichment periods, and club offerings.
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Frances DeMasi Middle School
(05-1420-040)
Grades Offered: 06-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Frances DeMasi Middle School
(05-1420-040)
Grades Offered: 06-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Ms. Irene Romanelli
Address	199 EVESBORO MEDFORD RD MARLTON, NJ 08053
Phone Number	856-988-0777
Email Address	romanellii@evesham.k12.nj.us
Website	https://demasi.evesham.k12.nj.us/



Frances DeMasi Middle School

(05-1420-040)

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	269	227	258
7	263	275	233
8	253	265	282
Total	785	767	773

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.1%	47.6%	49.2%
Male	53.9%	52.4%	50.8%
Economically Disadvantaged Students	9.7%	10.4%	10.9%
Students with Disabilities	20.9%	22.2%	19.9%
English Learners	0.1%	0.3%	0.3%
Homeless Students	0.5%	0.5%	0.6%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.1%	0.5%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	78.5%	78.4%	76.8%
Hispanic	4.1%	3.7%	3.2%
Black or African American	6.1%	6.0%	6.3%
Asian	10.8%	11.3%	11.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.5%	0.7%	1.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	85.1%
Spanish	2.5%
Chinese	1.4%
Telugu	1.3%
Gujarati	1.3%
Other Languages	8.4%



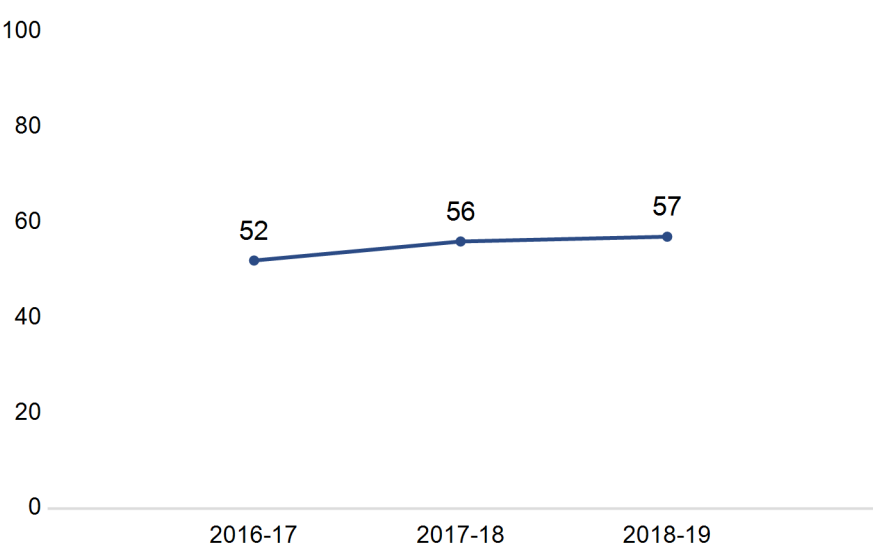
Frances DeMasi Middle School
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2018-2019

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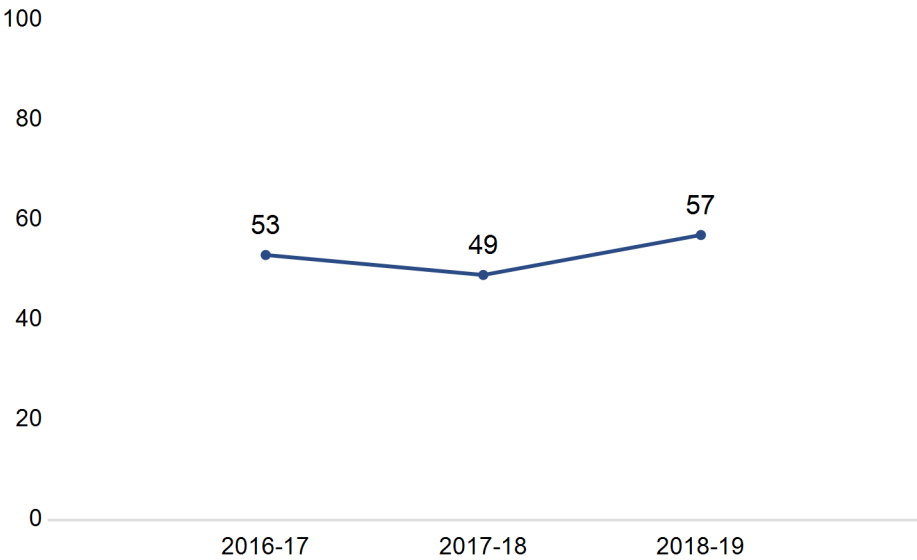
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	56	57	53	49	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Frances DeMasi Middle School

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	53	50	Met Standard	57	52	50	Met Standard
White	57	53	50	Met Standard	58	53	52	Met Standard
Hispanic	42	53	49	Met Standard	67	44.5	47	**
Black or African American	47	50	45	Met Standard	42	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62.5	58	59	Exceeds Standard	63	54	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	59	56	53	N	57	52	50	N
Male	53.5	51	47	N	56	53	51	N
Economically Disadvantaged Students	51	48	48	Met Standard	54	49	46	Met Standard
Students with Disabilities	57	51.5	43	Met Standard	51.5	48	45	Met Standard
English Learners	53	59	52	**	*	54.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	58	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Frances DeMasi Middle School
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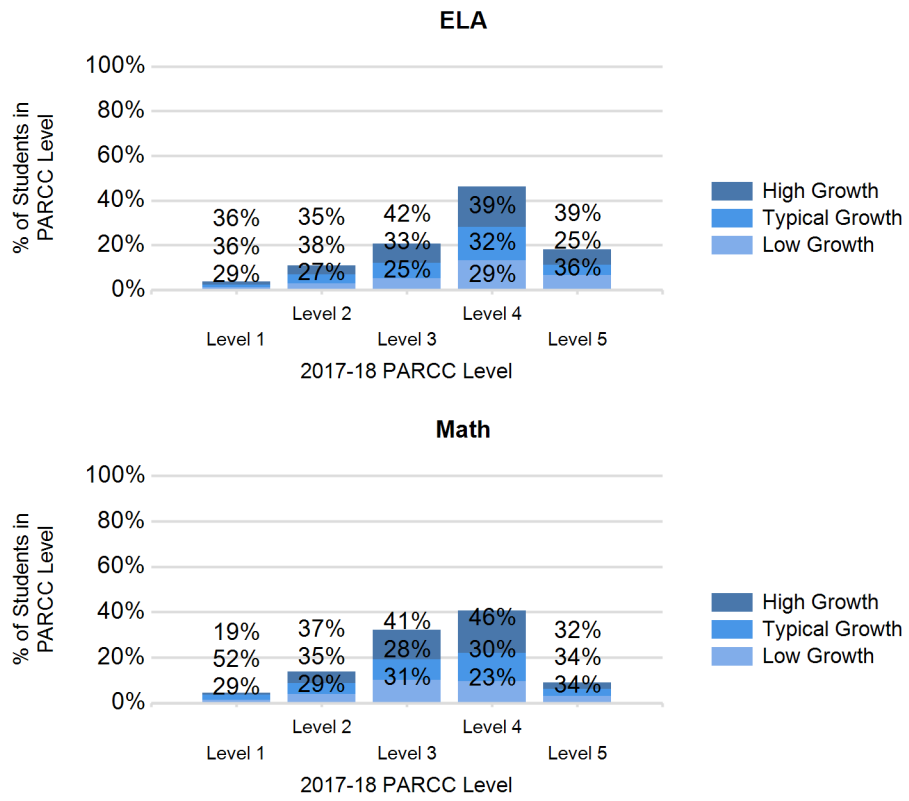
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

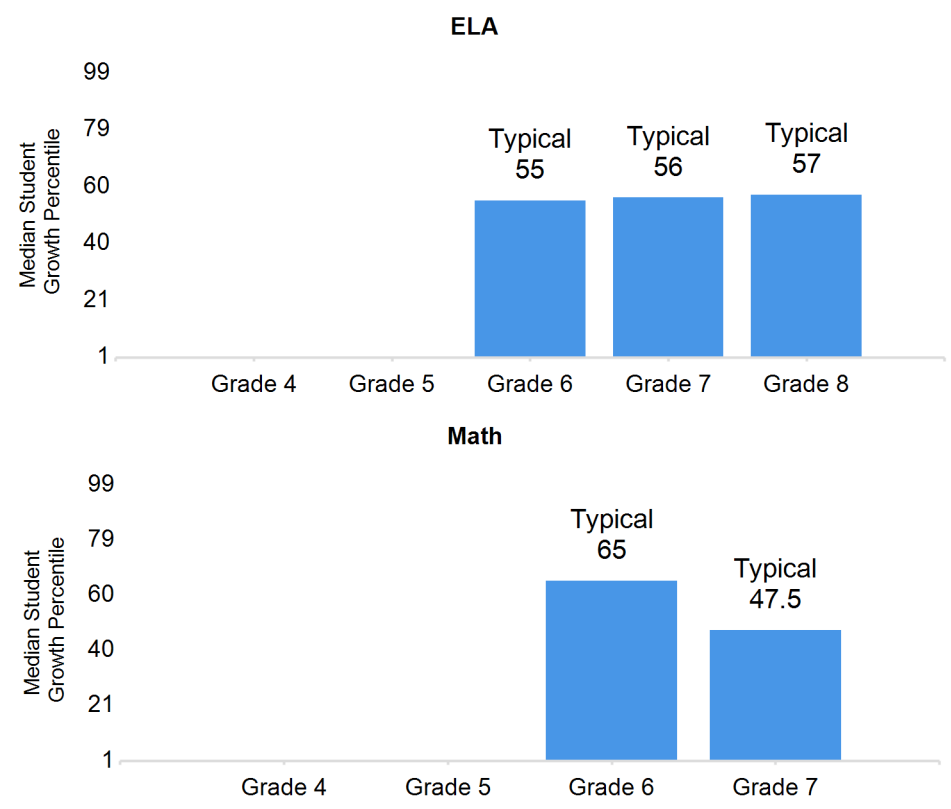
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



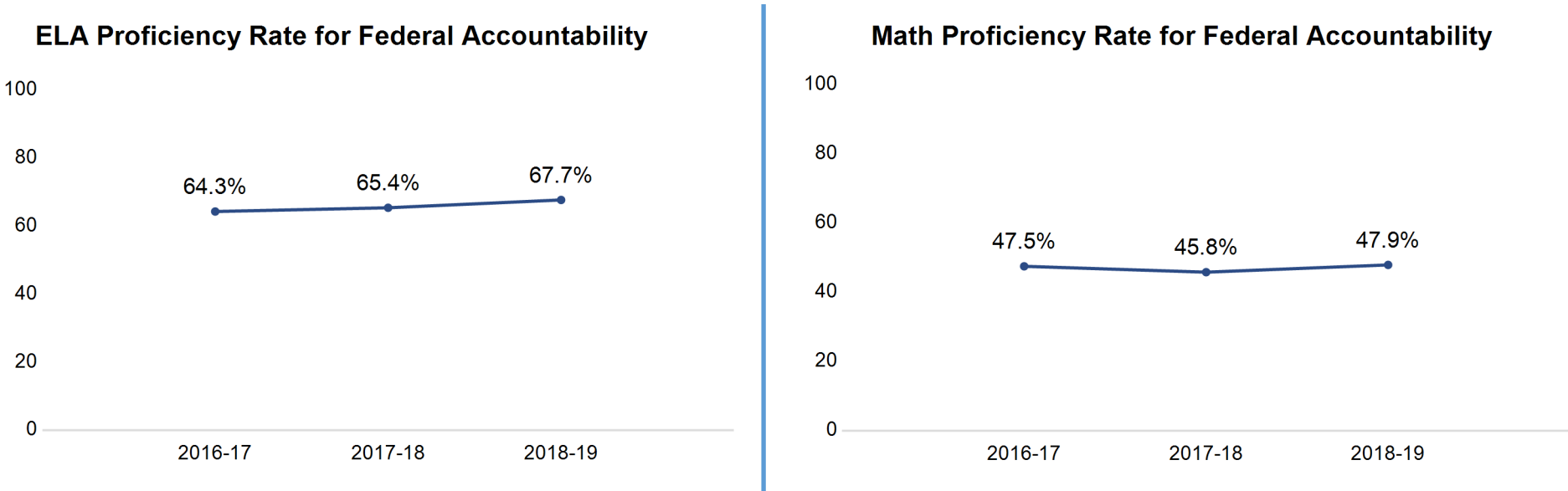


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.1%	96.1%	97.7%	95.1%	96.1%	97.7%
Proficiency Rate for Federal Accountability	64.3%	65.4%	67.7%	47.5%	45.8%	47.9%
Annual Target	58.1%	59.3%	60.4%	45.7%	47.5%	49.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Frances DeMasi Middle School
(05-1420-040)
Grades Offered: 06-08
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	755	97.7	67.7	63.3	57.9	67.7	60.4	Met Target
White	578	97.3	66.8	63.6	66.9	66.8	59.3	Met Target
Hispanic	25	100.0	56.0	47.5	43.9	56.0	40.3	Met Target
Black or African American	48	96.1	50.0	51.0	38.5	50.0	45.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	92	100.0	84.8	*	82.9	84.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	367	97.6	79.0	71.3	64.8	79.0		
Male	388	97.7	57.0	55.6	51.3	57.0		
Economically Disadvantaged Students	81	96.5	50.6	45.9	40.0	50.6	39.5	Met Target
Non-Economically Disadvantaged Students	674	97.8	69.7	65.4	67.9	69.7		
Students with Disabilities	152	94.4	26.3	32.5	22.7	26.1	34.2	Not Met
Students without Disabilities	603	98.5	78.1	72.4	65.1	78.1		
English Learners	12	100.0	58.3	42.1	29.3	58.3	**	**
Non-English Learners	743	97.6	67.8	63.6	60.6	67.8		
Homeless Students	*	*	*	60.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	86.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

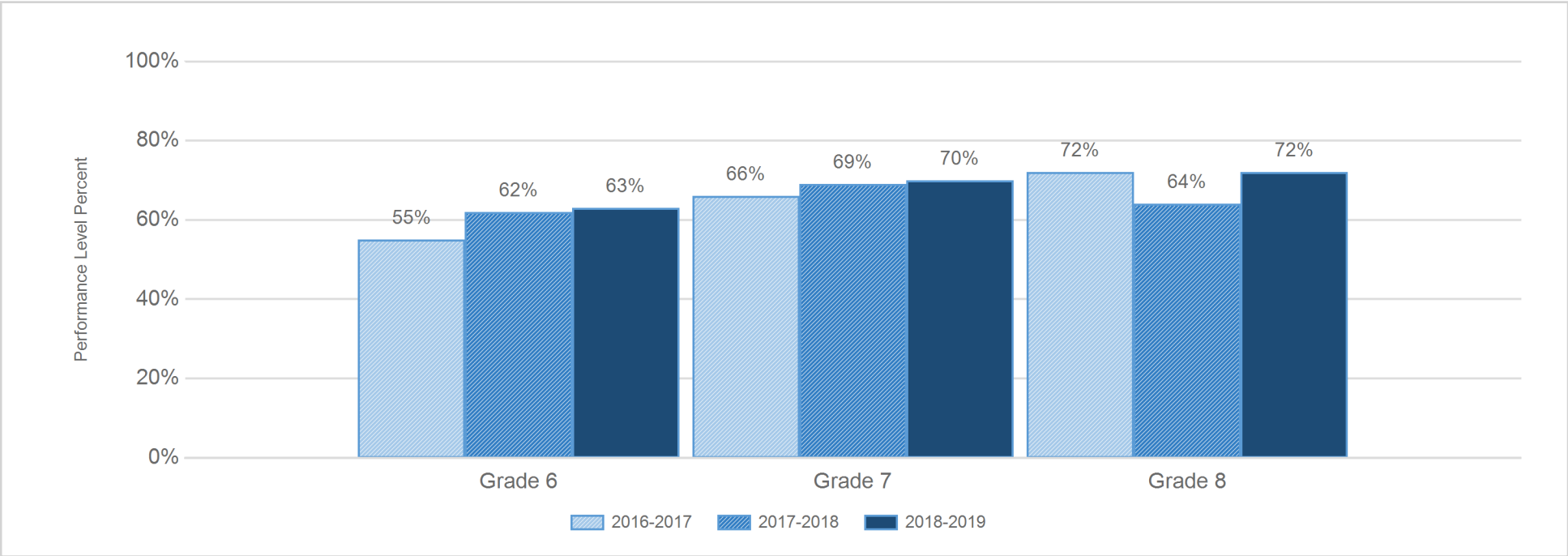


Frances DeMasi Middle School
(05-1420-040)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Frances DeMasi Middle School
 (05-1420-040)
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	257	757	760	754	*	15%	19%	*	*	63%	56%
White	180	755	760	762	*	15%	22%	*	*	60%	65%
Hispanic	*	*	764	743	*	*	*	*	*	*	43%
Black or African American	20	742	749	738	*	*	*	*	*	45%	36%
Asian, Native Hawaiian, or Pacific Islander	41	768	771	780	0%	*	*	*	*	80%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	129	761	764	762	*	15%	*	*	*	71%	64%
Male	128	752	756	748	*	16%	*	*	*	54%	48%
Economically Disadvantaged Students	30	740	748	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	227	759	762	763	*	*	*	*	*	65%	67%
Students with Disabilities	54	732	735	722	*	35%	22%	*	*	30%	19%
Students without Disabilities	203	763	767	761	*	10%	19%	*	*	71%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	769	766	761	4%	6%	20%	35%	35%	70%	63%
White	176	769	766	769	*	*	20%	35%	35%	70%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	15	747	752	741	*	*	*	*	*	53%	43%
Asian, Native Hawaiian, or Pacific Islander	26	789	785	790	0%	0%	*	*	*	88%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	108	783	777	769	*	*	11%	33%	50%	83%	71%
Male	117	756	754	753	*	*	28%	36%	21%	57%	55%
Economically Disadvantaged Students	25	739	740	743	*	*	*	*	*	44%	45%
Non-Economically Disadvantaged Students	200	773	768	771	*	*	*	*	*	73%	73%
Students with Disabilities	39	731	729	720	*	*	36%	*	*	23%	22%
Students without Disabilities	186	777	775	769	*	*	17%	*	*	80%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	225	769	766	763	4%	6%	20%	35%	35%	70%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Frances DeMasi Middle School
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	274	768	766	762	7%	8%	13%	47%	24%	72%	63%
White	221	767	765	770	7%	8%	14%	49%	22%	71%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	14	748	*	741	*	*	*	*	*	57%	43%
Asian, Native Hawaiian, or Pacific Islander	26	791	790	794	*	*	0%	*	*	88%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	132	780	777	771	*	*	10%	52%	31%	83%	71%
Male	142	757	756	753	*	*	16%	43%	18%	61%	55%
Economically Disadvantaged Students	27	751	752	743	*	*	*	*	*	63%	45%
Non-Economically Disadvantaged Students	247	770	768	772	*	*	*	*	*	73%	72%
Students with Disabilities	56	724	727	721	*	*	20%	*	*	27%	22%
Students without Disabilities	218	779	776	770	*	*	11%	*	*	83%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	755	97.7	47.9	48.0	44.5	47.9	49.3	Met Target†
White	578	97.3	46.5	48.0	54.1	46.5	46.9	Met Target†
Hispanic	25	100.0	40.0	27.0	28.8	40.0	29.7	Met Target
Black or African American	48	96.1	18.8	27.2	23.0	18.8	35.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	92	100.0	77.2	*	76.5	77.2	77.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	367	97.6	51.5	47.2	44.9	51.5		
Male	388	97.7	44.6	48.8	44.2	44.6		
Economically Disadvantaged Students	81	96.5	23.5	31.3	26.3	23.5	23.8	Met Target†
Non-Economically Disadvantaged Students	674	97.8	50.9	50.0	54.9	50.9		
Students with Disabilities	152	94.4	15.1	23.3	17.4	15.1	27.2	Not Met
Students without Disabilities	603	98.5	56.2	55.3	50.0	56.2		
English Learners	12	100.0	41.7	31.6	25.0	41.7	**	**
Non-English Learners	743	97.6	48.0	48.2	46.5	48.0		
Homeless Students	*	*	*	40.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	53.3	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

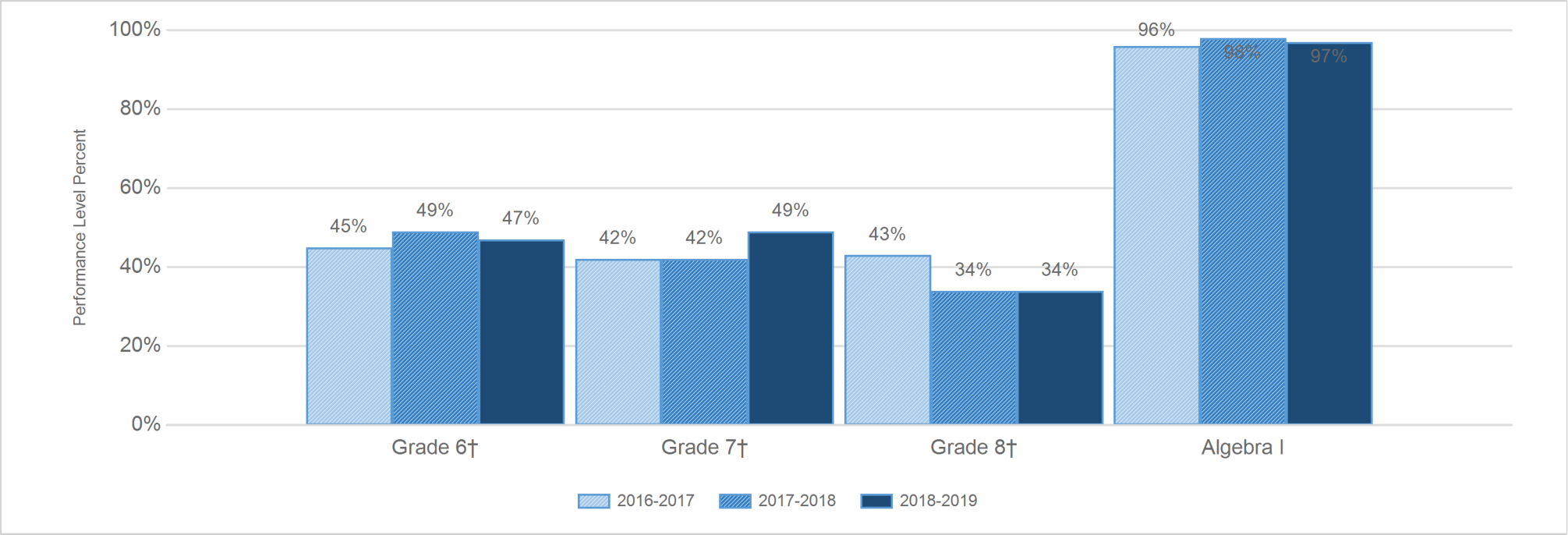


Frances DeMasi Middle School
(05-1420-040)
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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 (05-1420-040)
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	257	748	747	741	*	17%	33%	*	*	47%	41%
White	180	747	747	749	*	17%	37%	*	*	44%	51%
Hispanic	*	*	742	729	*	*	*	*	*	*	24%
Black or African American	20	725	724	722	*	*	*	*	*	20%	19%
Asian, Native Hawaiian, or Pacific Islander	41	764	762	769	*	*	*	*	*	78%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	129	747	745	742	*	19%	32%	*	*	45%	42%
Male	128	749	749	740	*	14%	35%	*	*	48%	40%
Economically Disadvantaged Students	30	732	733	726	*	37%	43%	*	*	17%	21%
Non-Economically Disadvantaged Students	227	750	748	750	*	14%	32%	*	*	51%	53%
Students with Disabilities	54	725	726	716	*	35%	30%	*	*	20%	12%
Students without Disabilities	203	754	753	746	*	12%	34%	*	*	54%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	750	750	744	*	17%	29%	*	*	49%	42%
White	176	751	751	751	*	17%	30%	*	*	50%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	15	728	733	727	0%	*	*	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	26	770	766	768	*	0%	*	*	*	77%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	108	755	752	744	*	13%	26%	*	*	58%	42%
Male	117	745	747	743	*	21%	32%	*	*	41%	42%
Economically Disadvantaged Students	25	728	731	731	*	*	*	*	*	20%	24%
Non-Economically Disadvantaged Students	200	753	751	751	*	*	*	*	*	53%	53%
Students with Disabilities	39	720	721	718	*	*	26%	*	*	10%	13%
Students without Disabilities	186	757	756	749	*	*	30%	*	*	58%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	225	750	750	745	*	17%	29%	*	*	49%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	210	734	737	728	15%	20%	31%	34%	0%	34%	29%
White	173	734	736	737	16%	19%	32%	33%	0%	33%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	14	723	728	714	*	*	*	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	11	753	*	747	0%	*	*	*	*	55%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	99	739	740	731	*	*	36%	38%	0%	38%	31%
Male	111	730	733	726	*	*	27%	31%	0%	31%	27%
Economically Disadvantaged Students	26	726	729	719	*	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	184	736	738	735	*	*	*	*	*	35%	36%
Students with Disabilities	55	715	716	707	38%	29%	20%	*	*	13%	10%
Students without Disabilities	155	741	744	734	6%	16%	35%	*	*	42%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	784	788	744	0%	0%	*	*	*	97%	42%
White	48	779	785	752	0%	0%	*	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	797	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	33	783	786	745	0%	0%	*	*	*	97%	44%
Male	31	785	790	743	0%	0%	*	*	*	97%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	64	784	788	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Frances DeMasi Middle School
(05-1420-040)
Grades Offered: 06-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



Frances DeMasi Middle School
(05-1420-040)
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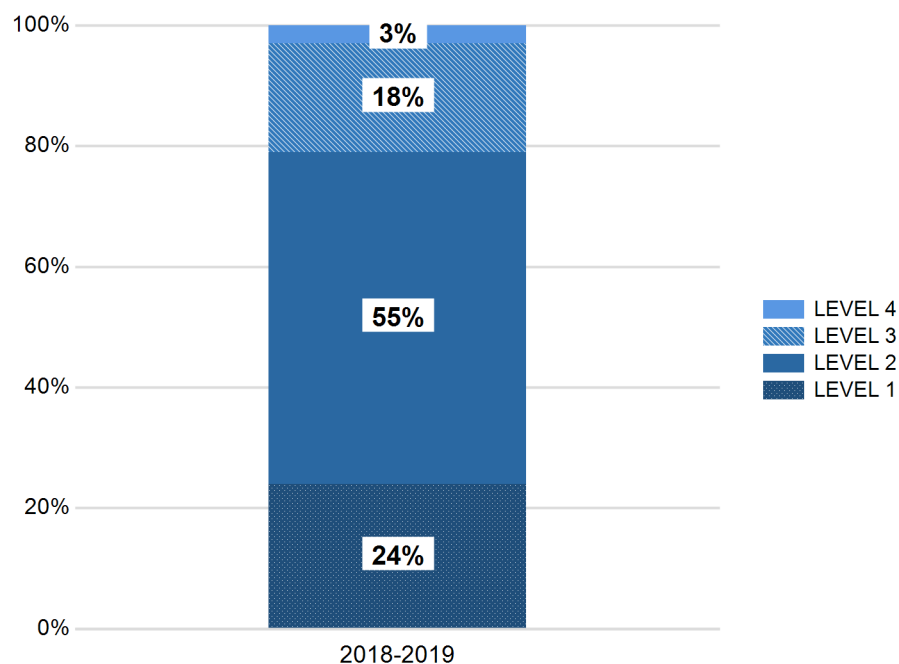
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	24	55	18	3
White	25	55	17	3
Hispanic	*	*	*	*
Black or African American	36	64	0	0
Asian, Native Hawaiian, or Pacific Islander	12	42	42	4
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	61	18	2
Male	28	50	18	4
Economically Disadvantaged Students	33	59	7	0
Non-Economically Disadvantaged Students	23	55	20	3
Students with Disabilities	62	31	2	5
Students without Disabilities	14	61	22	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Frances DeMasi Middle School
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2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	262
7	0	0	236
8	64	30	220
Total	64	30	718

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	261	0	0	0	0	0	0
7	234	0	0	0	0	0	0
8	247	0	0	0	0	0	0
Total	742	0	0	0	0	0	0



Frances DeMasi Middle School
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2018-2019

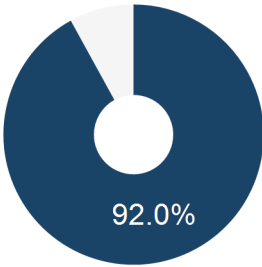
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Visual and Performing Arts – Course Participation

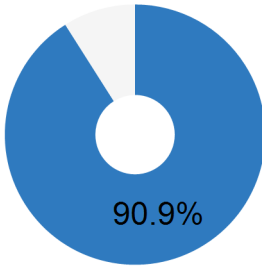
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

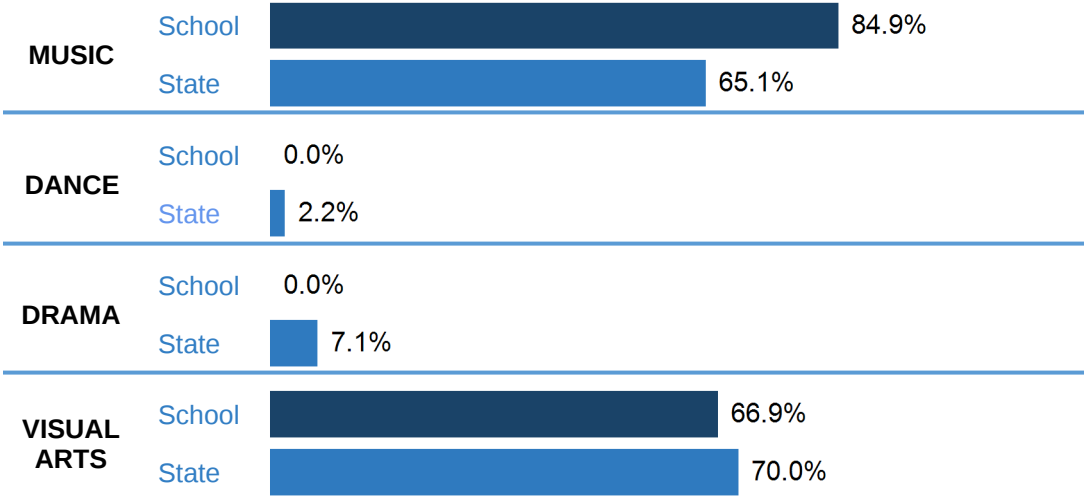


School



State

Students enrolled in one or more classes by discipline:





Frances DeMasi Middle School
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 2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

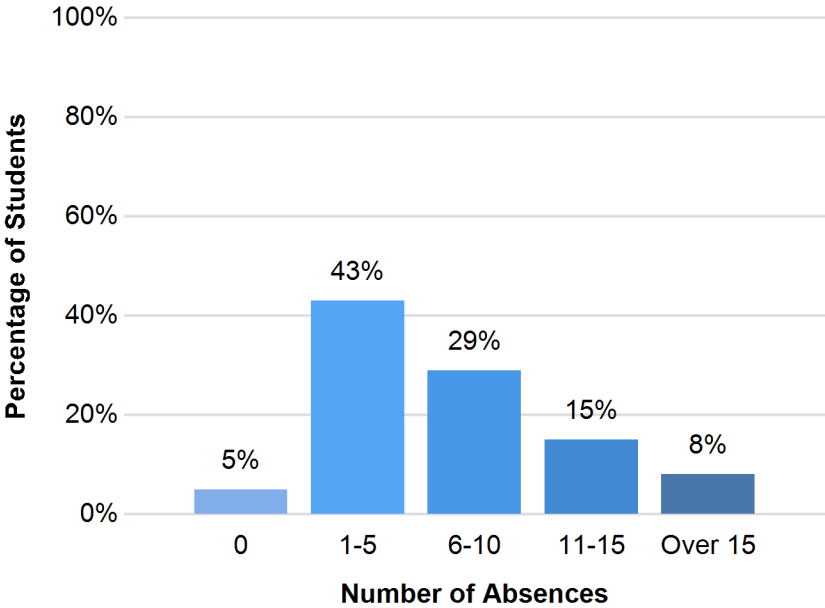
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	44	5.7	9.1	Met
White	36	6.0	9.1	Met
Hispanic	3	12.5	9.1	Not Met
Black or African American	4	7.8	9.1	Met
Asian, Native Hawaiian, or Pacific	1	1.1	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	24	6.3		
Male	20	5.1		
Economically Disadvantaged Students	7	8.3	9.1	Met
Students with Disabilities	16	10.2	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





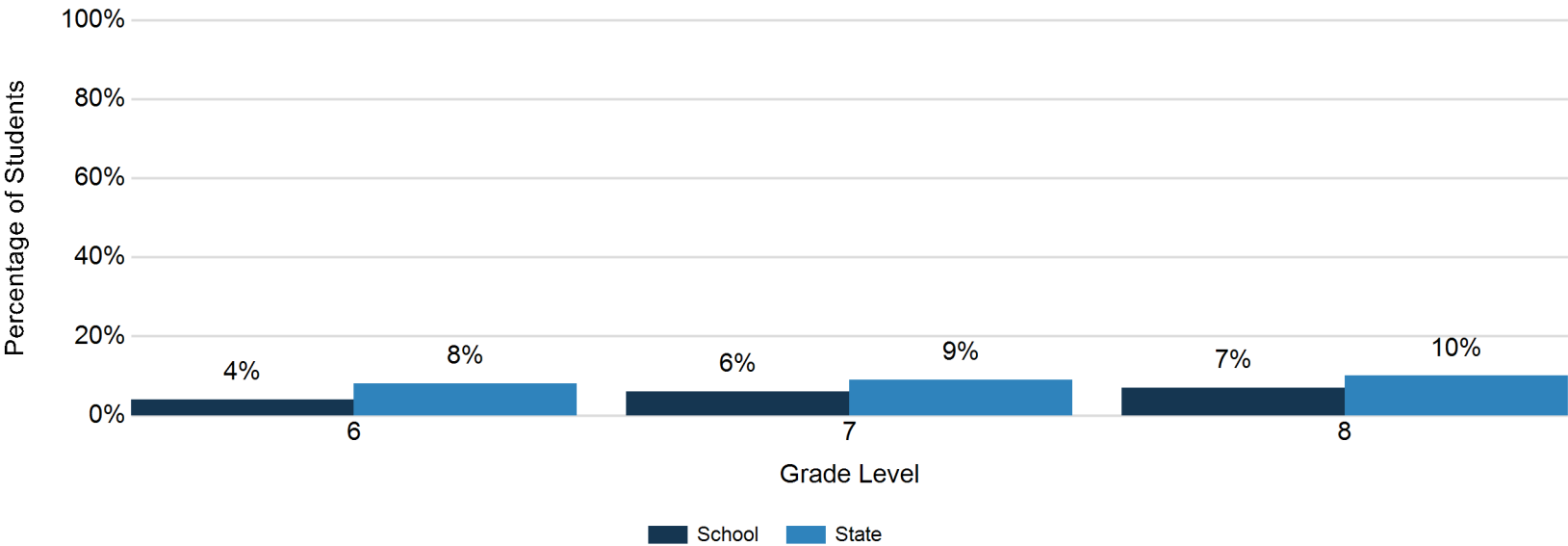
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	2
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	2.46

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	1	1
Ancestry	1	2	3
Gender	1	1	2
Sexual Orientation	2	0	2
Disability	1	1	2
Other	2	6	8
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	39	5.0%
Out-of-School Suspensions	22	2.8%
Any Suspension	53	6.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
39



Frances DeMasi Middle School

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	5 Hrs. 43 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	258:1	212:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	83.1%	33.3%	48.4%	77.1%	54.9%
Male	50.8%	16.9%	66.7%	51.6%	22.9%	45.1%
White	76.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	3.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	11.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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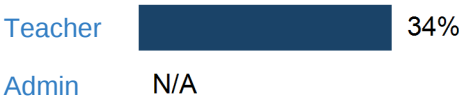
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

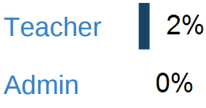
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.3%	65.4%	67.7%
Math Proficiency	47.5%	45.8%	47.9%
ELA Growth	52	56	57
Math Growth	53	49	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.5%	8.0%	5.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Frances DeMasi Middle School

(05-1420-040)

Grades Offered: 06-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Frances DeMasi Middle School
 (05-1420-040)
 Grades Offered: 06-08
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	**	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



Frances DeMasi Middle School
 (05-1420-040)
 Grades Offered: 06-08
 2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- DeMasi reflects a true middle school model with interdisciplinary teams at each grade level reflective of two houses. - Our parent organization provides funding for technology, guest speakers, assemblies, and field trips. - In addition to electives offered in the arts and technology, DMS students have an average of 65 sports, clubs and activities to choose from each year.
 Mission, Vision, Theme:	DeMasi Schools embrace a theme of inclusion and engagemet. Our traditions, rituals and practices reflect our belief that at DeMasi, everyone has a place at the table. We promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, staff, families and community, our goal is to provide a strong educational foundation that empowers our students throughout their formal education and beyond.



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 Courses, Curriculum, Instruction:	Our students are offered academic programs that focus on four core areas: Language Arts, Mathematics, Social Studies and Science. Algebra I and Geometry are offered to identified students. Our integrated related arts program includes family and consumer science, art, music, and applied design and technology. Health, physical education and Spanish are also included.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) At DMS, various interscholastic and intramural sports are offered seasonally.
 Clubs and Activities:	DeMasi students participate in a myriad of clubs and activities, very often proposed by the students themselves. Everything from Chess Club to Chorus, there is something for everyone.



Frances DeMasi Middle School
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 Staff and Professional Learning:	One hundred eleven professional, paraprofessional and support staff call DMS home. Certificated faculty include core academic teachers, both general and special education. In addition, designated staff instruct in the related arts and specialty areas. Support staff includes classroom paraprofessionals who are an integral part of our self contained special education programs and also provide supplemental student supports.
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 Student Supports and Services:	In order to meet the needs of all, the school has an I&RS team in place to support general education students. DMS has self contained classrooms, inclusion, and pull out resource programs to serve our special education students. DeMasi also has school counselors, a reading specialist, an intervention specialist and a gifted/talented teacher. DeMasi is one of the English Language Learner center schools for the District.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling and School Health Services. In addition to district programs, building level initiatives include many clubs, activities and team-based projects with a focus on wellness and positive school climate.
 Parent and Community Involvement:	Our families are very supportive of our school. They are able to partner with us to support the growth of their children in many ways. Parents are encouraged to join PTA and participate in volunteer opportunities that bring them into school regularly. We also invite parents to monitor academic progress regularly by logging onto the Parent Portal using their Genesis password.



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 Facilities:	DeMasi is a kindergarten through eighth grade complex housing almost 1,100 students. Opened in 1993, our facility consists of two middle school wings and one elementary wing. Our middle school students participate in our one-to-one Chromebook initiative. Our library media center is state of the art. Our STEM lab is chocked full of current technology, works space and materials for the school community to enjoy.
 School Safety:	DeMasi plans for and recognizes the importance of school safety and security. To that end, we have various procedures and policies in place that include the practice of various security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within each school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where a visitor entry/management system is utilized in order to gain access to the school. DMS also has a full-time school resource officer to assist with daily building security.



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 Technology and STEM:	The instructional program is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. DMS continues to provide a 1:1 Chromebook initiative for all middle school students. STEM courses/units of instruction are integrated into technology and Applied Design & Technology courses, enrichment periods, and club offerings.
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Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Mr. Colleen Schroeder
Address	60 CALDWELL AVE MARLTON, NJ 08053
Phone Number	856-988-0619
Email Address	schroederc@evesham.k12.nj.us
Website	https://beeler.evesham.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	62	48	87
1	77	94	75
2	82	95	108
3	95	100	96
4	75	125	103
5	78	106	126
Total	469	568	595

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.1%	54.0%	52.1%
Male	46.9%	46.0%	47.9%
Economically Disadvantaged Students	15.1%	13.0%	11.9%
Students with Disabilities	25.4%	22.7%	23.7%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	0.2%	0.2%
Students in Foster Care	0.0%	0.4%	0.3%
Military-Connected Students	0.2%	0.4%	0.7%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.4%	72.0%	68.1%
Hispanic	1.9%	2.3%	4.2%
Black or African American	12.2%	10.6%	9.4%
Asian	9.2%	13.7%	15.5%
Native Hawaiian or Pacific Islander	0.0%	0.5%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.3%	0.7%	2.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	40	30	52
KG - Full Day	22	18	35

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	84.2%
Gujarati	2.2%
Telugu	2.0%
Spanish	2.0%
Hindi	1.5%
Other Languages	8.1%



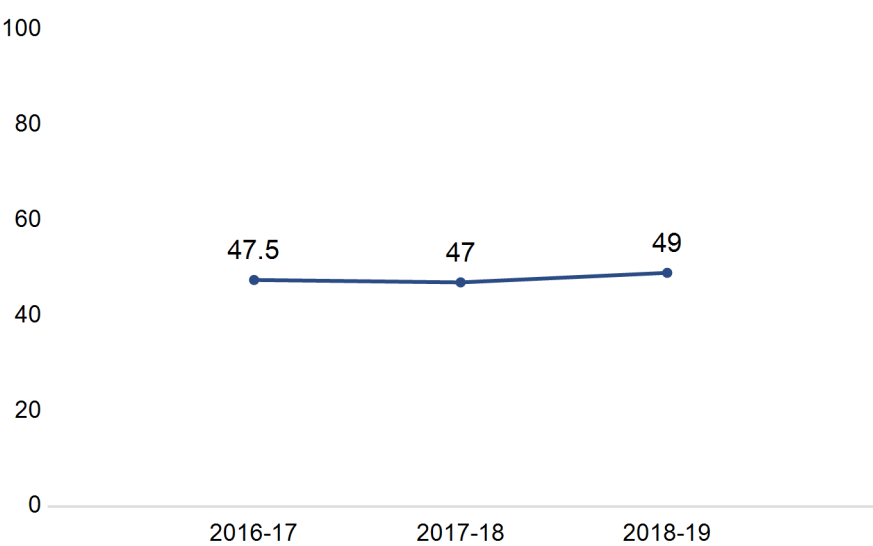
Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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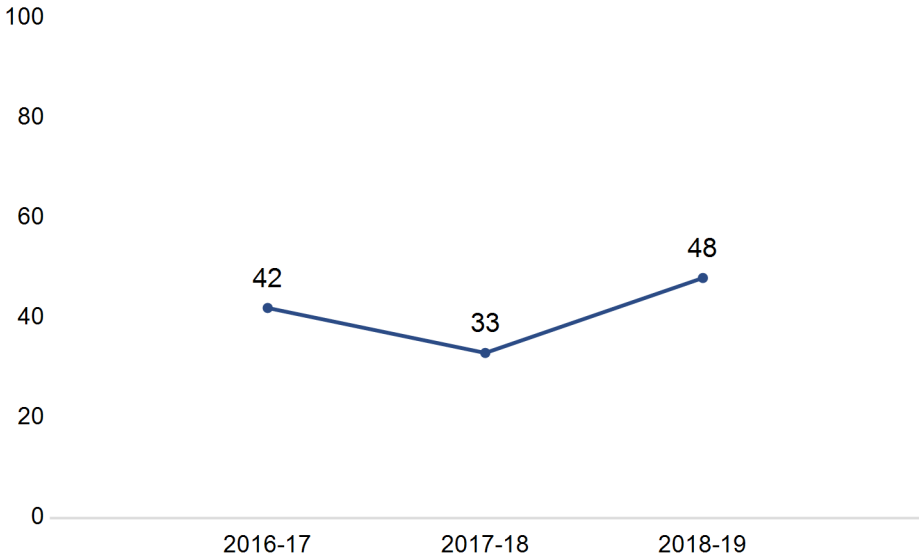
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47.5	47	49	42	33	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	53	50	Met Standard	48	52	50	Met Standard
White	46	53	50	Met Standard	49	53	52	Met Standard
Hispanic	*	53	49	**	*	44.5	47	**
Black or African American	50.5	50	45	Met Standard	30.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	58	59	Met Standard	49	54	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	46	56	53	N	46	52	50	N
Male	49	51	47	N	49	53	51	N
Economically Disadvantaged Students	36.5	48	48	Not Met	37.5	49	46	Not Met
Students with Disabilities	39	51.5	43	Not Met	41	48	45	Met Standard
English Learners	N	59	52	**	N	54.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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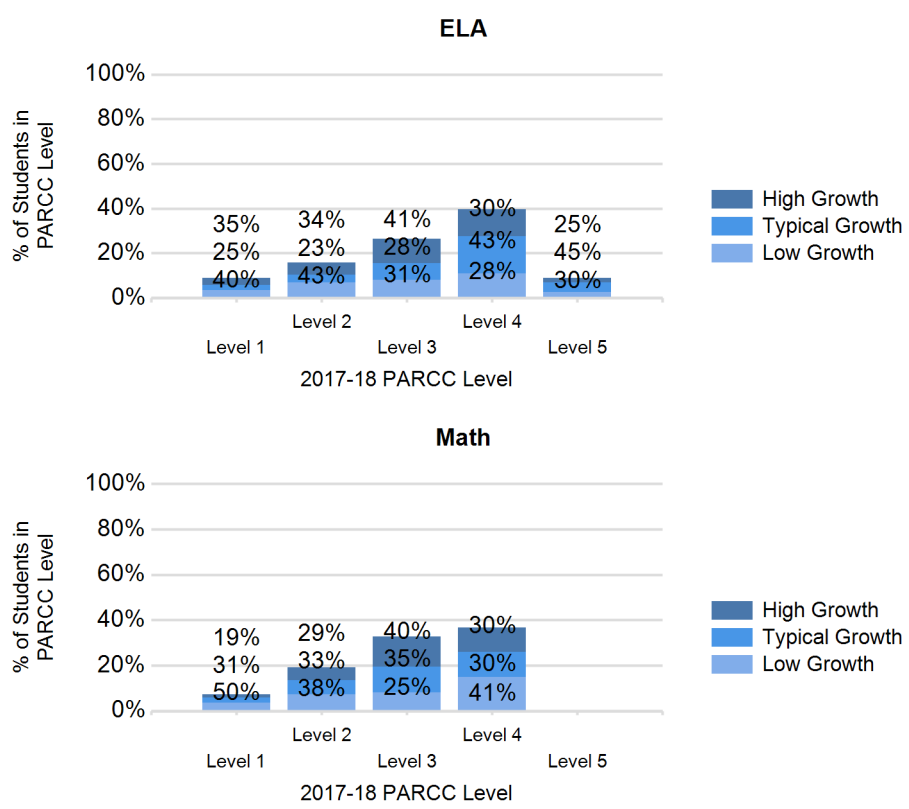
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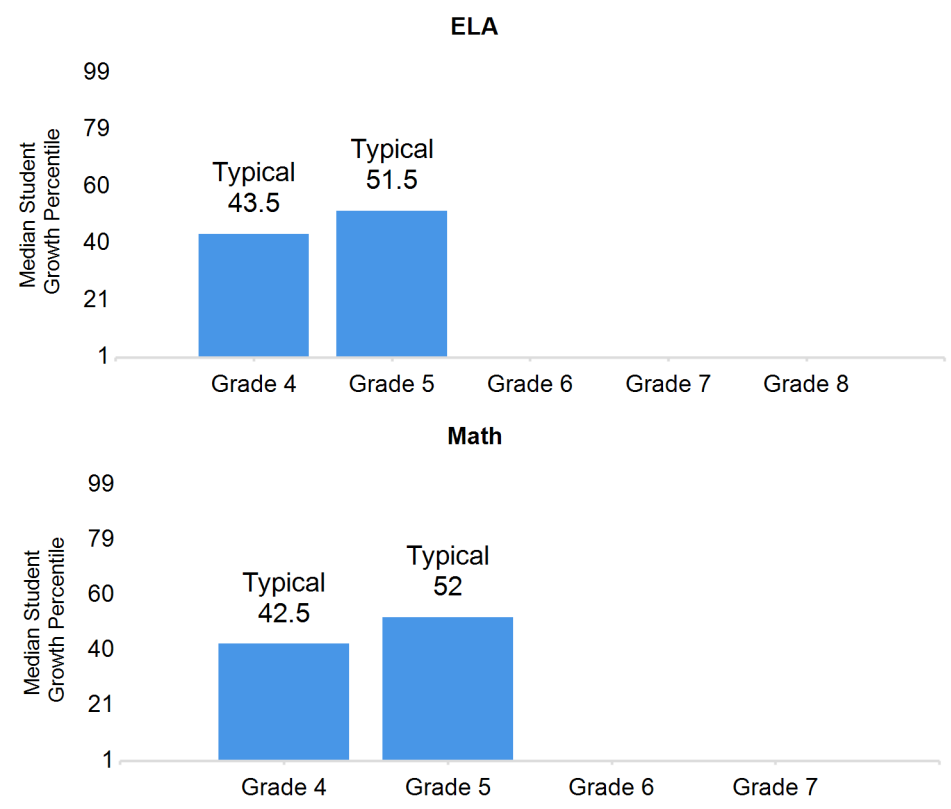
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



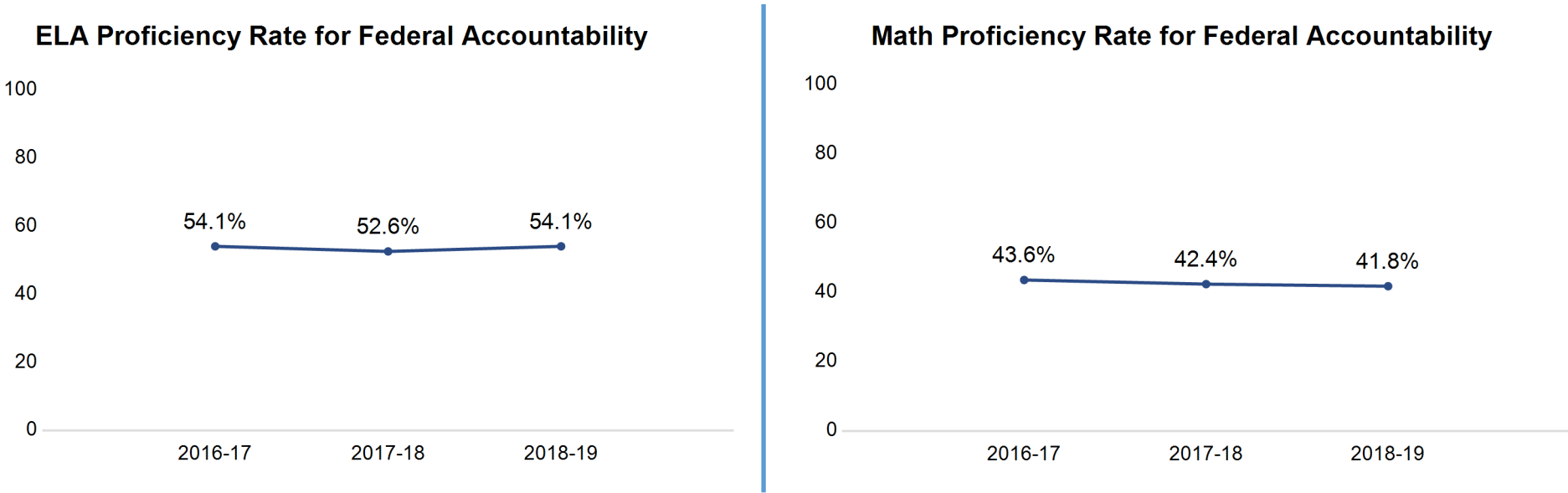


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.5%	98.5%	99.2%	98.5%	98.5%
Proficiency Rate for Federal Accountability	54.1%	52.6%	54.1%	43.6%	42.4%	41.8%
Annual Target	50.8%	52.4%	53.9%	46.2%	48.0%	49.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	98.5	54.1	63.3	57.9	54.1	53.9	Met Target
White	217	99.1	51.6	63.6	66.9	51.6	56	Met Target†
Hispanic	*	*	*	47.5	43.9	*	**	**
Black or African American	38	97.4	42.1	51.0	38.5	42.1	40.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	52	96.6	78.8	*	82.9	78.8	79.3	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	175	98.3	58.3	71.3	64.8	58.3		
Male	141	98.6	48.9	55.6	51.3	48.9		
Economically Disadvantaged Students	44	97.8	18.2	45.9	40.0	18.2	32.7	Not Met
Non-Economically Disadvantaged Students	272	98.6	59.9	65.4	67.9	59.9		
Students with Disabilities	77	98.7	18.2	32.5	22.7	18.2	37.4	Not Met
Students without Disabilities	239	98.4	65.7	72.4	65.1	65.7		
English Learners	N	N	N	42.1	29.3	N	**	**
Non-English Learners	316	98.5	54.1	63.6	60.6	54.1		
Homeless Students	N	N	N	60.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	86.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

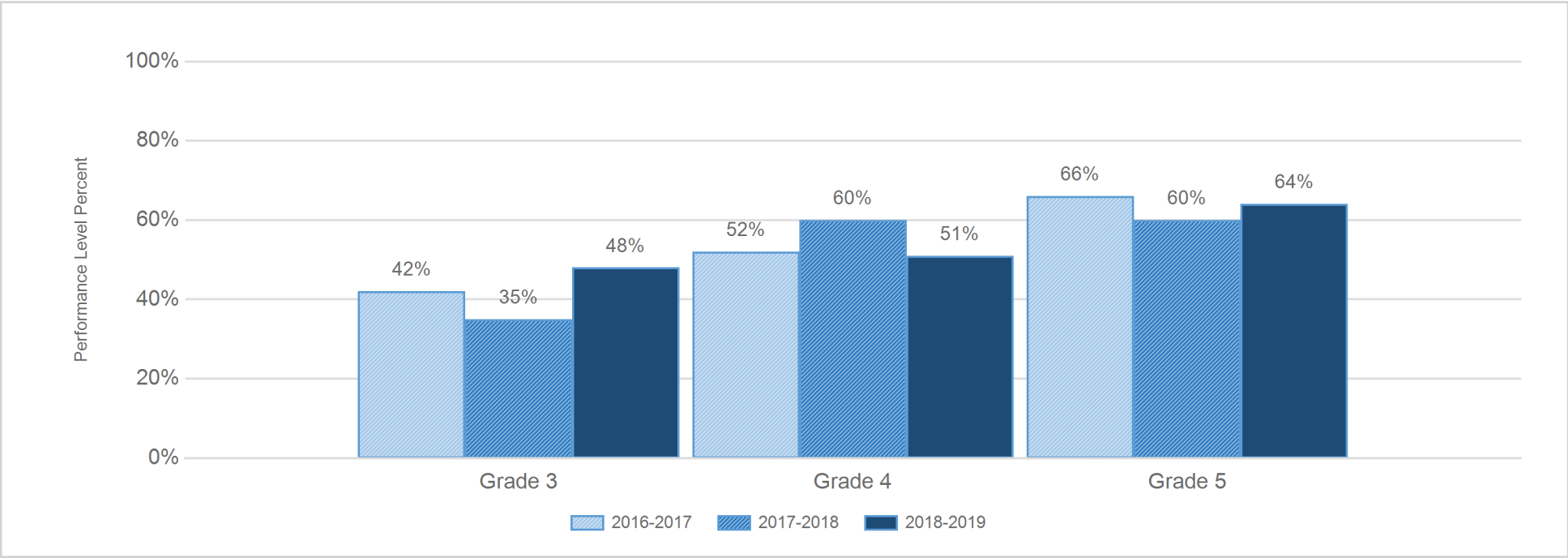


Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	752	747	748	*	10%	34%	*	*	48%	50%
White	63	752	*	757	*	*	33%	*	*	48%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	12	733	737	731	*	0%	*	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	17	762	760	773	*	*	*	*	*	65%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	53	760	751	753	*	*	26%	*	*	58%	55%
Male	44	743	743	743	*	*	43%	*	*	36%	46%
Economically Disadvantaged Students	15	723	730	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	82	758	749	759	*	*	*	*	*	55%	61%
Students with Disabilities	21	719	*	719	*	*	*	*	*	14%	24%
Students without Disabilities	76	762	*	754	*	*	*	*	*	58%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	97	752	*	751	*	10%	34%	*	*	48%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	744	756	755	12%	18%	20%	41%	10%	51%	57%
White	68	745	757	763	*	21%	26%	*	*	46%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	13	726	743	739	*	*	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	19	761	761	779	*	*	*	*	*	79%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	60	745	759	760	*	*	*	*	*	48%	62%
Male	42	743	752	750	*	*	*	*	*	55%	53%
Economically Disadvantaged Students	13	713	741	740	*	*	*	*	*	15%	40%
Non-Economically Disadvantaged Students	89	749	757	765	*	*	*	*	*	56%	69%
Students with Disabilities	28	717	*	725	*	*	*	*	*	21%	25%
Students without Disabilities	74	754	*	761	*	*	*	*	*	62%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	102	744	*	758	12%	18%	20%	41%	10%	51%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	756	759	756	*	8%	21%	*	*	64%	58%
White	87	753	760	764	*	*	26%	*	*	61%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	13	743	742	739	*	*	*	*	*	54%	38%
Asian, Native Hawaiian, or Pacific Islander	20	780	770	781	0%	0%	*	*	*	95%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	65	761	765	761	*	*	18%	*	*	69%	64%
Male	58	750	754	750	*	*	24%	*	*	59%	52%
Economically Disadvantaged Students	17	739	745	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	106	758	761	766	*	*	*	*	*	70%	69%
Students with Disabilities	28	723	737	724	*	*	36%	*	*	21%	23%
Students without Disabilities	95	765	765	762	*	*	17%	*	*	77%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	123	756	*	758	*	8%	21%	*	*	64%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	98.5	41.8	48.0	44.5	41.8	49.7	Not Met
White	217	99.1	36.4	48.0	54.1	36.4	52.5	Not Met
Hispanic	*	*	*	27.0	28.8	*	**	**
Black or African American	38	97.4	23.7	27.2	23.0	23.7	26.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	52	96.6	78.8	*	76.5	78.8	77.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	175	98.3	40.6	47.2	44.9	40.6		
Male	141	98.6	43.3	48.8	44.2	43.3		
Economically Disadvantaged Students	44	97.8	20.5	31.3	26.3	20.5	30.9	Not Met
Non-Economically Disadvantaged Students	272	98.6	45.2	50.0	54.9	45.2		
Students with Disabilities	77	98.7	19.5	23.3	17.4	19.5	31	Not Met
Students without Disabilities	239	98.4	49.0	55.3	50.0	49.0		
English Learners	N	N	N	31.6	25.0	N	**	**
Non-English Learners	316	98.5	41.8	48.2	46.5	41.8		
Homeless Students	N	N	N	40.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	53.3	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

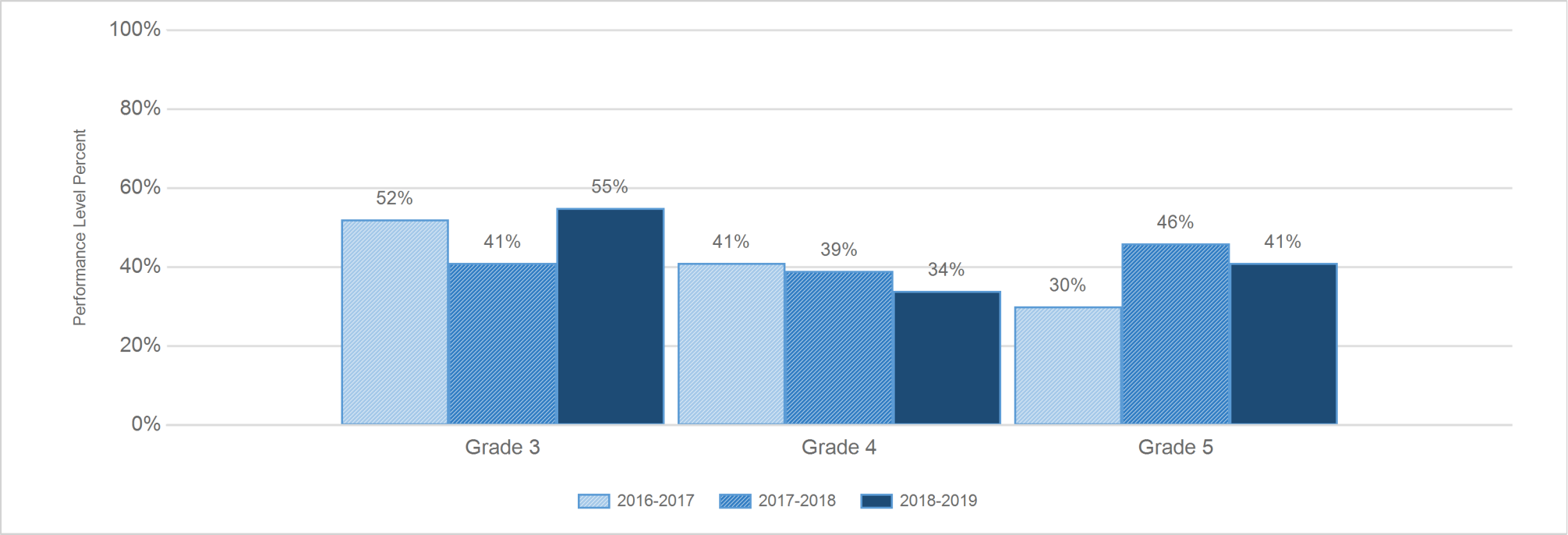


Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	751	750	752	*	*	27%	*	*	55%	55%
White	63	748	*	760	*	*	35%	*	*	46%	66%
Hispanic	*	*	739	739	*	*	*	*	*	*	40%
Black or African American	12	736	739	735	*	*	*	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	17	770	766	778	*	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	53	748	747	751	*	*	23%	*	*	53%	54%
Male	44	754	752	752	*	*	32%	*	*	57%	56%
Economically Disadvantaged Students	15	733	736	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	82	754	751	761	*	*	*	*	*	57%	67%
Students with Disabilities	21	726	*	731	*	*	*	*	*	24%	31%
Students without Disabilities	76	758	*	756	*	*	*	*	*	63%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	97	751	*	754	*	*	27%	*	*	55%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	738	745	749	*	23%	34%	*	*	34%	51%
White	68	736	745	757	*	25%	32%	*	*	34%	62%
Hispanic	*	*	734	737	*	*	*	*	*	*	36%
Black or African American	13	725	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	19	758	759	776	0%	*	*	*	*	58%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	60	735	742	749	*	*	25%	*	*	35%	50%
Male	42	741	747	749	*	*	48%	*	*	33%	52%
Economically Disadvantaged Students	13	712	731	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	89	741	746	759	*	*	*	*	*	*	63%
Students with Disabilities	28	718	*	726	*	*	*	*	*	21%	25%
Students without Disabilities	74	745	*	754	*	*	*	*	*	39%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	102	738	*	751	*	23%	34%	*	*	34%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	743	747	747	*	16%	36%	*	*	41%	47%
White	87	740	747	755	*	14%	45%	*	*	33%	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	13	728	729	729	*	*	*	*	*	23%	23%
Asian, Native Hawaiian, or Pacific Islander	20	772	764	775	0%	0%	*	*	*	90%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	744	753	*	*	*	*	*	*	55%
Female	65	745	746	747	*	*	38%	*	*	38%	47%
Male	58	742	748	747	*	*	33%	*	*	43%	47%
Economically Disadvantaged Students	17	727	735	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	106	746	749	757	*	*	*	*	*	44%	59%
Students with Disabilities	28	720	729	725	*	36%	*	*	*	14%	19%
Students without Disabilities	95	750	752	752	*	11%	*	*	*	48%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	123	743	*	749	*	16%	36%	*	*	41%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



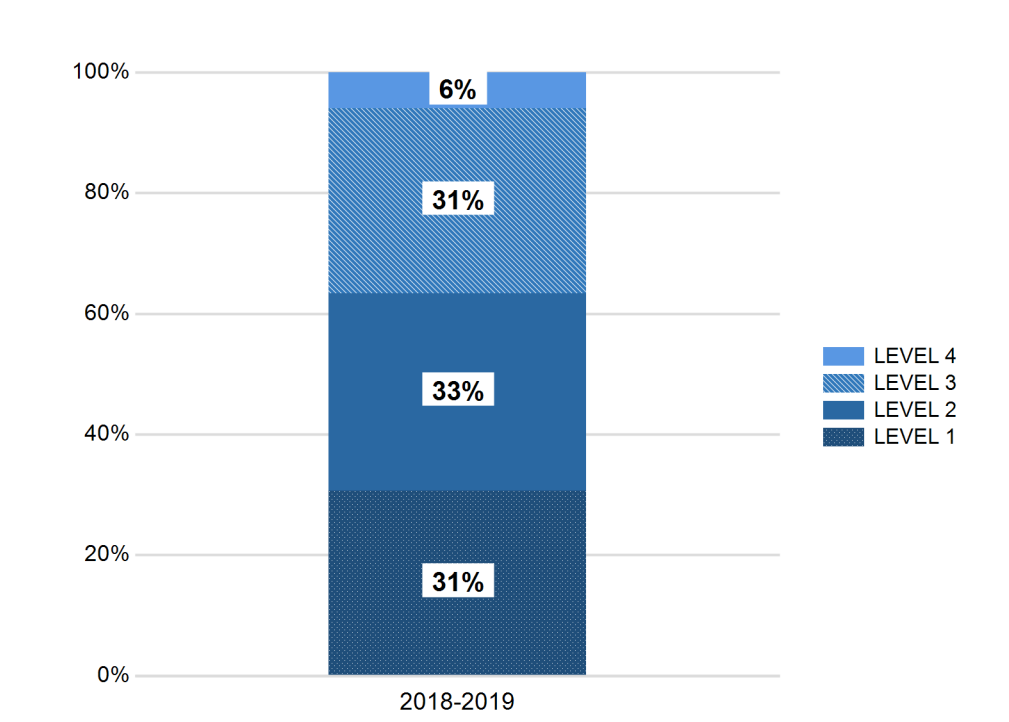
Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	33	31	6
White	32	33	32	2
Hispanic	*	*	*	*
Black or African American	54	31	15	0
Asian, Native Hawaiian, or Pacific Islander	0	35	40	25
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	34	28	8
Male	31	31	34	3
Economically Disadvantaged Students	53	35	12	0
Non-Economically Disadvantaged Students	27	32	34	7
Students with Disabilities	64	25	11	0
Students without Disabilities	21	35	37	7
English Learners	N	N	N	N
Non-English Learners	31	33	31	6
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

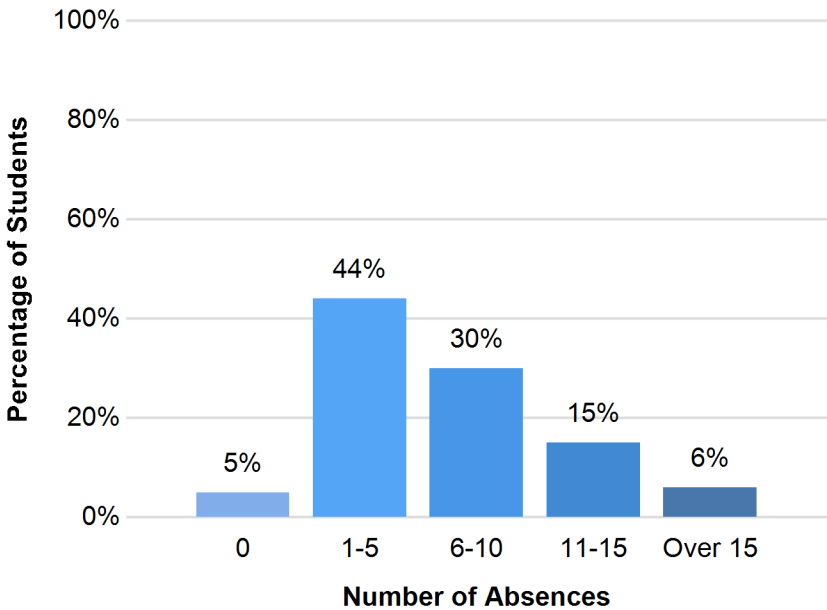
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	3.1	8.9	Met
White	15	3.6	8.9	Met
Hispanic	2	7.1	8.9	Met
Black or African American	1	1.7	8.9	Met
Asian, Native Hawaiian, or Pacific	1	1.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	6	1.9		
Male	13	4.4		
Economically Disadvantaged Students	5	6.9	8.9	Met
Students with Disabilities	8	5.4	8.9	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





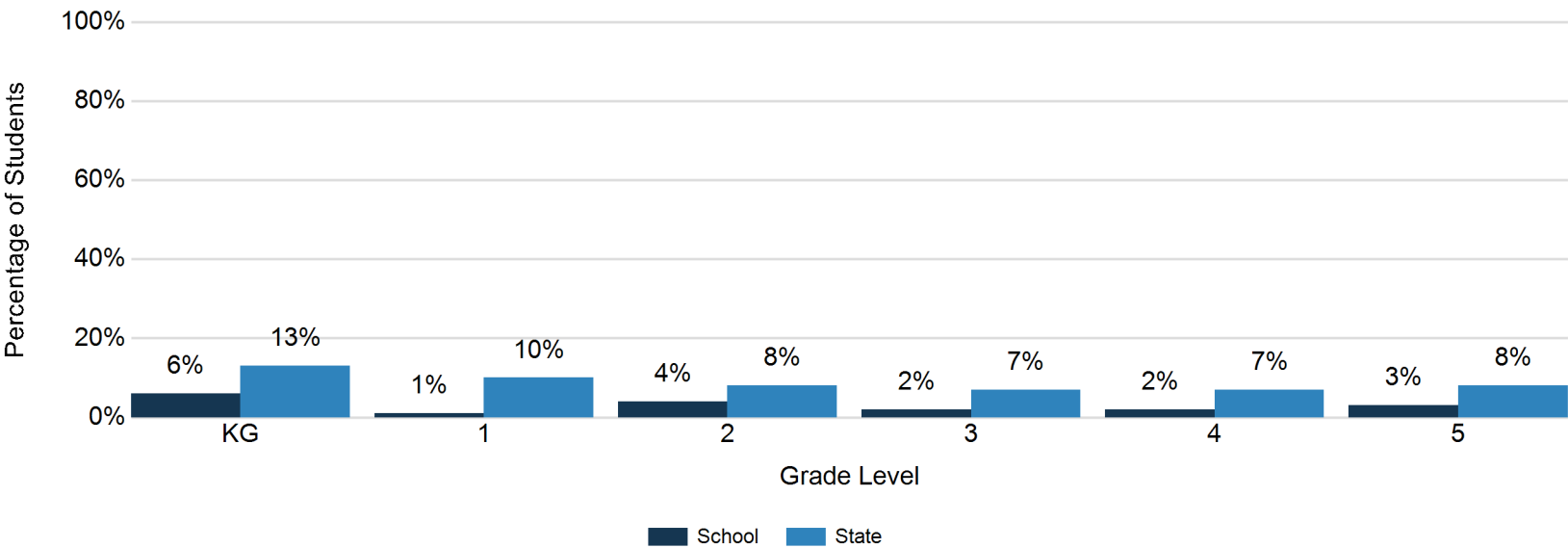
Helen L Beeler
(05-1420-055)
Grades Offered: KG-05
2018-2019

Report Key:
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	73.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	12:1
Students to Administrators	595:1	212:1
Teachers to Administrators	41:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.1%	95.1%	0.0%	48.4%	77.1%	54.9%
Male	47.9%	4.9%	100.0%	51.6%	22.9%	45.1%
White	68.1%	95.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.4%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	15.5%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.1%	52.6%	54.1%
Math Proficiency	43.6%	42.4%	41.8%
ELA Growth	48	47	49
Math Growth	42	33	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.2%	4.6%	3.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	N	Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Helen L. Beeler students participate in a variety of curricular and extra-curricular activities extending 21st century skills through technology, and after school clubs such as Robotics. - School community is developed through Responsive Classroom practices, as well the PTA that offers monthly gatherings and/or educational resources for students, parents, and staff. - Beeler offers a variety of programs, activities, and celebrations related to diversity, character education, literacy, technology, and wellness.
 Mission, Vision, Theme:	At Helen L. Beeler Elementary School, we are committed to educating children through engaging and rigorous academic experiences that provide the foundation for life-long learning. The social, emotional, and academic well being of our students is supported in a safe and nurturing environment. Through collaboration with the community we guide students to develop to their fullest potential.



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A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath. Courses, Curriculum, Instruction:	Balanced literacy program - Reader?s and Writer?s Workshop, Guided Reading, Core Literature, and Word Study; Mathematics - with accelerated levels in 4th and 5th grade; Social Studies, Science and Health. Full related arts curriculum of art, music, physical education, computers, and library; world language and instrumental music; Gifted and Talented. Responsive Classroom - emphasizing social, emotional, and academic growth in a strong and safe school community
A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other. Clubs and Activities:	In addition to academic areas, after school clubs are also offered such as: Band, Orchestra, Robotics, Board game, Book club, Kindness Club, 100 Mile, Homework/Study Skills, PE, Chorus, Scrapbooking, Student Council, Yearbook and Safeties.



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 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Beeler.
 Staff and Professional Learning:	Classroom teachers (32); art, music, computer, library and physical education; four resource, two Spanish, nurse, guidance counselor, reading, literacy, and Intervention Specialists, two Reading Recovery, related services ? speech, OT, PT; string and instrumental music; two teacher assistants and many paraprofessionals. All teachers follow district and school-level initiatives. Professional learning opportunities include building-based workshops, grade level/department meetings, PLC teams, etc.



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 Student Supports and Services:	Five self-contained classes for students with special needs. In-class Resource settings are provided in grades 1-5. Pull-out Replacement services in grades 3-5. In order to meet the individual needs of students, the school has an I&RS team in place that meets monthly to provide educational supports to general education students, prior to any necessary child study team referrals. Supplemental services in math and language arts are also provided.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	Throughout the years, the PTA has been and continues to be a very active, positive and supportive organization providing activities that benefit the students, parents and the school. Among these activities are an annual Carnival, Book Fairs, Pumpkin Carving Night, Movie Night, Candy Bar Bingo, Basket Raffle and Science Fair. Partnerships with local organizations bring programs like L.E.A.D. and Book Mates to the school.



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 Facilities:	Beeler School officially opened in 1962. Over the years, additions were built to in various areas. In 1989, music and art rooms, media center, kitchen, cafeteria, three classrooms and five small instructional areas were added. The 1998 referendum added seven classrooms, lavatories and office facilities. In 2000, seven classrooms and a computer lab were built.
 School Safety:	School safety is a priority at Beeler. The school uses a visitor entry system and has a full -time resource officer. All doors are locked and secured throughout the school day and there is only one way to enter for visitors. Security drills are practiced on a monthly basis, in the presence of local police department.



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 Technology and STEM:	The instructional program at Beeler School is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology and club offerings. Classroom teachers utilize a wide range of technology tools such as Google Classroom, Google Forms, Google Docs and Slides. Internet-based resources such as BrainPop are also used.
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J Harold Van Zant
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



J Harold Van Zant
(05-1420-057)
Grades Offered: KG-05
2018-2019

Report Key:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Mr. Nicholas DiBlasi
Address	270 CONESTOGA DRIVE MARLTON, NJ 08053
Phone Number	856-988-0687
Email Address	Diblasin@evesham.k12.nj.us
Website	https://vanzant.evesham.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	62	80	77
1	51	77	92
2	68	75	80
3	62	91	76
4	59	96	100
5	67	98	96
Total	369	517	521

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	48.5%	45.9%
Male	50.4%	51.5%	54.1%
Economically Disadvantaged Students	10.3%	10.3%	10.9%
Students with Disabilities	23.0%	25.7%	25.3%
English Learners	0.0%	0.0%	0.4%
Homeless Students	0.0%	0.6%	0.4%
Students in Foster Care	0.0%	0.2%	0.2%
Military-Connected Students	1.1%	1.0%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.8%	78.1%	77.5%
Hispanic	3.0%	4.3%	4.4%
Black or African American	7.0%	6.2%	6.0%
Asian	8.7%	7.2%	8.1%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.4%
American Indian or Alaska Native	1.1%	1.0%	0.6%
Two or More Races	1.9%	2.7%	3.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	27	35	33
KG - Full Day	35	45	44

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	89.1%
Spanish	2.7%
Gujarati	1.5%
Hindi	1.2%
Chinese	1.2%
Other Languages	4.4%



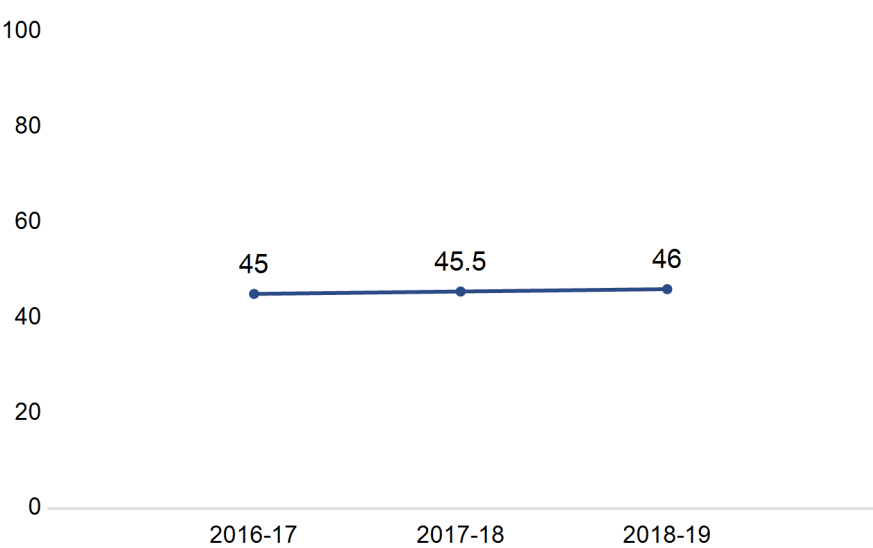
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2018-2019

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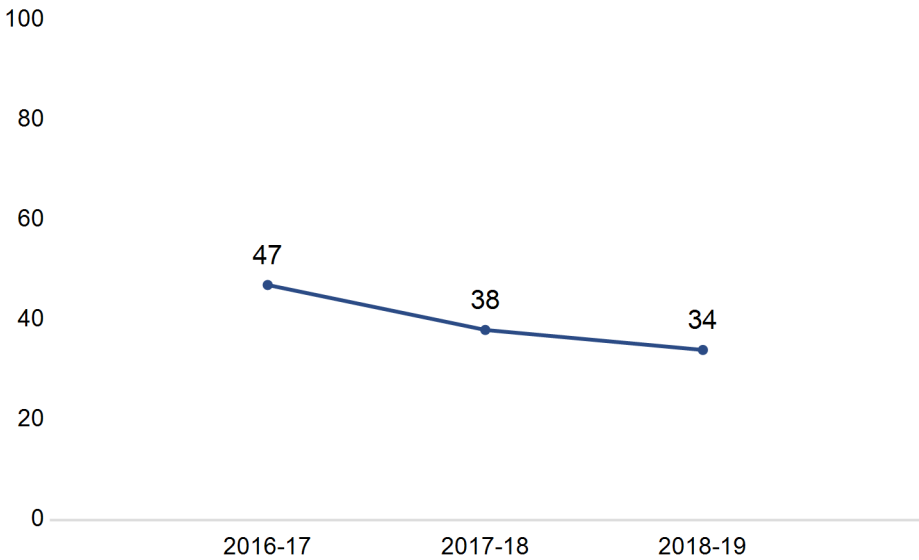
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	45.5	46	47	38	34
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	53	50	Met Standard	34	52	50	Not Met
White	43	53	50	Met Standard	33	53	52	Not Met
Hispanic	*	53	49	**	*	44.5	47	**
Black or African American	43.5	50	45	**	33	39	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	58	59	**	40	54	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	45	56	53	N	33	52	50	N
Male	46	51	47	N	34	53	51	N
Economically Disadvantaged Students	57	48	48	Met Standard	25	49	46	Not Met
Students with Disabilities	40	51.5	43	Met Standard	27	48	45	Not Met
English Learners	N	59	52	**	N	54.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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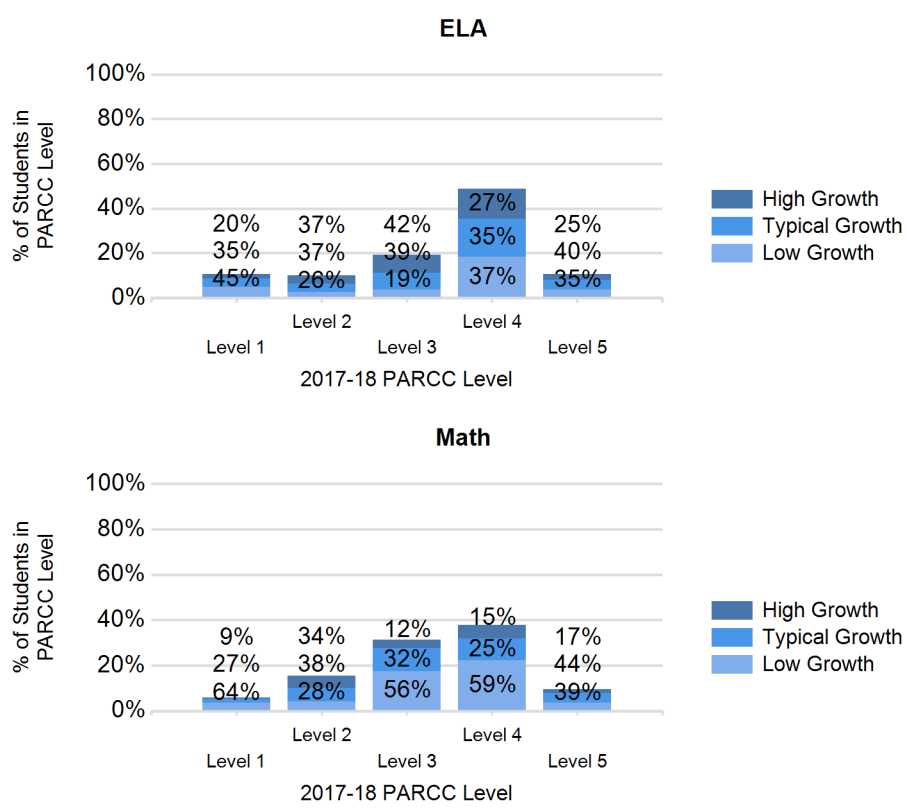
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

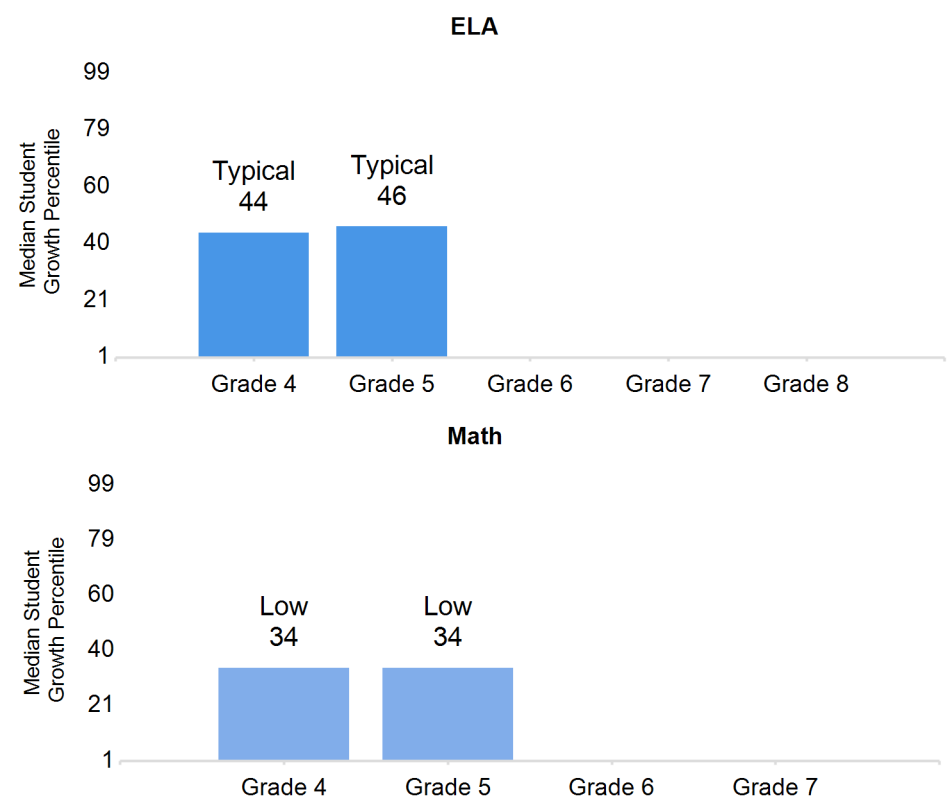
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



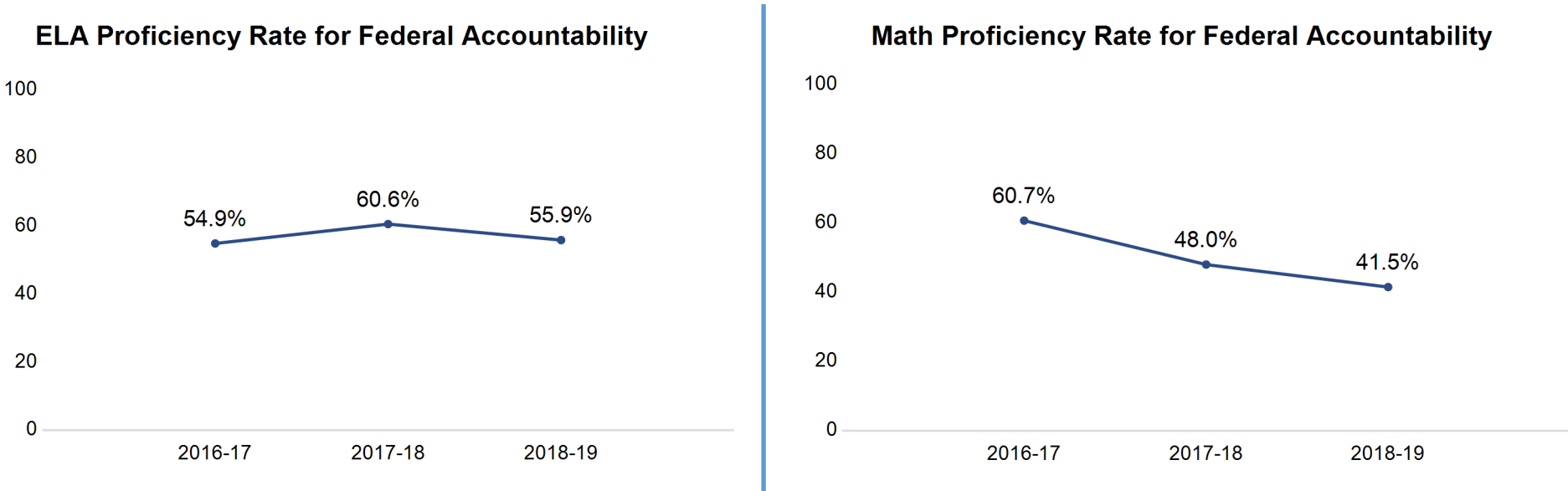


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	98.9%	99.6%	98.5%	99.6%	99.6%
Proficiency Rate for Federal Accountability	54.9%	60.6%	55.9%	60.7%	48.0%	41.5%
Annual Target	64.3%	65.1%	66.0%	58.4%	59.6%	60.7%
Met Annual Target?	Not Met	Met Target†	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	270	99.6	55.9	63.3	57.9	55.9	66	Not Met
White	207	99.5	56.0	63.6	66.9	56.0	68.4	Not Met
Hispanic	14	100.0	42.9	47.5	43.9	42.9	**	**
Black or African American	17	100.0	52.9	51.0	38.5	52.9	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	73.9	*	82.9	73.9	80	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	127	100.0	67.7	71.3	64.8	67.7		
Male	143	99.3	45.5	55.6	51.3	45.5		
Economically Disadvantaged Students	31	100.0	45.2	45.9	40.0	45.2	66.5	Not Met
Non-Economically Disadvantaged Students	239	99.6	57.3	65.4	67.9	57.3		
Students with Disabilities	74	100.0	31.1	32.5	22.7	31.1	55.5	Not Met
Students without Disabilities	196	99.5	65.3	72.4	65.1	65.3		
English Learners	*	*	*	42.1	29.3	*	**	**
Non-English Learners	*	*	*	63.6	60.6	*		
Homeless Students	*	*	*	60.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	86.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

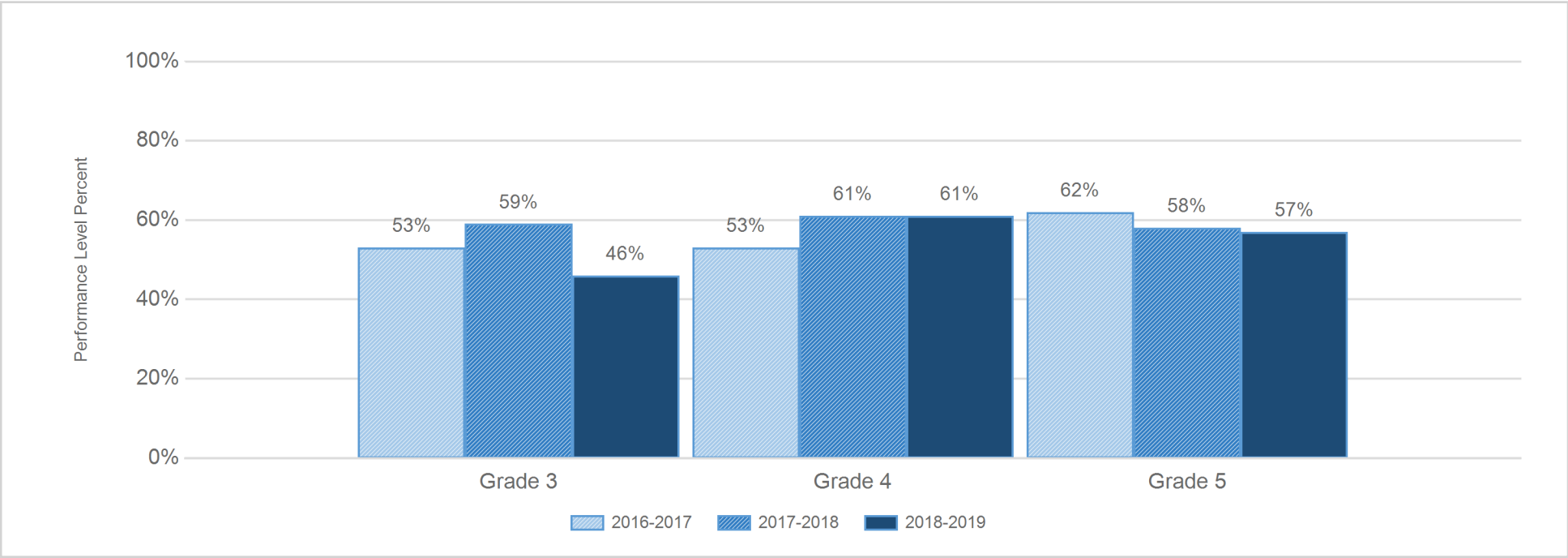


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	750	747	748	*	18%	29%	*	*	46%	50%
White	55	748	*	757	*	22%	25%	*	*	45%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	36	757	751	753	*	*	*	*	*	56%	55%
Male	40	743	743	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	22	737	*	719	*	*	*	*	*	27%	24%
Students without Disabilities	54	755	*	754	*	*	*	*	*	54%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	76	750	*	751	*	18%	29%	*	*	46%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	752	756	755	18%	*	19%	*	*	61%	57%
White	76	753	757	763	17%	*	20%	*	*	62%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	52	761	759	760	*	*	*	*	*	73%	62%
Male	48	743	752	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	11	726	741	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	89	756	757	765	*	*	*	*	*	63%	69%
Students with Disabilities	28	715	*	725	*	*	*	*	*	32%	25%
Students without Disabilities	72	767	*	761	*	*	*	*	*	72%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	100	752	*	758	18%	*	19%	*	*	61%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	754	759	756	*	*	31%	*	*	57%	58%
White	77	753	760	764	*	*	31%	*	*	57%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	41	761	765	761	*	*	*	*	*	71%	64%
Male	55	748	754	750	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	13	743	745	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	83	755	761	766	*	*	*	*	*	58%	69%
Students with Disabilities	23	734	737	724	*	*	*	*	*	30%	23%
Students without Disabilities	73	760	765	762	*	*	*	*	*	66%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	96	754	*	758	*	*	31%	*	*	57%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	270	99.6	41.5	48.0	44.5	41.5	60.7	Not Met
White	207	99.5	41.5	48.0	54.1	41.5	61	Not Met
Hispanic	14	100.0	14.3	27.0	28.8	14.3	**	**
Black or African American	17	100.0	47.1	27.2	23.0	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	65.2	*	76.5	65.2	76.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	127	100.0	39.4	47.2	44.9	39.4		
Male	143	99.3	43.4	48.8	44.2	43.4		
Economically Disadvantaged Students	31	100.0	29.0	31.3	26.3	29.0	66.5	Not Met
Non-Economically Disadvantaged Students	239	99.6	43.1	50.0	54.9	43.1		
Students with Disabilities	74	100.0	17.6	23.3	17.4	17.6	55.5	Not Met
Students without Disabilities	196	99.5	50.5	55.3	50.0	50.5		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	48.2	46.5	*		
Homeless Students	*	*	*	40.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	53.3	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

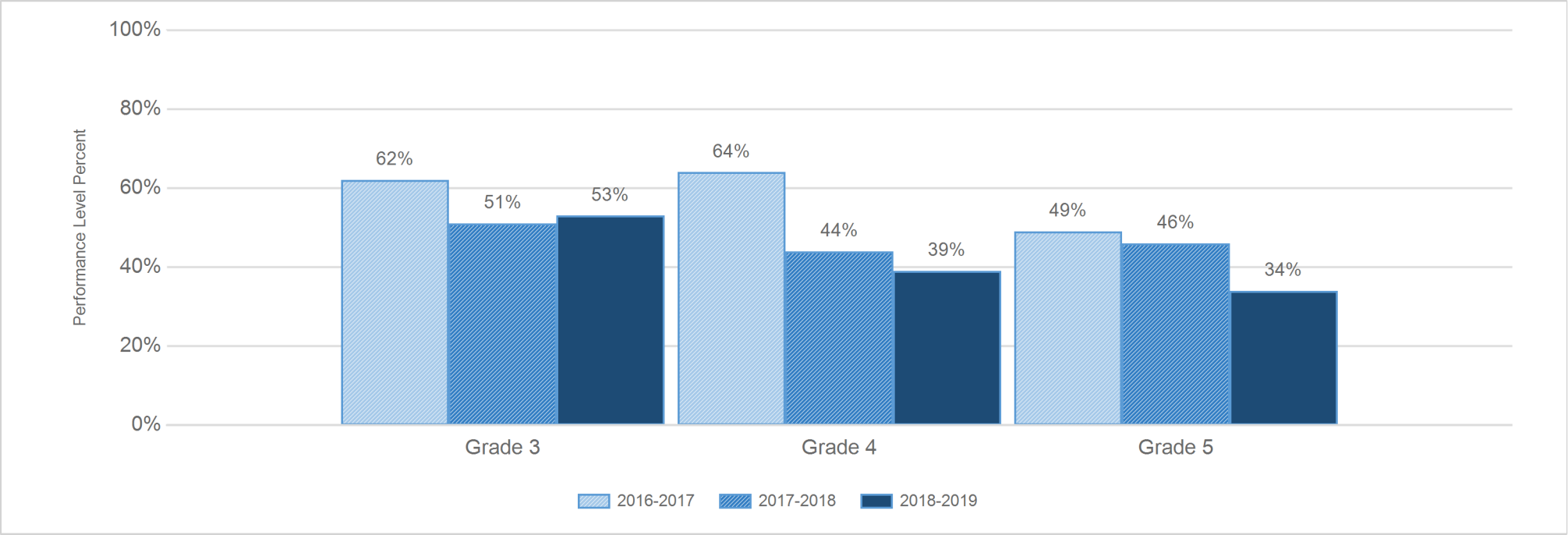


J Harold Van Zant
(05-1420-057)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	750	750	752	*	16%	29%	*	*	53%	55%
White	55	750	*	760	*	18%	27%	*	*	53%	66%
Hispanic	*	*	739	739	*	*	*	*	*	*	40%
Black or African American	*	*	739	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	36	752	747	751	*	*	*	*	*	53%	54%
Male	40	748	752	752	*	*	*	*	*	53%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	67%
Students with Disabilities	22	740	*	731	*	*	*	*	*	32%	31%
Students without Disabilities	54	754	*	756	*	*	*	*	*	61%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	76	750	*	754	*	16%	29%	*	*	53%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



J Harold Van Zant
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	740	745	749	13%	13%	35%	*	*	39%	51%
White	76	741	745	757	13%	*	36%	*	*	41%	62%
Hispanic	*	*	734	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	52	741	742	749	*	*	40%	*	*	38%	50%
Male	48	739	747	749	*	*	29%	*	*	40%	52%
Economically Disadvantaged Students	11	719	731	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	89	743	746	759	*	*	*	*	*	40%	63%
Students with Disabilities	28	708	*	726	*	*	*	*	*	*	25%
Students without Disabilities	72	753	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	100	740	*	751	13%	13%	35%	*	*	39%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	741	747	747	*	18%	42%	*	*	34%	47%
White	77	741	747	755	*	18%	43%	*	*	34%	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	744	753	*	*	*	*	*	*	55%
Female	41	740	746	747	*	*	46%	*	*	29%	47%
Male	55	741	748	747	*	*	38%	*	*	38%	47%
Economically Disadvantaged Students	13	731	735	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	83	742	749	757	*	*	*	*	*	36%	59%
Students with Disabilities	23	726	729	725	*	*	43%	*	*	13%	19%
Students without Disabilities	73	745	752	752	*	*	41%	*	*	41%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	96	741	*	749	*	18%	42%	*	*	34%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N



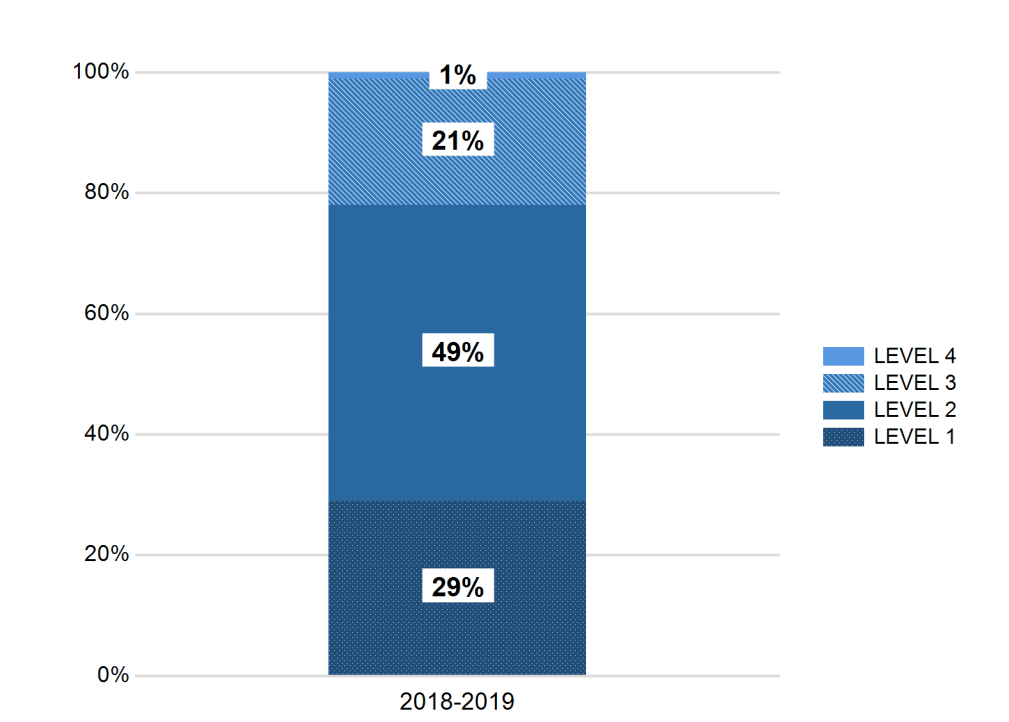
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	49	21	1
White	30	49	19	1
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	54	20	2
Male	33	45	22	0
Economically Disadvantaged Students	46	31	23	0
Non-Economically Disadvantaged Students	27	52	20	1
Students with Disabilities	70	22	4	4
Students without Disabilities	16	58	26	0
English Learners	N	N	N	N
Non-English Learners	29	49	21	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

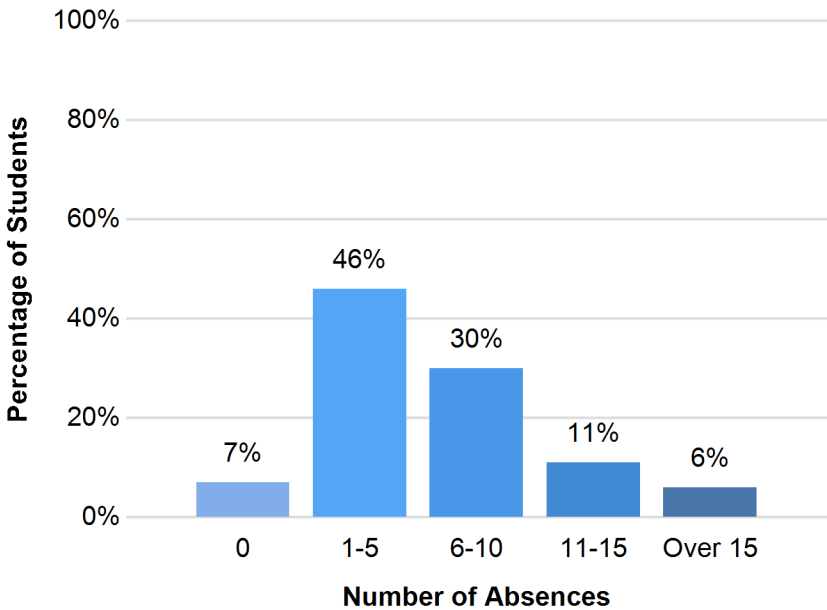
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	3.9	8.9	Met
White	14	3.5	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	4	12.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	2.5		
Male	14	5.1		
Economically Disadvantaged Students	7	12.7	8.9	Not Met
Students with Disabilities	8	6.4	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





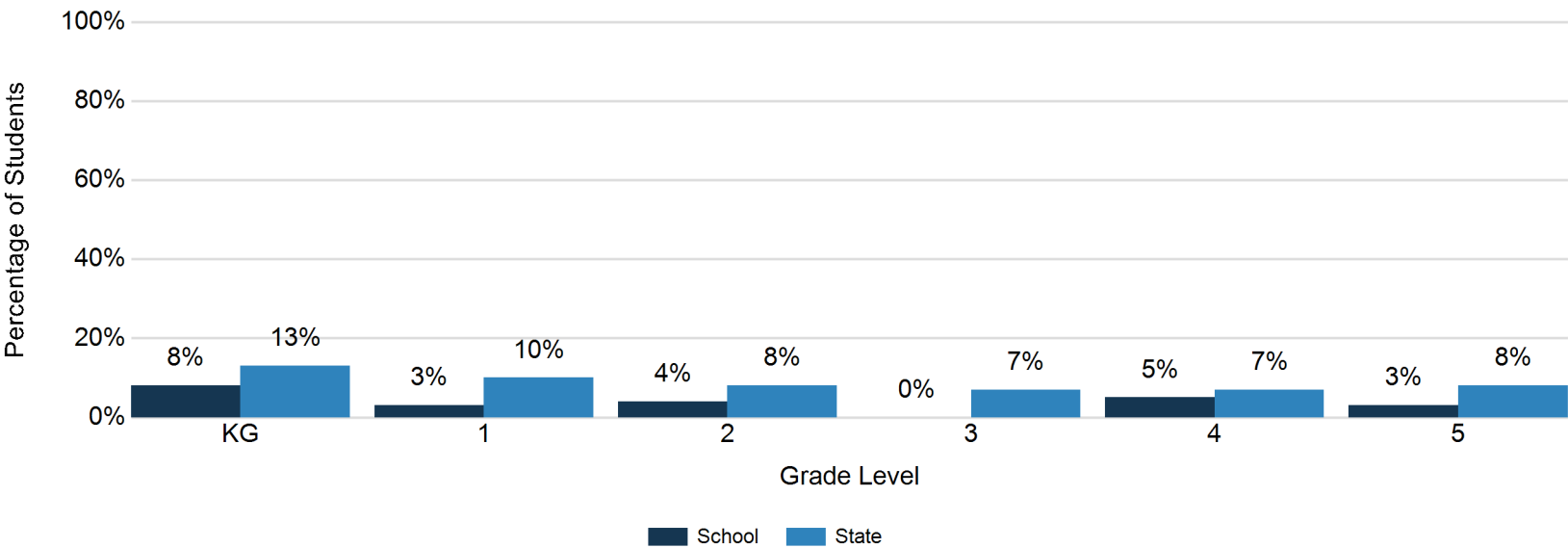
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.58

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	75.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	521:1	212:1
Teachers to Administrators	41:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	95.1%	0.0%	48.4%	77.1%	54.9%
Male	54.1%	4.9%	100.0%	51.6%	22.9%	45.1%
White	77.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.1%



J Harold Van Zant
(05-1420-057)
Grades Offered: KG-05
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.9%	60.6%	55.9%
Math Proficiency	60.7%	48.0%	41.5%
ELA Growth	45	46	46
Math Growth	47	38	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	6.5%	4.3%	3.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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(05-1420-057)
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	**	Met	No
White	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Van Zant C.A.R.E.S. is our character education program utilized to extend and deepen the themes of Responsive Classroom. - Building a school community is important to us and is built through buddy classrooms, school-wide morning meetings, after-school and evening events, community service, and special activities. - Van Zant School offers over twenty clubs to our students in K-5 focusing on technology, volunteerism, and health and fitness.
 Mission, Vision, Theme:	The mission of the J. Harold Van Zant School is to provide a caring, compassionate, safe learning environment that respects each member of our community through integrated programs and also empowers each individual to reach their maximum potential socially, academically and emotionally.



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 Courses, Curriculum, Instruction:	Balance Literacy including Core Literature, Guided Reading, Reader?s Workshop, Writer?s Workshop and Word Study. Evesham Township School District uses the Math in Focus program. An interdisciplinary approach to Social Studies, Science and Health helps students to master content through rigorous and relevant units of study.
 Clubs and Activities:	Van Zant is proud to offer a variety of after-school clubs that focus on problem solving, fitness and nutrition, STEM, math, music and arts, etc.



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 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Van Zant.
 Staff and Professional Learning:	Our school continues to excel academically because of the combination of our wonderful staff, hard working students, supportive and involved parents, and strong educational programs here at Van Zant School. All teachers follow district and school-level initiatives, which are closely reviewed and monitored by building administrators and the curriculum department.



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 Student Supports and Services:	In addition to the general education classes at each grade level, there are five self-contained classes for students with special needs. The school also has the services of five resource teachers, nurse, guidance counselor, reading specialist, literacy specialist, intervention specialist, two speech therapists, a Reading Recovery teacher, occupational and physical therapists, and a gifted and talented teacher.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	We strive to do our very best to involve the community in the education of our students. We believe that the love of learning begins at home and that our goal is to provide each child with a safe and warm environment to help encourage their love for learning. As our children grow here at Van Zant they will share many different experiences that will help them become better students and ultimately better citizens.



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Facilities:	The J. Harold Van Zant School officially opened in 1968. In 1989, the first addition was built at Van Zant School, which included a media center, kitchen, cafeteria, 10 new classrooms, six small instructional areas and additional student and staff lavatories. In September of 2000, a second addition was built. Included here were five large classrooms, two small instructional areas, storage, and student and staff lavatories. The All-Purpose Room now has a full size stage for school productions.
School Safety:	Van Zant plans for and recognizes the importance of school safety and security. Various procedures and policies are in place that include the practice of security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within the school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where enhanced security exists and a visitor entry/management system is utilized in order to gain access to the school. Van Zant also has a full-time school resource officer to assist with daily building security.



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 Technology and STEM:	The instructional program is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology courses, enrichment periods, and club offerings.
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Marlton Elementary
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Marlton Elementary
(05-1420-058)
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2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Mr. Julio Feldman
Address	190 TOMLINSON MILL ROAD MARLTON, NJ 08053
Phone Number	856-988-9811
Email Address	feldmanj@evesham.k12.nj.us
Website	https://marltonelementary.evesham.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	68	81	88
1	62	72	63
2	56	77	70
3	67	66	77
4	71	80	64
5	90	77	79
Total	414	453	441

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.0%	43.0%	42.6%
Male	58.0%	57.0%	57.4%
Economically Disadvantaged Students	7.5%	6.8%	5.7%
Students with Disabilities	21.7%	19.0%	19.3%
English Learners	5.3%	3.5%	4.1%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.5%	0.0%	0.0%
Military-Connected Students	1.0%	1.1%	0.7%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.9%	81.7%	82.1%
Hispanic	4.3%	4.2%	4.3%
Black or African American	2.9%	1.8%	1.1%
Asian	9.7%	9.7%	8.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	2.6%	4.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	35	28	29
KG - Full Day	33	53	59

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.5%
Arabic	1.6%
Chinese	1.4%
Spanish	1.4%
Greek, Modern (1453-)	1.1%
Other Languages	7.0%



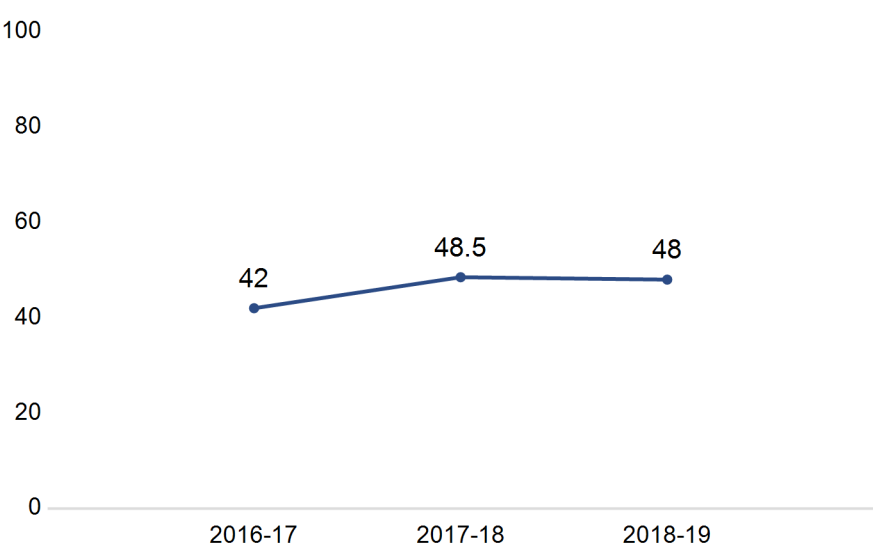
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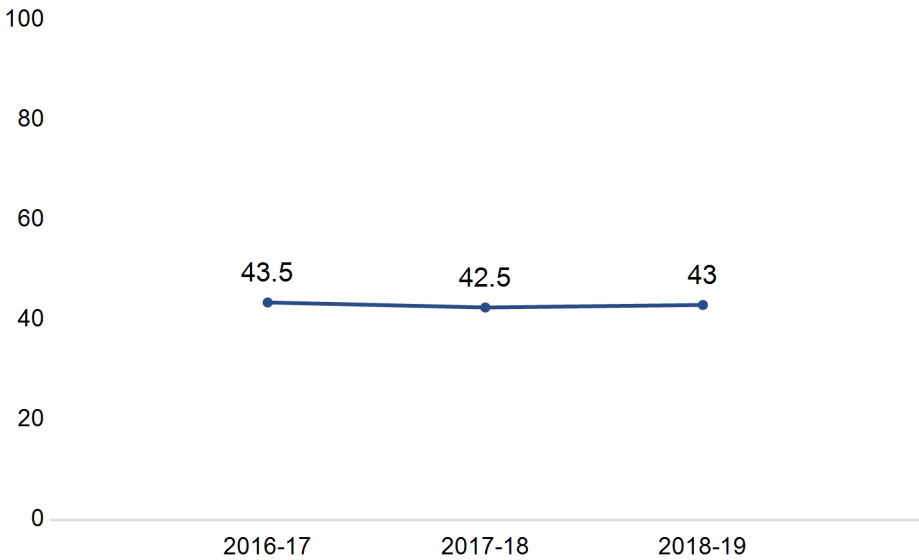
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	48.5	48	43.5	42.5	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	53	50	Met Standard	43	52	50	Met Standard
White	47	53	50	Met Standard	43.5	53	52	Met Standard
Hispanic	*	53	49	**	*	44.5	47	**
Black or African American	*	50	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	56.5	58	59	**	38	54	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	55	56	53	N	41	52	50	N
Male	41	51	47	N	45	53	51	N
Economically Disadvantaged Students	*	48	48	**	*	49	46	**
Students with Disabilities	46.5	51.5	43	Met Standard	46.5	48	45	Met Standard
English Learners	*	59	52	**	*	54.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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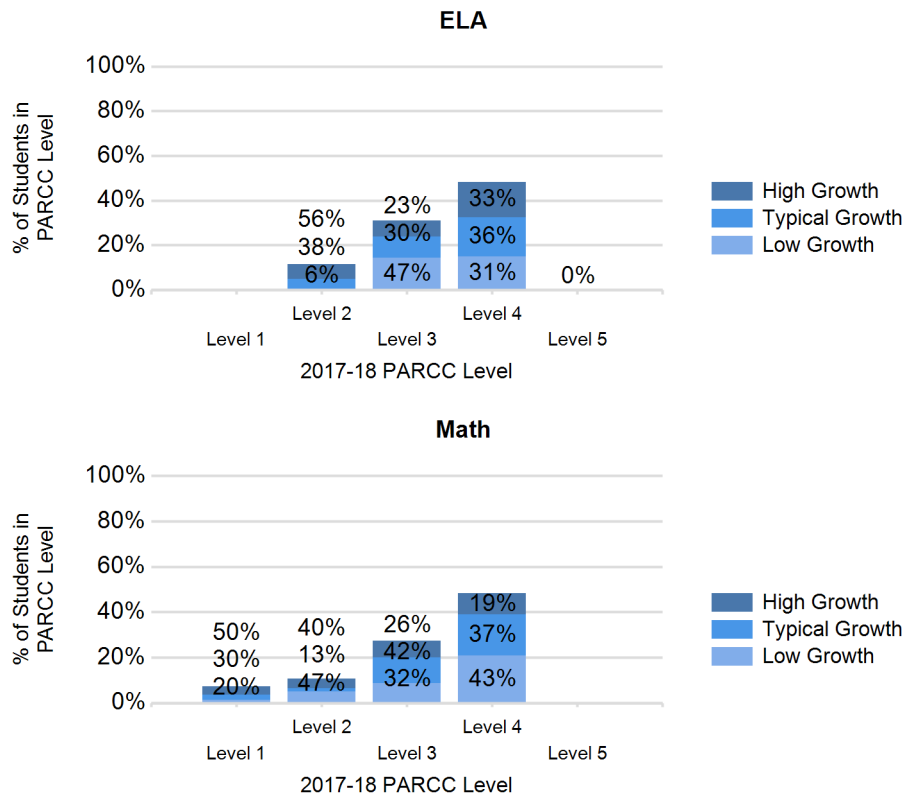
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

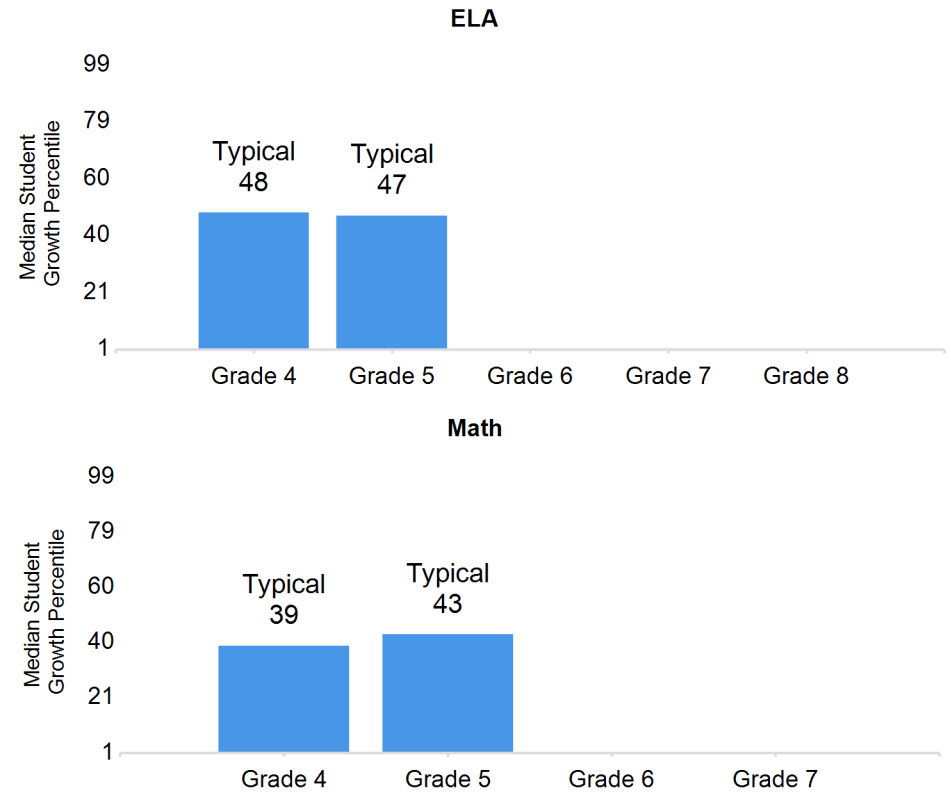
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



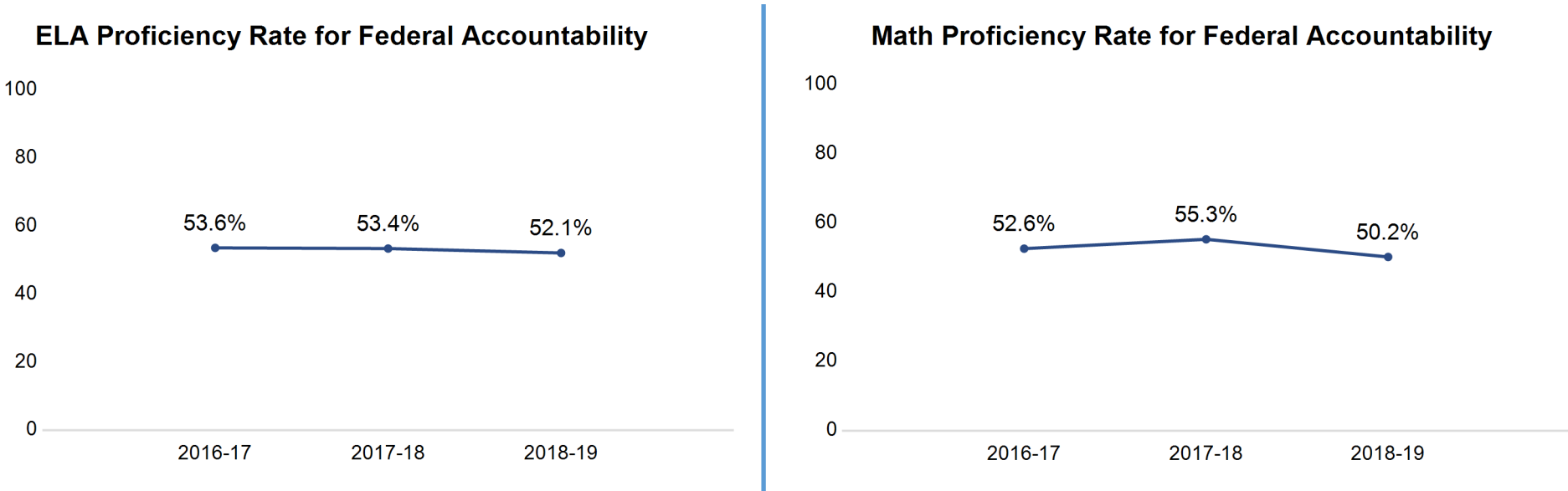


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.1%	99.1%	99.6%	94.6%	99.1%	99.6%
Proficiency Rate for Federal Accountability	53.6%	53.4%	52.1%	52.6%	55.3%	50.2%
Annual Target	53.1%	54.5%	55.9%	54.0%	55.3%	56.7%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	99.6	52.1	63.3	57.9	52.1	55.9	Met Target†
White	179	99.5	52.0	63.6	66.9	52.0	60	Not Met
Hispanic	12	100.0	50.0	47.5	43.9	50.0	**	**
Black or African American	*	*	*	51.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	57.9	*	82.9	57.9	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	96	99.0	60.4	71.3	64.8	60.4		
Male	123	100.0	45.5	55.6	51.3	45.5		
Economically Disadvantaged Students	11	100.0	27.3	45.9	40.0	27.3	**	**
Non-Economically Disadvantaged Students	208	99.5	53.4	65.4	67.9	53.4		
Students with Disabilities	50	98.1	42.0	32.5	22.7	42.0	37.2	Met Target
Students without Disabilities	169	100.0	55.0	72.4	65.1	55.0		
English Learners	10	100.0	40.0	42.1	29.3	40.0	**	**
Non-English Learners	209	99.5	52.6	63.6	60.6	52.6		
Homeless Students	N	N	N	60.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	86.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

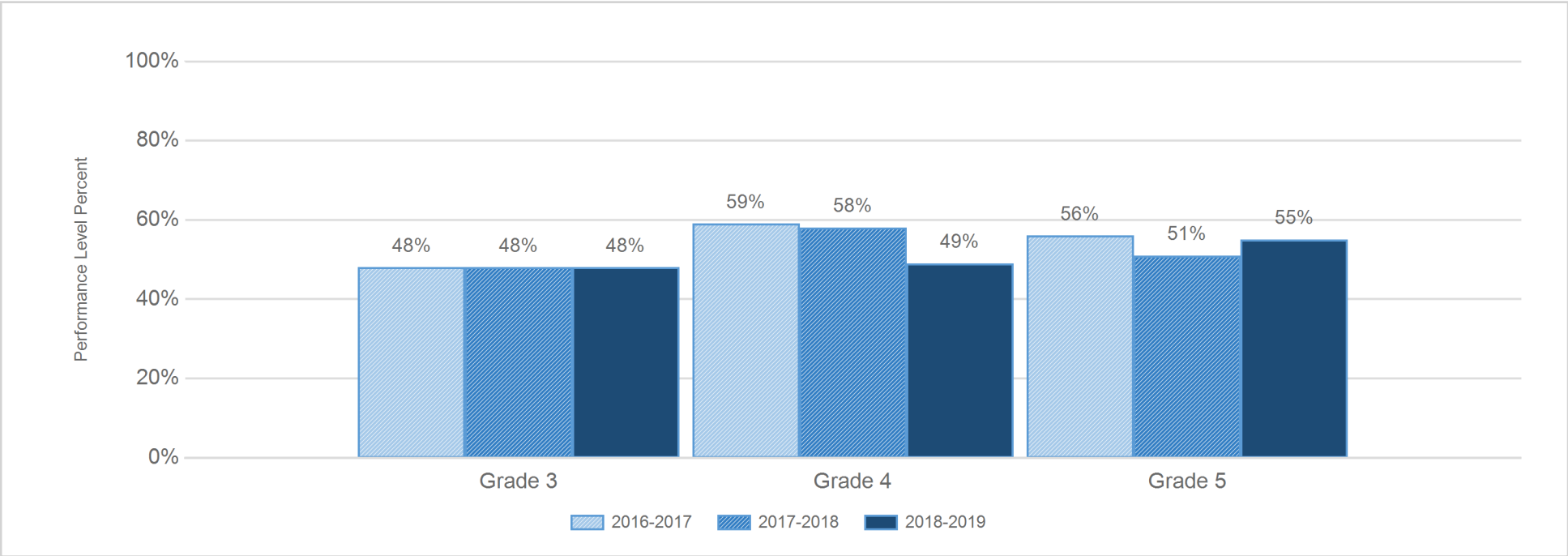


Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	742	747	748	*	*	27%	48%	0%	48%	50%
White	65	747	*	757	*	*	31%	52%	0%	52%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	N	N	737	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	37	741	751	753	*	*	*	49%	0%	49%	55%
Male	40	744	743	743	*	*	*	48%	0%	48%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	11	734	*	719	*	*	*	*	*	36%	24%
Students without Disabilities	66	744	*	754	*	*	*	*	*	50%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	753	756	755	*	17%	32%	*	*	49%	57%
White	53	753	757	763	0%	19%	32%	*	*	49%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	23	766	759	760	*	*	*	*	*	65%	62%
Male	42	746	752	750	*	*	*	*	*	40%	53%
Economically Disadvantaged Students	*	*	741	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	16	747	*	725	*	*	*	*	*	44%	25%
Students without Disabilities	49	755	*	761	*	*	*	*	*	51%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	755	759	756	*	*	35%	*	*	55%	58%
White	63	753	760	764	*	*	38%	*	*	51%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	39	762	765	761	*	*	26%	*	*	64%	64%
Male	41	749	754	750	*	*	44%	*	*	46%	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	22	746	737	724	*	*	*	*	*	41%	23%
Students without Disabilities	58	759	765	762	*	*	*	*	*	60%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	80	755	*	758	*	*	35%	*	*	55%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	99.6	50.2	48.0	44.5	50.2	56.7	Not Met
White	179	99.5	52.5	48.0	54.1	52.5	57.8	Met Target†
Hispanic	12	100.0	16.7	27.0	28.8	16.7	**	**
Black or African American	*	*	*	27.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	63.2	*	76.5	63.2	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	96	99.0	49.0	47.2	44.9	49.0		
Male	123	100.0	51.2	48.8	44.2	51.2		
Economically Disadvantaged Students	11	100.0	36.4	31.3	26.3	36.4	**	**
Non-Economically Disadvantaged Students	208	99.5	51.0	50.0	54.9	51.0		
Students with Disabilities	50	98.1	34.0	23.3	17.4	34.0	41.2	Met Target†
Students without Disabilities	169	100.0	55.0	55.3	50.0	55.0		
English Learners	10	100.0	30.0	31.6	25.0	30.0	**	**
Non-English Learners	209	99.5	51.2	48.2	46.5	51.2		
Homeless Students	N	N	N	40.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	53.3	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

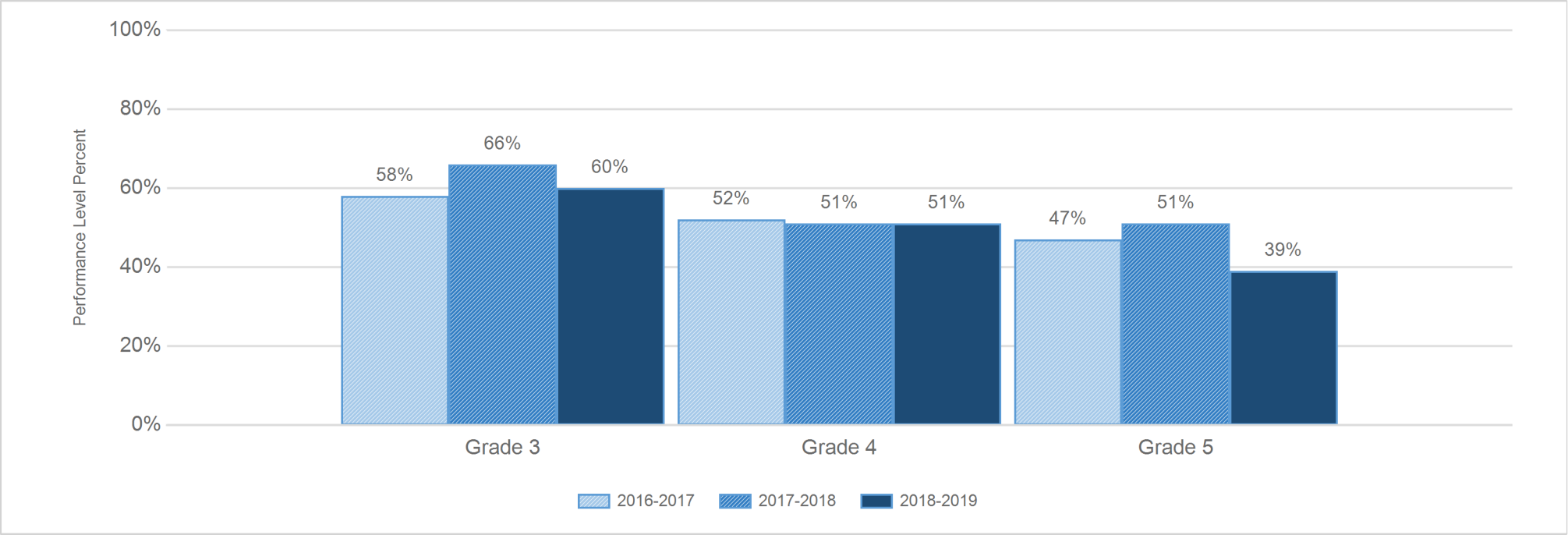


Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	754	750	752	*	16%	22%	*	*	60%	55%
White	65	757	*	760	0%	*	20%	*	*	66%	66%
Hispanic	*	*	739	739	*	*	*	*	*	*	40%
Black or African American	N	N	739	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	37	751	747	751	*	*	*	*	*	54%	54%
Male	40	758	752	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	67%
Students with Disabilities	11	744	*	731	*	*	*	*	*	55%	31%
Students without Disabilities	66	756	*	756	*	*	*	*	*	61%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	748	745	749	*	*	32%	*	*	51%	51%
White	53	748	745	757	*	*	32%	*	*	51%	62%
Hispanic	*	*	734	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	747	742	749	*	*	*	*	*	52%	50%
Male	42	748	747	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	731	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	16	730	*	726	*	*	*	*	*	31%	25%
Students without Disabilities	49	754	*	754	*	*	*	*	*	57%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Marlton Elementary
(05-1420-058)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	745	747	747	*	19%	39%	*	*	39%	47%
White	63	745	747	755	*	21%	38%	*	*	38%	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	744	753	*	*	*	*	*	*	55%
Female	39	741	746	747	*	*	36%	*	*	38%	47%
Male	41	748	748	747	*	*	41%	*	*	39%	47%
Economically Disadvantaged Students	*	*	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	749	757	*	*	*	*	*	*	59%
Students with Disabilities	22	730	729	725	*	*	*	*	*	23%	19%
Students without Disabilities	58	750	752	752	*	*	*	*	*	45%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	80	745	*	749	*	19%	39%	*	*	39%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	*	*
3-4	*	*	*
5 or more	*	*	*



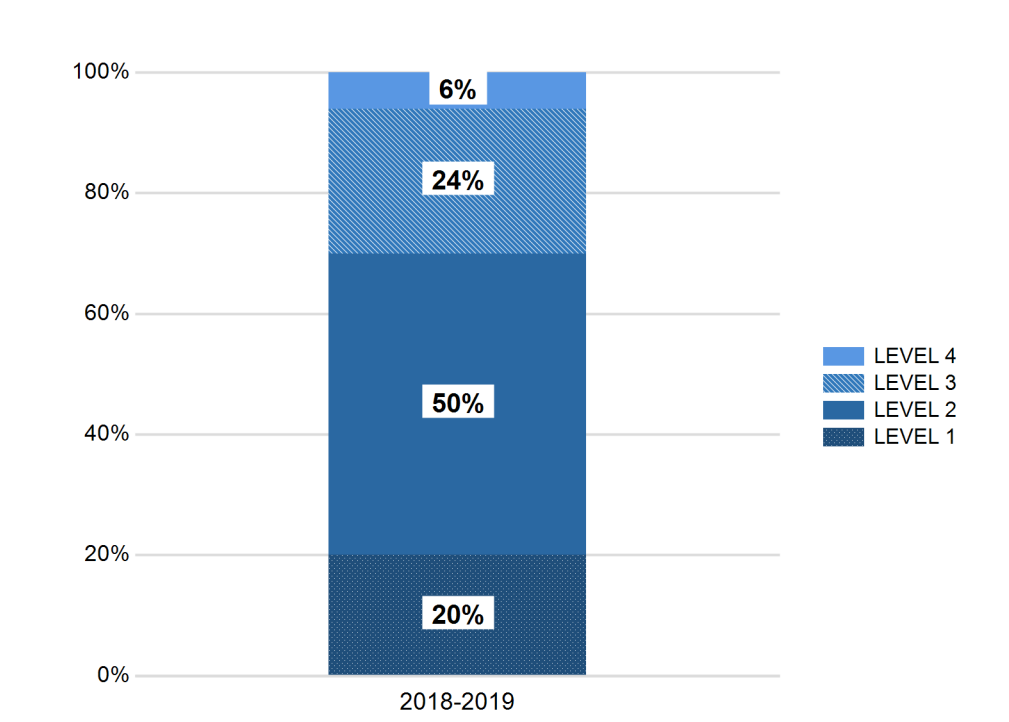
Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	50	24	6
White	21	46	27	6
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	46	18	10
Male	15	54	29	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	36	45	9	9
Students without Disabilities	14	52	29	5
English Learners	N	N	N	N
Non-English Learners	20	50	24	6
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

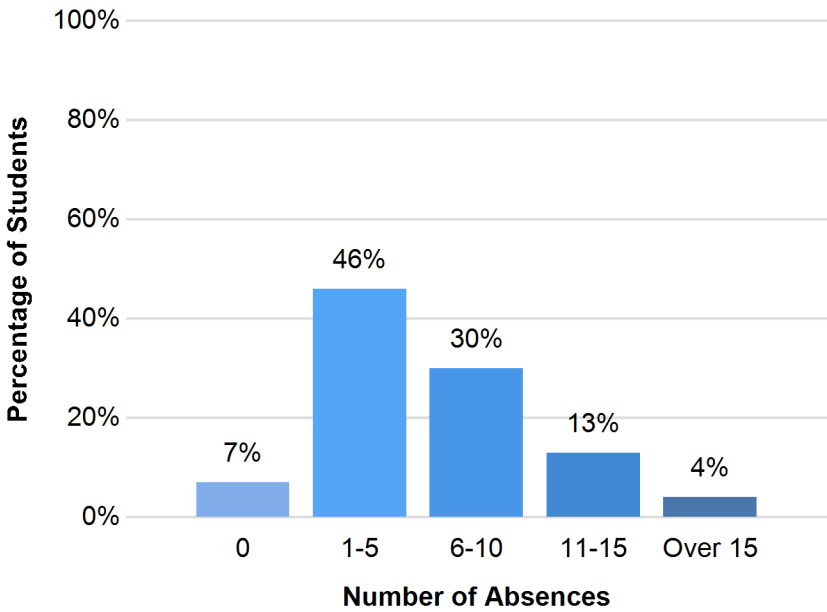
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	12	2.8	8.9	Met
White	9	2.5	8.9	Met
Hispanic	*	*	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	6.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	3.2		
Male	6	2.5		
Economically Disadvantaged Students	1	5.3	**	**
Students with Disabilities	6	7.6	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





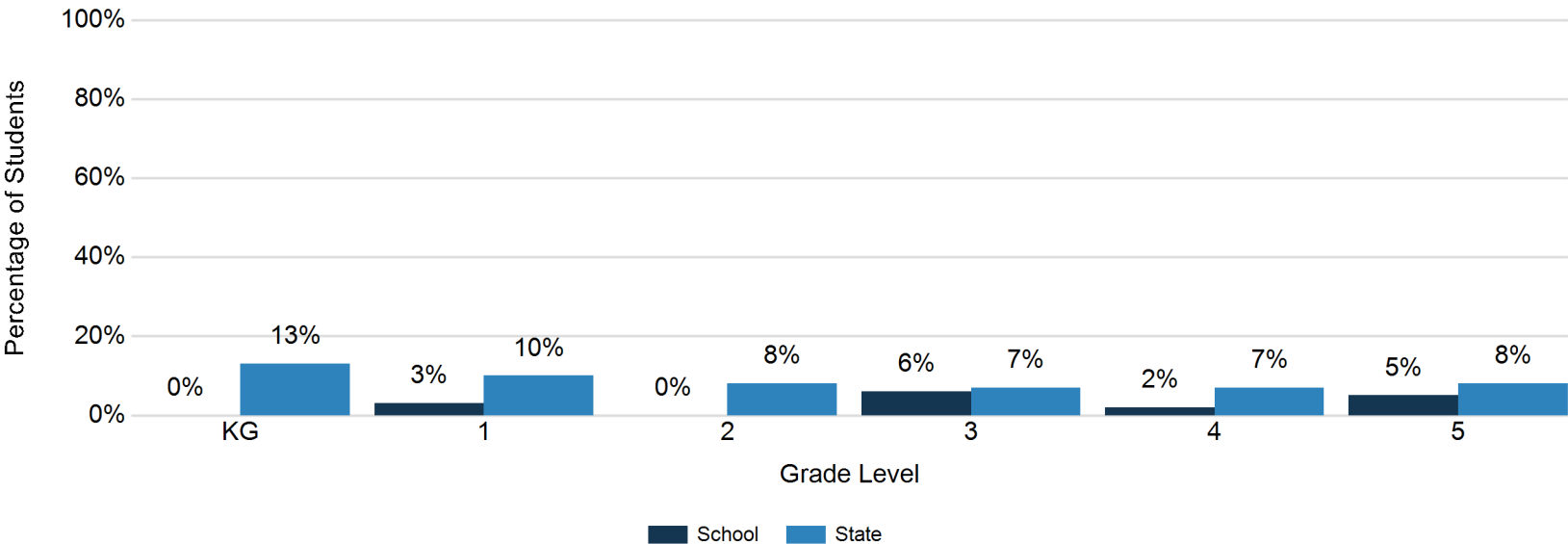
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	441:1	212:1
Teachers to Administrators	36:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	42.6%	86.1%	0.0%	48.4%	77.1%	54.9%
Male	57.4%	13.9%	100.0%	51.6%	22.9%	45.1%
White	82.1%	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.3%	2.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

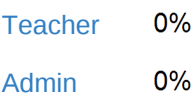
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.6%	53.4%	52.1%
Math Proficiency	52.6%	55.3%	50.2%
ELA Growth	42	48	48
Math Growth	44	42	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.3%	*
Chronic Absenteeism	3.9%	3.1%	2.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	**	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Each year the fourth-grade classes at MES study immigration in SS. As the culminating activity, the students are able to witness an actual naturalization ceremony held at the school annually. - MES is a Responsive Classroom school that teaches the social and emotional competencies of CARES. Fifth grade students serve as CARES ambassadors for the school, teaching and modeling RC practices. - Monthly school-wide meetings foster school spirit and a sense of belonging within the larger school community, each month the meetings are led by a different grade level.
 Mission, Vision, Theme:	MES embraces the district mission is to promote excellence in an environment that engages students in meaningful learning experiences. We strive to create environments that are conducive to teaching and learning and to the development of constructive citizenship practices. This allows us to provide a strong educational foundation that will empower our students throughout their formal education and beyond.



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 Courses, Curriculum, Instruction:	Curriculum and instruction are differentiated to meet the needs of all learners. Our balanced language arts literacy program includes Guided Reading, Readers' and Writers' Workshop, Core Literature and Word Work. Mathematics instruction emphasizes problem solving and application of concepts and strategies. Program areas also include science, social studies, and the related arts areas.
 Clubs and Activities:	MES offers a variety of after school clubs and activities: Band, Orchestra, Ukelele, Bricks 4 Kidz, Dance, Drama, Chorus, Chess, STEM, Spanish and Physical Fitness.



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend MES.
 Staff and Professional Learning:	All teachers follow district and school-level initiatives, which are closely reviewed and monitored by building administrators and the curriculum department. Professional learning opportunities include building-based workshops, grade level/department meetings, PLC teams, etc. District supervisors work side-by-side with teachers and an intensive staff development program is offered to the entire staff.



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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School Narrative

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 Student Supports and Services:	In order to meet the individual needs of students in the area of literacy there is a full-time Reading Specialist and a part-time Reading Recovery teacher. The school has an I&RS team in place that provides educational supports to general education students, prior to any necessary child study team referrals. An instructional interventionist works closely with the team in addressing the individual needs of students. Two teacher assistants are available to assist identified students in the areas of math and reading.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services.In addition to district programs, building level initiatives include many clubs, activities and team-based projects with a focus on wellness and positive school climate.
 Parent and Community Involvement:	A very active PTA assists with assembly programs, class parties, purchasing technology equipment for the school, evening activities for students, playground equipment and class trips. There is a strong partnership between the PTA and the school. Additional partnerships in the community afford programs such as LEAD and Art Goes to School.



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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School Narrative

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 Facilities:	The Marlton Elementary School opened its doors on October 16, 2000. Prior to this date the school had been housed in a wing of the Marlton Middle School. The school houses all grade level and related arts classes and is also equipped with a beautiful Media Center.
 School Safety:	MES plans for and recognizes the importance of school safety and security. To that end, we have various procedures and policies in place that include the practice of various security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within the school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where enhanced security exists and a visitor entry/management system is utilized in order to gain access to the school. MES also has a full-time school resource officer to assist with daily building security.



Marlton Elementary
(05-1420-058)
Grades Offered: KG-05
2018-2019

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School Narrative

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 Technology and STEM:	The instructional program is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology courses, enrichment periods, and club offerings.
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Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Mr. Gary Hoffman
Address	150 TOMLINSON MILL ROAD MARLTON, NJ 08053
Phone Number	856-988-0684
Email Address	hoffmang@evesham.k12.nj.us
Website	https://marltonmiddle.evesham.k12.nj.us/



Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	267	283	257
7	269	278	288
8	252	277	282
Total	788	838	827

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	50.4%	51.1%
Male	51.3%	49.6%	48.9%
Economically Disadvantaged Students	11.3%	11.2%	10.5%
Students with Disabilities	21.8%	22.4%	23.8%
English Learners	0.1%	0.2%	0.1%
Homeless Students	0.5%	0.4%	0.4%
Students in Foster Care	0.4%	0.4%	0.2%
Military-Connected Students	0.0%	0.4%	0.7%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.8%	84.5%	82.0%
Hispanic	3.4%	3.9%	4.1%
Black or African American	5.1%	5.1%	6.8%
Asian	6.0%	5.6%	6.0%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.5%	0.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.3%
Spanish	2.1%
Hindi	1.0%
Russian	1.0%
Other Languages	5.7%



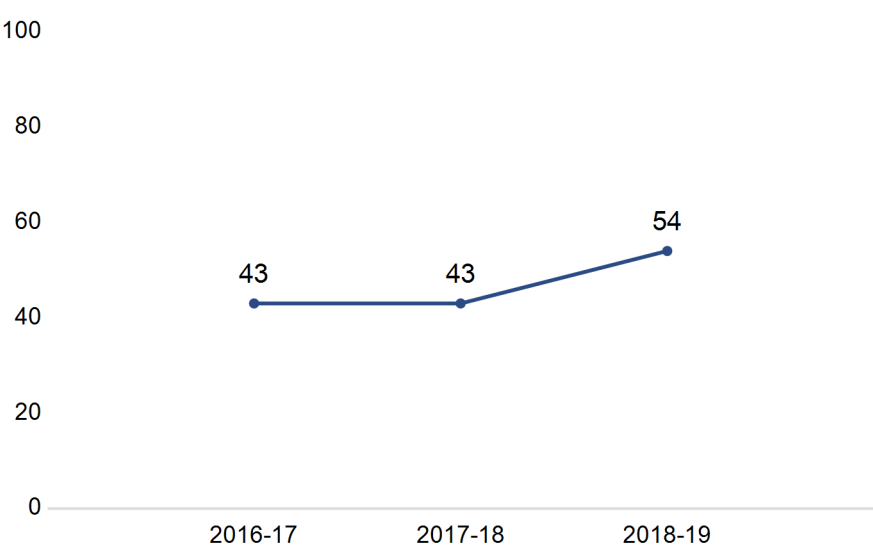
Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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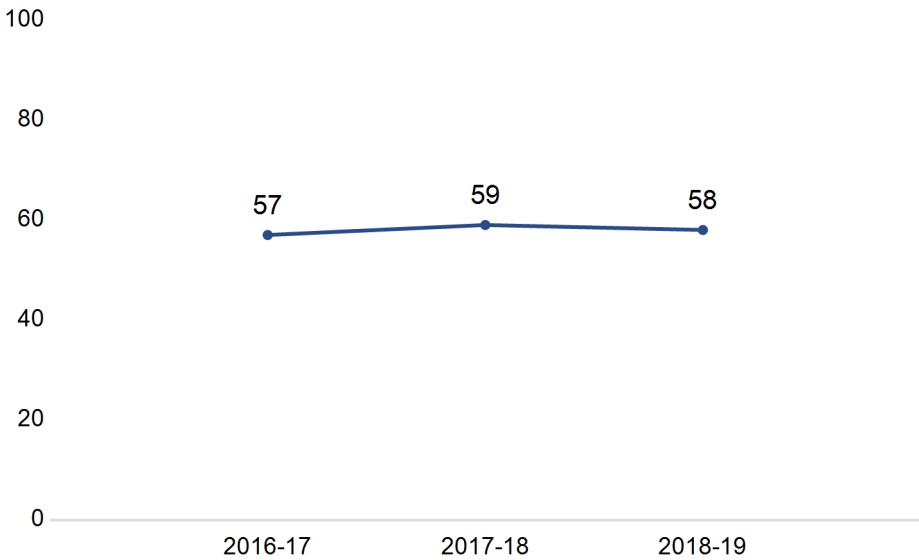
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	43	54	57	59	58
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	53	50	Met Standard	58	52	50	Met Standard
White	52	53	50	Met Standard	59	53	52	Met Standard
Hispanic	55	53	49	Met Standard	48	44.5	47	**
Black or African American	54	50	45	Met Standard	47	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	58	59	Exceeds Standard	58.5	54	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	57	56	53	N	59	52	50	N
Male	49	51	47	N	57	53	51	N
Economically Disadvantaged Students	46.5	48	48	Met Standard	52	49	46	Met Standard
Students with Disabilities	49	51.5	43	Met Standard	55	48	45	Met Standard
English Learners	*	59	52	**	*	54.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	58	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Marlton Middle
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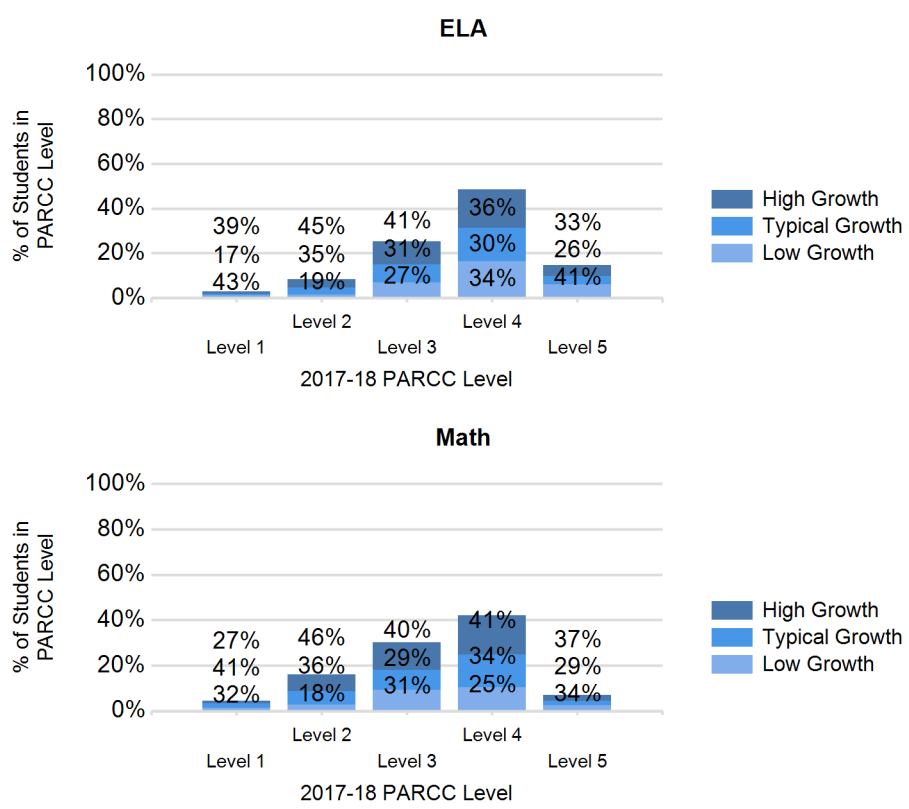
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

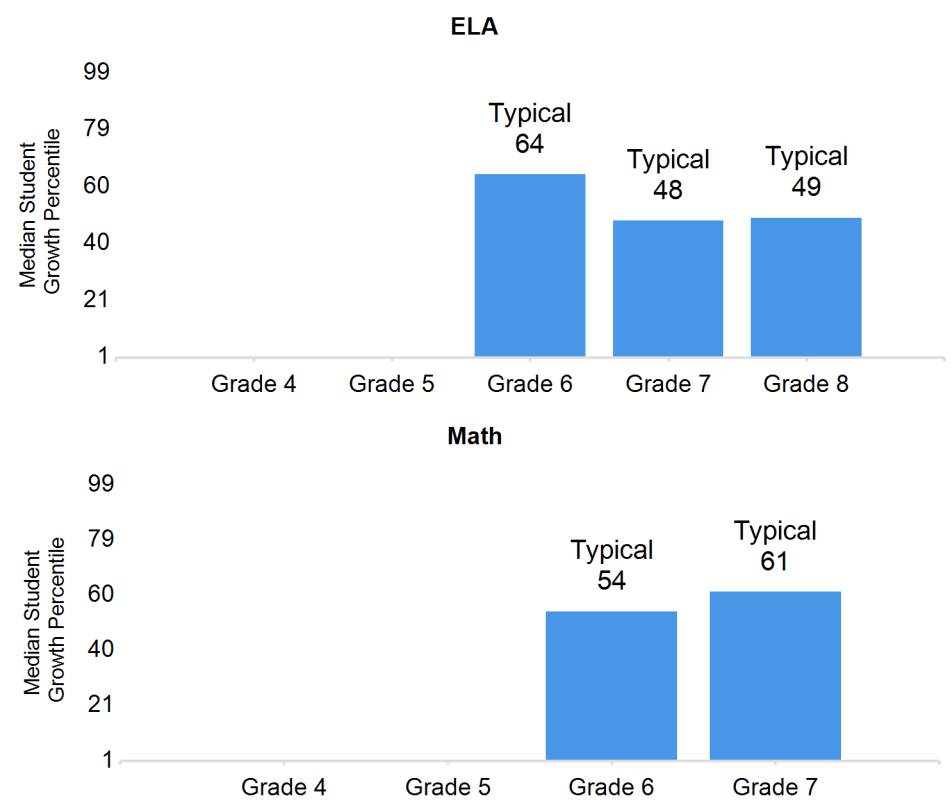
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



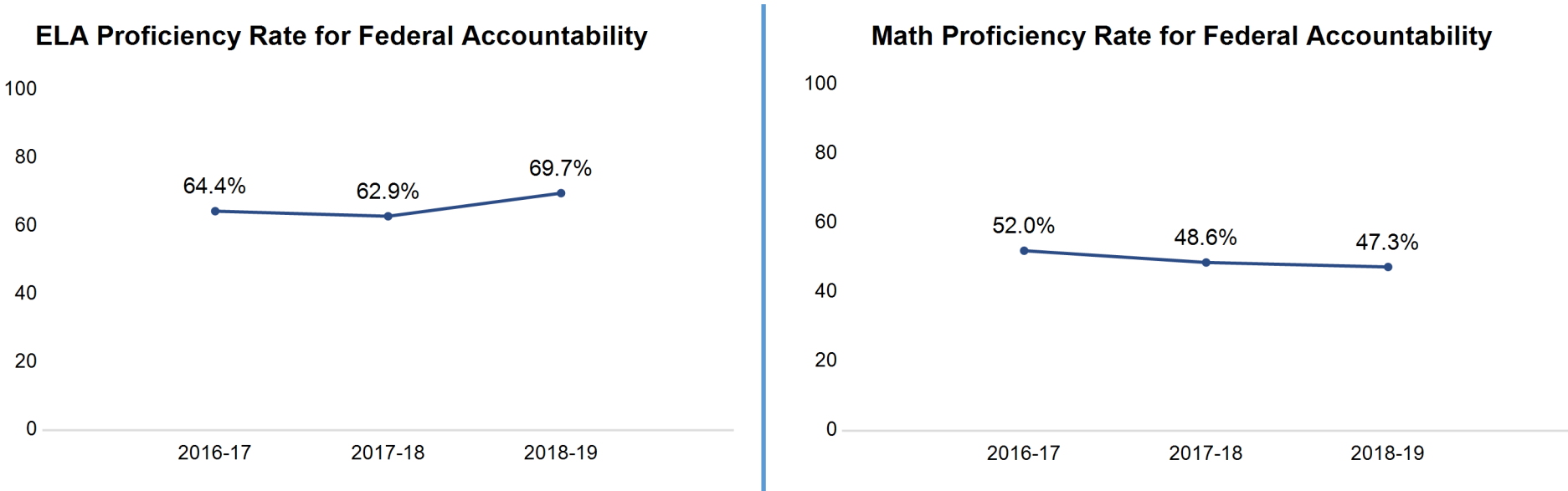


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.3%	96.4%	98.2%	94.2%	96.4%	97.9%
Proficiency Rate for Federal Accountability	64.4%	62.9%	69.7%	52.0%	48.6%	47.3%
Annual Target	61.5%	62.5%	63.4%	49.8%	51.4%	53.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	805	98.2	69.7	63.3	57.9	69.7	63.4	Met Target
White	660	97.9	69.5	63.6	66.9	69.5	64.3	Met Target
Hispanic	*	*	*	47.5	43.9	*	51.4	Met Target
Black or African American	54	100.0	64.8	51.0	38.5	64.8	51.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	100.0	84.9	*	82.9	84.9	71.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	409	97.4	79.2	71.3	64.8	79.2		
Male	396	99.0	59.8	55.6	51.3	59.8		
Economically Disadvantaged Students	83	96.6	54.2	45.9	40.0	54.2	48.8	Met Target
Non-Economically Disadvantaged Students	722	98.4	71.5	65.4	67.9	71.5		
Students with Disabilities	188	97.0	33.0	32.5	22.7	33.0	35.2	Met Target†
Students without Disabilities	617	98.6	80.9	72.4	65.1	80.9		
English Learners	*	*	*	42.1	29.3	*	**	**
Non-English Learners	*	*	*	63.6	60.6	*		
Homeless Students	*	*	*	60.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	86.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

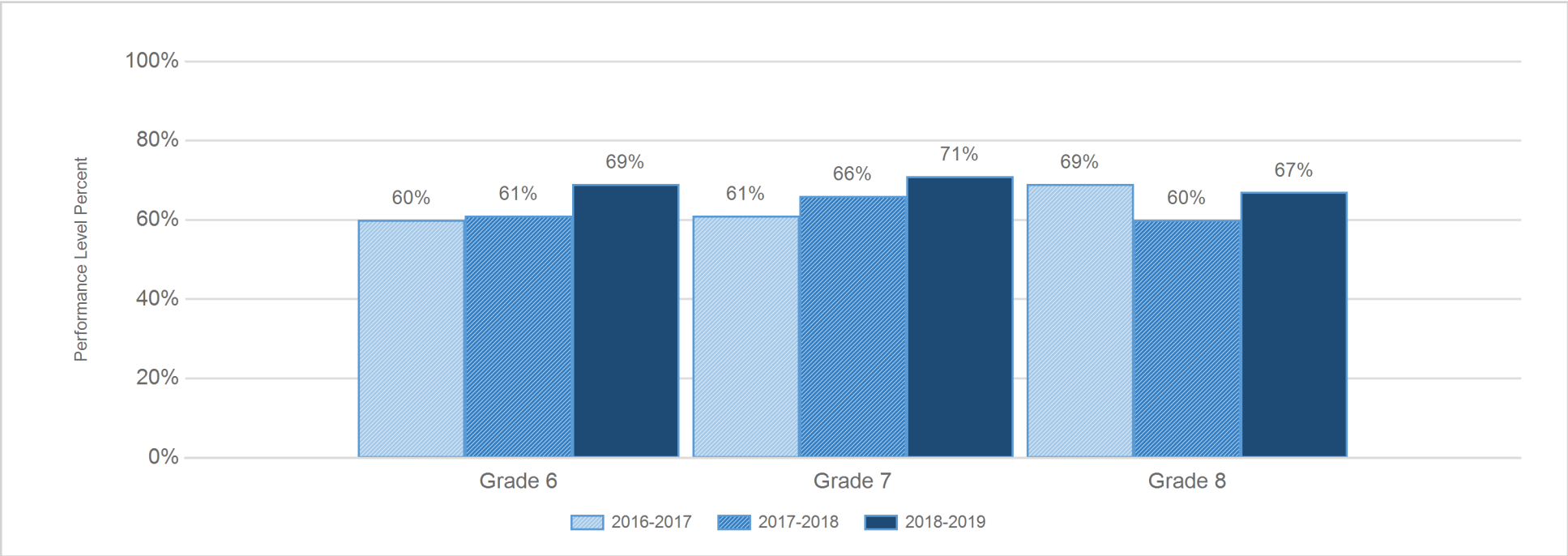


Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	764	760	754	*	*	21%	51%	17%	69%	56%
White	199	763	760	762	*	*	23%	51%	17%	68%	65%
Hispanic	*	*	764	743	*	*	*	*	*	*	43%
Black or African American	22	755	749	738	*	*	*	*	*	59%	36%
Asian, Native Hawaiian, or Pacific Islander	18	778	771	780	0%	*	0%	*	*	89%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	124	767	764	762	*	*	15%	56%	19%	75%	64%
Male	127	761	756	748	*	*	27%	47%	15%	62%	48%
Economically Disadvantaged Students	29	756	748	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	222	765	762	763	*	*	*	*	*	70%	67%
Students with Disabilities	58	739	735	722	*	*	*	*	*	31%	19%
Students without Disabilities	193	771	767	761	*	*	*	*	*	80%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Marlton Middle
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	275	763	766	761	4%	8%	17%	42%	28%	71%	63%
White	223	764	766	769	*	*	16%	44%	29%	73%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	17	757	752	741	*	*	*	*	*	59%	43%
Asian, Native Hawaiian, or Pacific Islander	16	778	785	790	0%	0%	*	*	*	75%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	140	773	777	769	*	*	14%	41%	40%	81%	71%
Male	135	752	754	753	*	*	21%	43%	16%	59%	55%
Economically Disadvantaged Students	19	740	740	743	*	*	*	*	*	37%	45%
Non-Economically Disadvantaged Students	256	765	768	771	*	*	*	*	*	73%	73%
Students with Disabilities	59	727	729	720	*	*	39%	*	*	22%	22%
Students without Disabilities	216	773	775	769	*	*	12%	*	*	84%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	275	763	766	763	4%	8%	17%	42%	28%	71%	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	264	764	766	762	4%	8%	20%	48%	19%	67%	63%
White	225	764	765	770	4%	8%	20%	48%	19%	67%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	16	789	790	794	0%	0%	*	*	*	88%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	135	774	777	771	*	*	13%	53%	26%	79%	71%
Male	129	754	756	753	*	*	28%	43%	12%	55%	55%
Economically Disadvantaged Students	31	753	752	743	*	*	*	*	*	58%	45%
Non-Economically Disadvantaged Students	233	766	768	772	*	*	*	*	*	69%	72%
Students with Disabilities	54	730	727	721	*	*	35%	*	*	26%	22%
Students without Disabilities	210	773	776	770	*	*	17%	*	*	78%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	264	764	*	764	4%	8%	20%	48%	19%	67%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	803	97.9	47.3	48.0	44.5	47.3	53	Not Met
White	658	97.6	48.6	48.0	54.1	48.6	53.9	Not Met
Hispanic	*	*	*	27.0	28.8	*	43.6	Not Met
Black or African American	54	100.0	25.9	27.2	23.0	25.9	29.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	100.0	71.7	*	76.5	71.7	69.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	408	97.1	48.5	47.2	44.9	48.5		
Male	395	98.8	46.1	48.8	44.2	46.1		
Economically Disadvantaged Students	83	96.6	32.5	31.3	26.3	32.5	41.8	Not Met
Non-Economically Disadvantaged Students	720	98.1	49.0	50.0	54.9	49.0		
Students with Disabilities	188	97.0	18.6	23.3	17.4	18.6	30.4	Not Met
Students without Disabilities	615	98.2	56.1	55.3	50.0	56.1		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	48.2	46.5	*		
Homeless Students	*	*	*	40.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	53.3	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



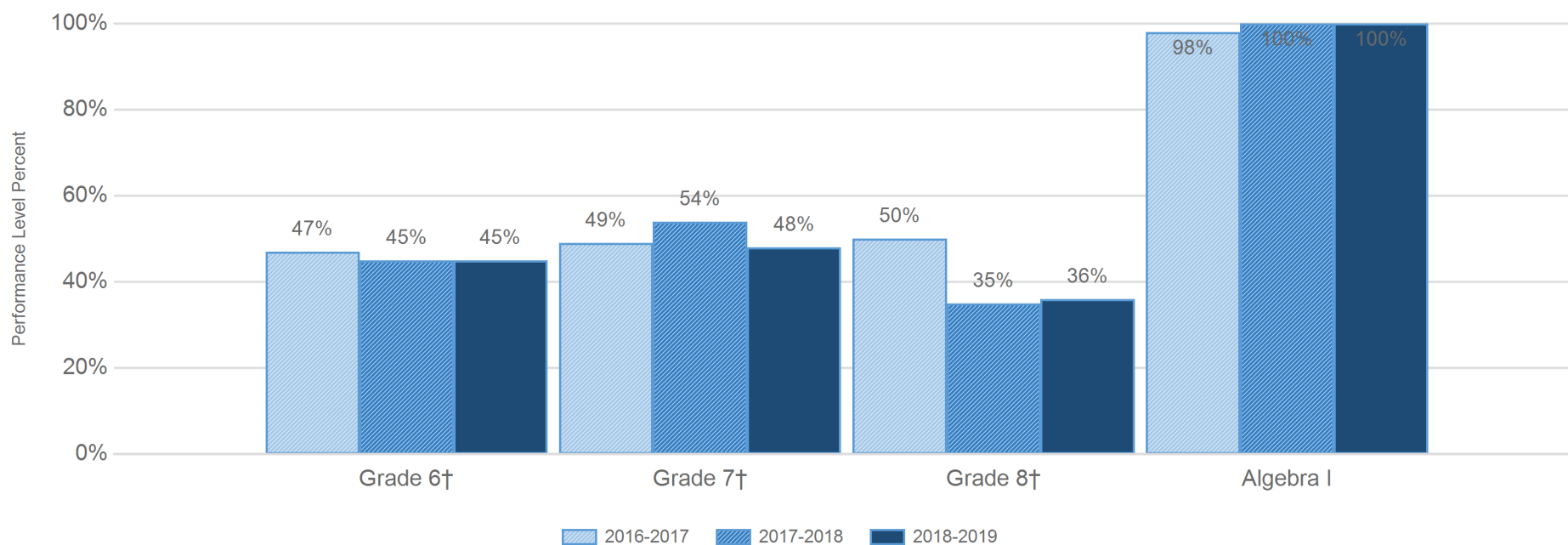
Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	745	747	741	7%	18%	29%	38%	7%	45%	41%
White	198	747	747	749	7%	15%	31%	39%	8%	47%	51%
Hispanic	*	*	742	729	*	*	*	*	*	*	24%
Black or African American	22	723	724	722	*	55%	*	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	18	759	762	769	*	*	*	*	*	67%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	124	742	745	742	*	21%	29%	*	*	43%	42%
Male	126	749	749	740	*	16%	29%	*	*	48%	40%
Economically Disadvantaged Students	29	734	733	726	*	38%	*	*	*	28%	21%
Non-Economically Disadvantaged Students	221	747	748	750	*	16%	*	*	*	48%	53%
Students with Disabilities	58	726	726	716	*	29%	29%	*	*	21%	12%
Students without Disabilities	192	751	753	746	*	15%	29%	*	*	53%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Marlton Middle
(05-1420-060)
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	274	749	750	744	*	15%	35%	*	*	48%	42%
White	222	751	751	751	*	13%	33%	*	*	52%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	17	738	733	727	0%	*	*	*	*	24%	21%
Asian, Native Hawaiian, or Pacific Islander	16	760	766	768	0%	*	*	*	*	56%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	139	749	752	744	*	13%	35%	*	*	50%	42%
Male	135	749	747	743	*	17%	34%	*	*	46%	42%
Economically Disadvantaged Students	19	736	731	731	*	*	*	*	*	16%	24%
Non-Economically Disadvantaged Students	255	750	751	751	*	*	*	*	*	50%	53%
Students with Disabilities	58	722	721	718	*	*	*	*	*	*	13%
Students without Disabilities	216	756	756	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	274	749	750	745	*	15%	35%	*	*	48%	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Marlton Middle
(05-1420-060)
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	214	739	737	728	9%	21%	35%	*	*	36%	29%
White	185	739	736	737	9%	19%	36%	*	*	36%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	14	733	728	714	*	*	*	*	*	29%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	106	742	740	731	*	18%	36%	*	*	40%	31%
Male	108	736	733	726	*	23%	34%	*	*	31%	27%
Economically Disadvantaged Students	29	732	729	719	*	*	*	*	*	38%	20%
Non-Economically Disadvantaged Students	185	740	738	735	*	*	*	*	*	35%	36%
Students with Disabilities	53	718	716	707	*	32%	26%	*	*	15%	10%
Students without Disabilities	161	745	744	734	*	17%	38%	*	*	42%	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	214	739	*	730	9%	21%	35%	*	*	36%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	793	788	744	0%	0%	0%	74%	26%	100%	42%
White	40	792	785	752	0%	0%	0%	*	*	100%	53%
Hispanic	N	N	*	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	797	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	28	790	786	745	0%	0%	0%	*	*	100%	44%
Male	22	796	790	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	50	793	788	745	0%	0%	0%	74%	26%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N



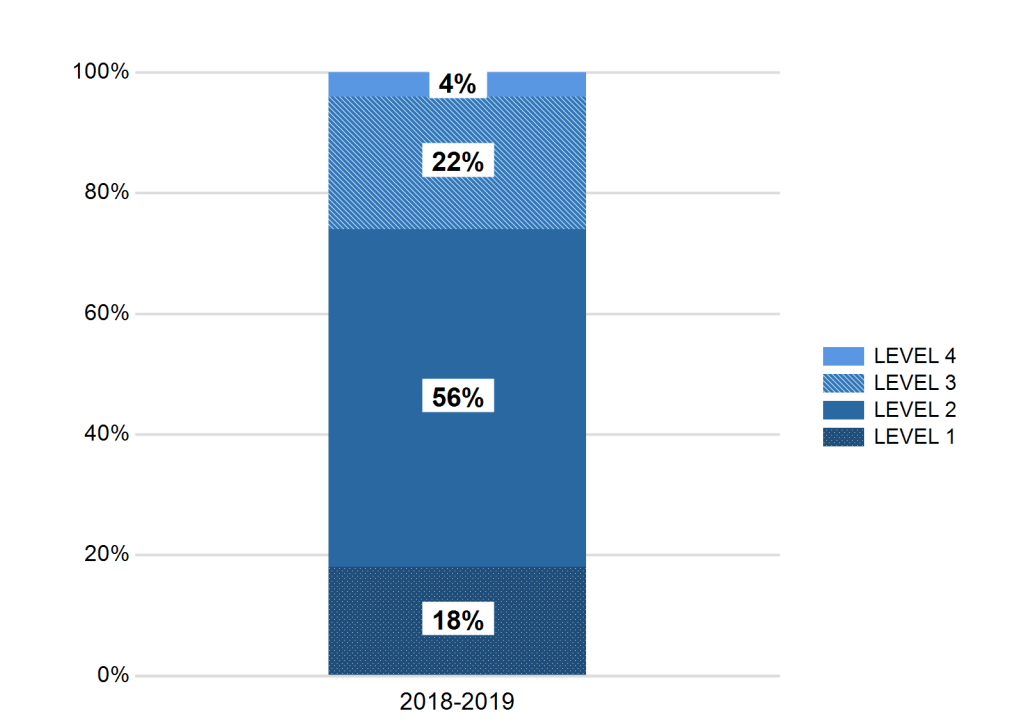
Marlton Middle
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	18	56	22	4
White	18	56	22	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	56	44	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	58	21	5
Male	20	55	22	3
Economically Disadvantaged Students	28	56	16	0
Non-Economically Disadvantaged Students	16	56	23	5
Students with Disabilities	42	49	9	0
Students without Disabilities	11	58	25	5
English Learners	N	N	N	N
Non-English Learners	18	56	22	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	251
7	0	0	268
8	50	27	220
Total	50	27	739

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	255	0	0	0	0	0	0
7	286	0	0	0	0	0	0
8	250	0	0	0	0	0	0
Total	791	0	0	0	0	0	0



Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

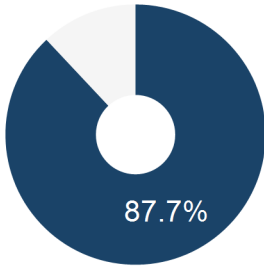
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Visual and Performing Arts – Course Participation

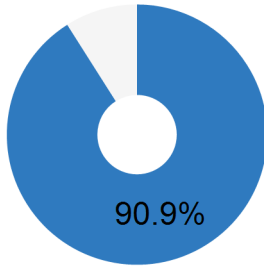
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

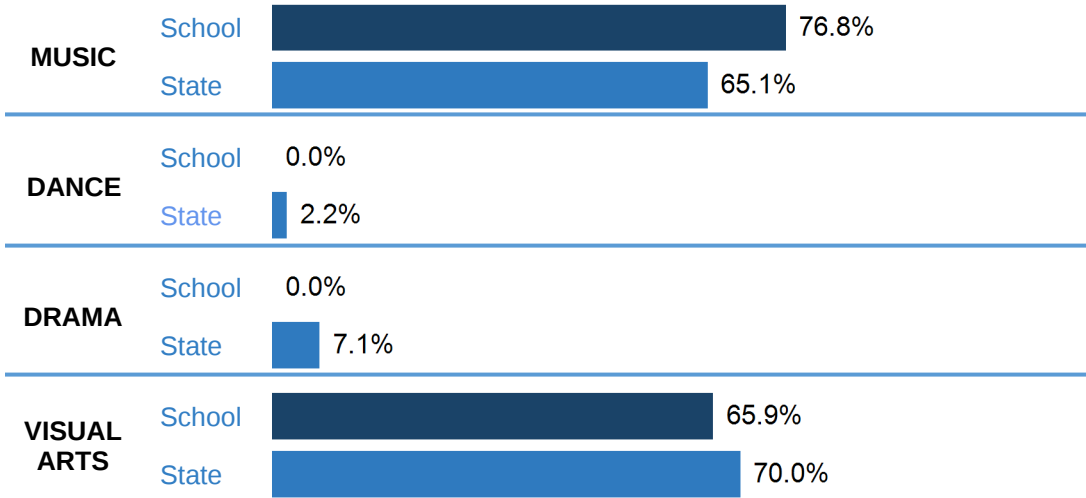


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

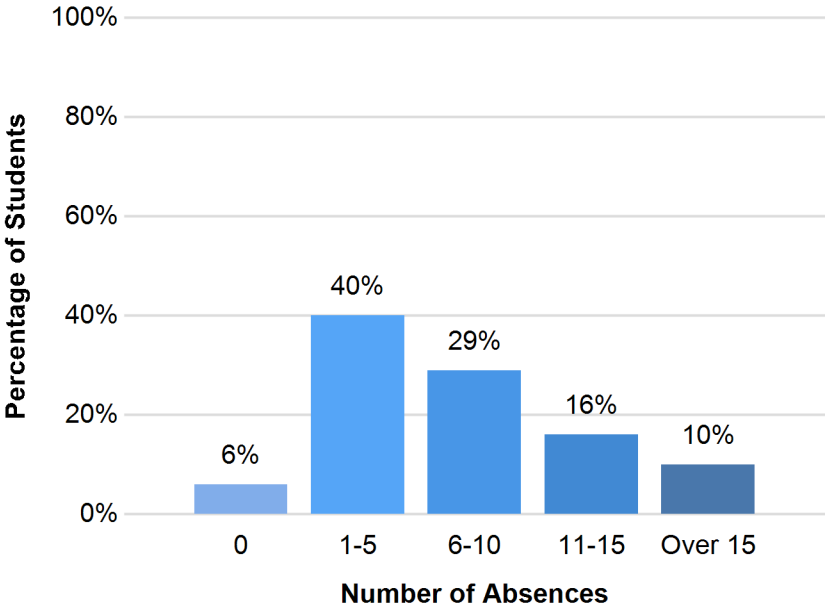
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	51	6.1	9.1	Met
White	44	6.5	9.1	Met
Hispanic	*	*	9.1	Met
Black or African American	4	7.3	9.1	Met
Asian, Native Hawaiian, or Pacific	1	1.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	26	6.2		
Male	25	6.1		
Economically Disadvantaged Students	13	14.9	9.1	Not Met
Students with Disabilities	21	10.5	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





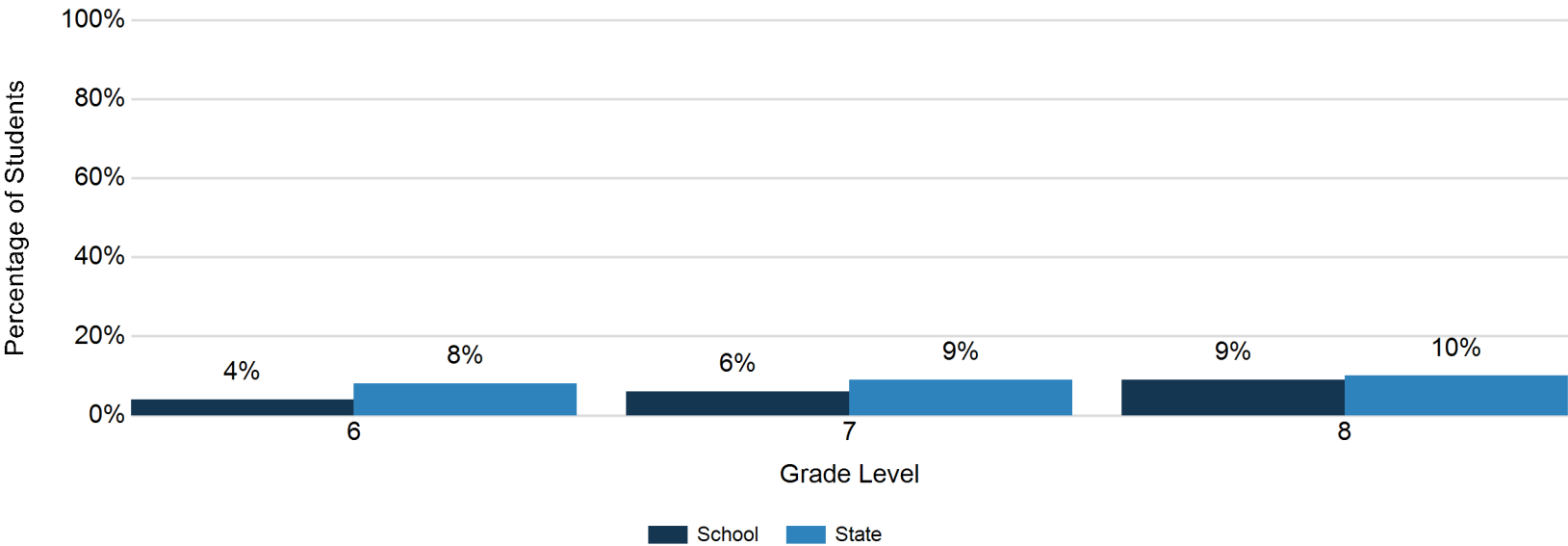
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Marlton Middle
(05-1420-060)
Grades Offered: 06-08
2018-2019

Report Key:

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	2.54

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1



Marlton Middle
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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	1	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	3	3
Disability	1	1	2
Other	3	7	10
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	63	7.6%
Out-of-School Suspensions	11	1.3%
Any Suspension	70	8.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
43



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 43 Mins
Shared Time - Instructional Time	5 Hrs. 43 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	276:1	212:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	86.6%	33.3%	48.4%	77.1%	54.9%
Male	48.9%	13.4%	66.7%	51.6%	22.9%	45.1%
White	82.0%	94.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.1%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	1.5%	0.0%	15.0%	6.6%	13.9%
Asian	6.0%	1.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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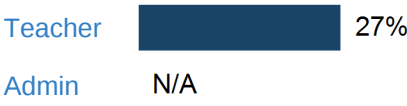
Key terms for staff data:

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

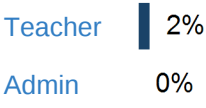
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.4%	62.9%	69.7%
Math Proficiency	52.0%	48.6%	47.3%
ELA Growth	43	43	54
Math Growth	57	59	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.8%	6.4%	6.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	**	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- The school is divided into two houses with smaller grade level teams supporting individual students. - Music, Art, Family and Consumer Science, Applied Design and Technology, Computers and Spanish - Our school maintains a 1:1 device educational environment with each student having a device at all classroom times
 Mission, Vision, Theme:	Promote excellence in an environment that engages students in meaningful learning experiences.



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 Courses, Curriculum, Instruction:	Students are offered comprehensive academic programs that focus on four content areas: Language Arts, Math, Science and Social Studies. Reader?s and Writer?s Workshop make reading and writing meaningful while providing lifetime skills. In addition, an extensive related arts program is provided.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) At MMS, various interscholastic and intramural sports are offered seasonally.
 Clubs and Activities:	The extra-curricular programs have a strong tradition and include vocal and instrumental music, interscholastic and intramural athletic programs and clubs such as Future Teachers of America, Animal Welfare, Renaissance, Student Council, Library Club, and others.



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 Staff and Professional Learning:	MMS has core academic area teachers, both general and special education. In addition, designated staff instruct in the related arts and specialty areas.
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 Student Supports and Services:	In order to meet the individual needs of students, the school has an I&RS team in place that provides educational supports to general education students, prior to any necessary child study team referrals. A full compliment of Special Education programs are offered at the school.
 Student Health and Wellness:	Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	Parent conferences and visitations help parents understand and deal with adolescents. Similar activities provided for students include: Peer Leadership and Red Ribbon Week.



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 Facilities:	The Marlton Middle School was built in 1976. An addition was later added to accommodate student growth. This addition now houses Teddy Bear Academy, a District preschool/daycare program. We are a wired facility with access points throughout the facility.
 School Safety:	MMS plans for and recognizes the importance of school safety and security. To that end, we have various procedures and policies in place that include the practice of various security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within each school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where a visitor entry/management system is utilized in order to gain access to the school. MMS also has a full-time school resource officer to assist with daily building security.



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 Technology and STEM:	The instructional program is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. MMS continues to provide a 1:1 Chromebook initiative for all middle school students. STEM courses/units of instruction are integrated into technology and Applied Design & Technology courses, enrichment periods, and club offerings.
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Richard L Rice School
(05-1420-065)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Richard L Rice School
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Grades Offered: PK-05
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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Ms. Tami Aronow
Address	50 CROWN ROYAL PARKWAY MARLTON, NJ 08053
Phone Number	856-988-0685
Email Address	Aronowt@evesham.k12.nj.us
Website	https://rice.evesham.k12.nj.us/



Richard L Rice School

(05-1420-065)

Grades Offered: PK-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	133	141	142
KG	72	71	68
1	76	78	73
2	66	80	79
3	62	70	86
4	66	63	70
5	74	67	66
Total	549	570	584

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	41.0%	42.8%	44.9%
Male	59.0%	57.2%	55.1%
Economically Disadvantaged Students	9.8%	9.8%	7.9%
Students with Disabilities	35.5%	31.8%	30.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.4%	0.2%	0.0%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.5%	1.4%	1.2%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	83.2%	82.6%	82.7%
Hispanic	5.1%	5.1%	5.3%
Black or African American	6.2%	6.8%	5.8%
Asian	4.6%	4.2%	4.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.4%	0.0%	0.0%
Two or More Races	0.4%	1.1%	1.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	122	130	127
PK - Full Day	11	11	15
KG - Half Day	45	44	38
KG - Full Day	27	27	30

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.4%
Spanish	1.7%
Arabic	1.2%
Other Languages	6.7%



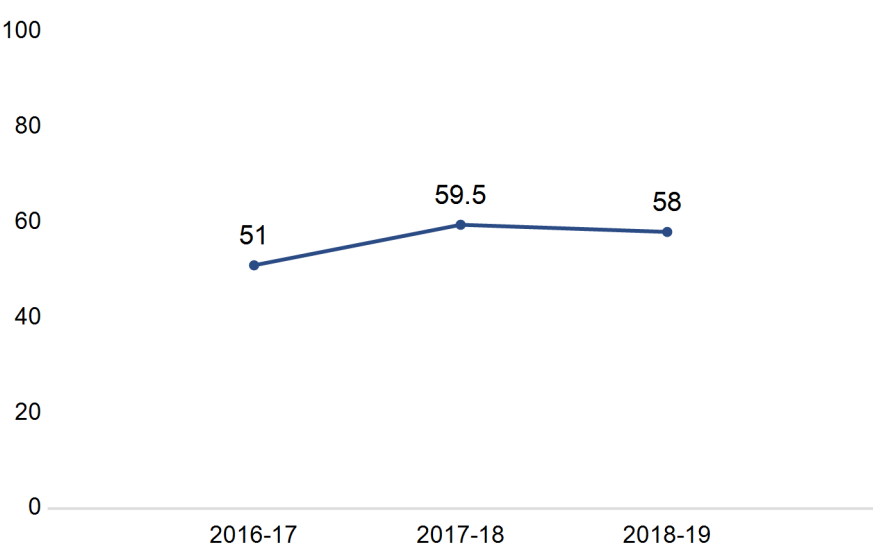
Richard L Rice School
(05-1420-065)
Grades Offered: PK-05
2018-2019

Report Key:
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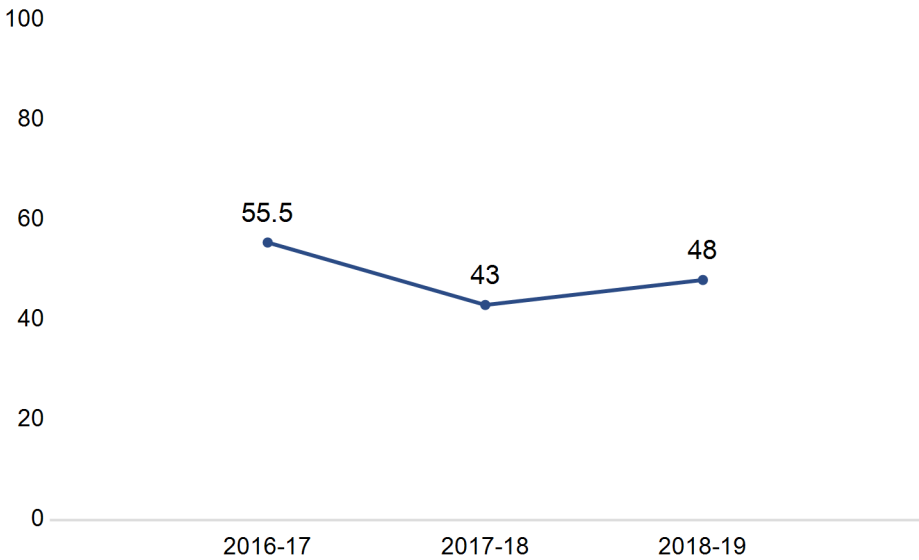
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	59.5	58	55.5	43	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	58	53	50	Met Standard	48	52	50	Met Standard
White	58	53	50	Met Standard	51.5	53	52	Met Standard
Hispanic	*	53	49	**	*	44.5	47	**
Black or African American	*	50	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	58	59	**	*	54	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	57	49	**	N	61	52	**
Female	60	56	53	N	44	52	50	N
Male	54	51	47	N	51	53	51	N
Economically Disadvantaged Students	48	48	48	**	50	49	46	**
Students with Disabilities	56	51.5	43	Met Standard	57.5	48	45	Met Standard
English Learners	N	59	52	**	N	54.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	58	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

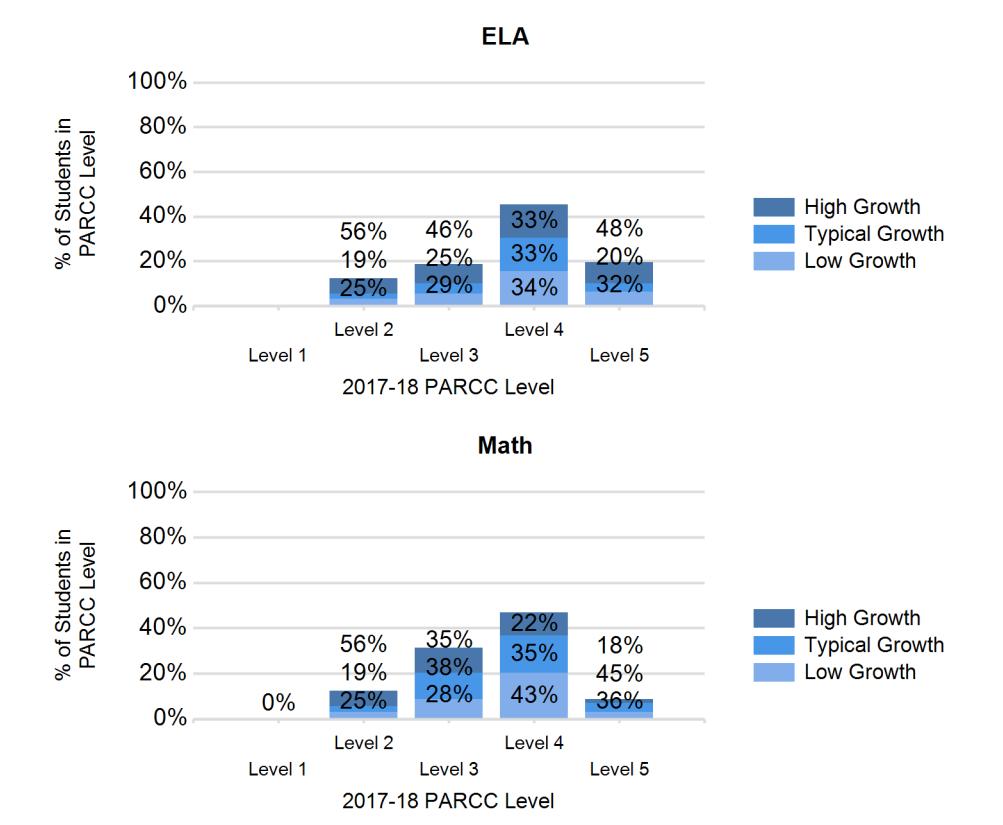
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

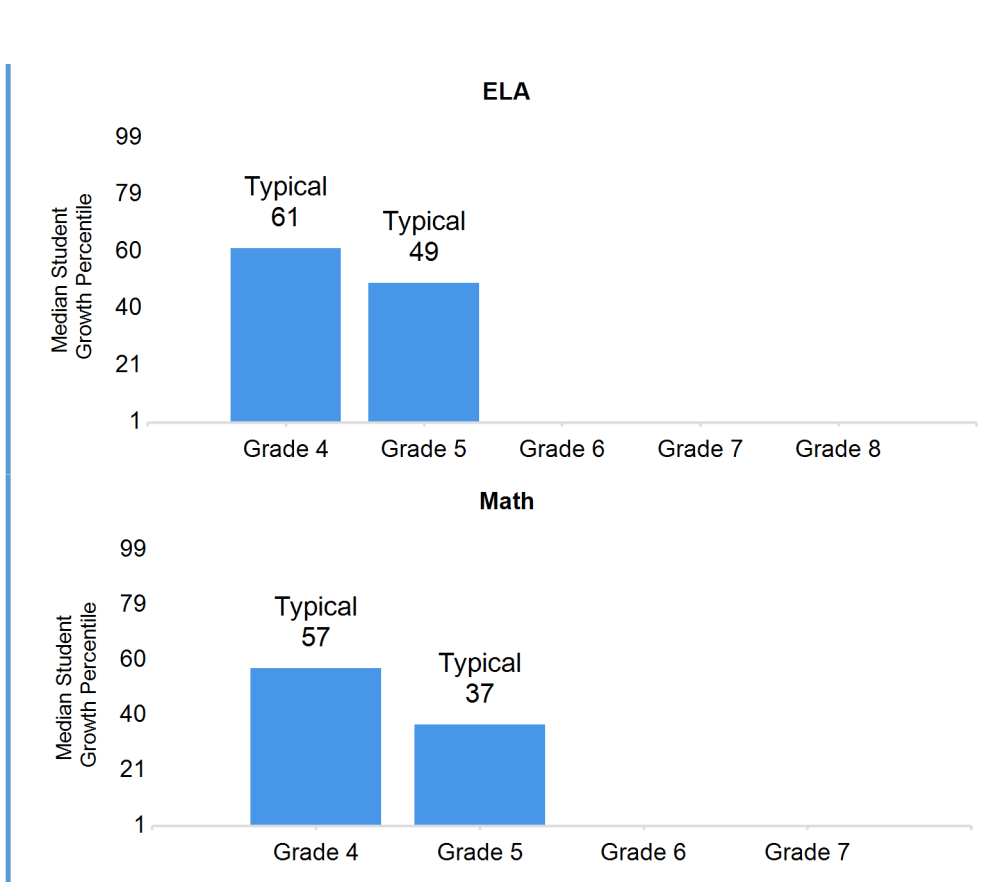
Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



These graphs show the median Student Growth Percentile for students in each grade.





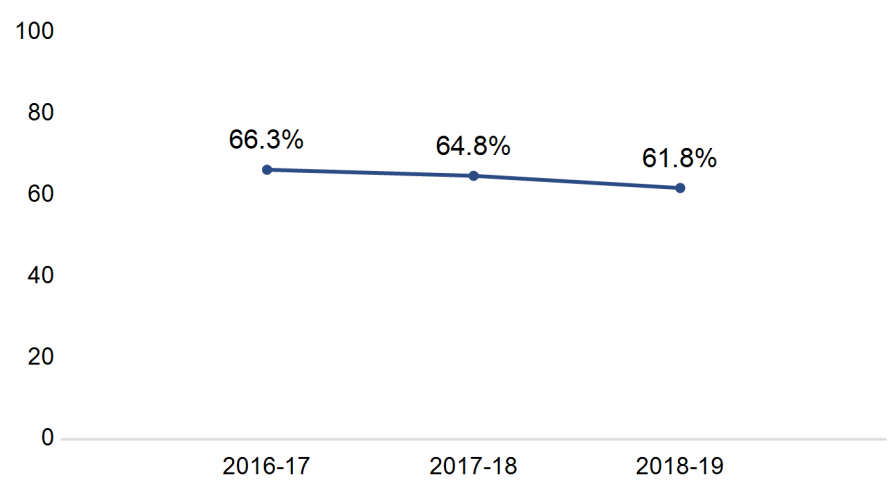
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2018-2019

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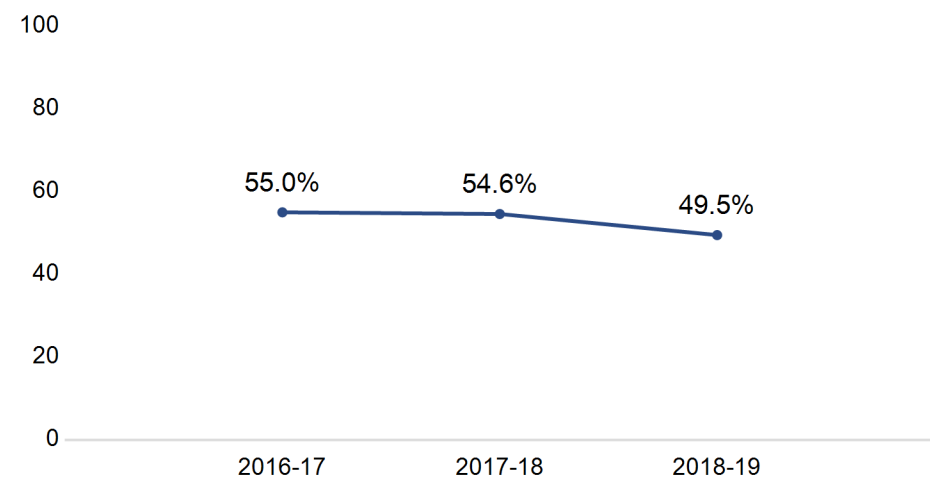
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	98.0%	97.8%	97.7%	98.0%	98.2%
Proficiency Rate for Federal Accountability	66.3%	64.8%	61.8%	55.0%	54.6%	49.5%
Annual Target	56.8%	58.0%	59.3%	51.5%	53.0%	54.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Richard L Rice School
(05-1420-065)
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	212	97.8	61.8	63.3	57.9	61.8	59.3	Met Target
White	168	97.2	66.7	63.6	66.9	66.7	60.5	Met Target
Hispanic	14	100.0	14.3	47.5	43.9	14.3	**	**
Black or African American	18	100.0	44.4	51.0	38.5	44.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	89	96.9	65.2	71.3	64.8	65.2		
Male	123	98.4	59.3	55.6	51.3	59.3		
Economically Disadvantaged Students	26	100.0	57.7	45.9	40.0	57.7	51.3	Met Target
Non-Economically Disadvantaged Students	186	97.5	62.4	65.4	67.9	62.4		
Students with Disabilities	47	92.6	36.2	32.5	22.7	35.1	39.4	Met Target†
Students without Disabilities	165	99.4	69.1	72.4	65.1	69.1		
English Learners	N	N	N	42.1	29.3	N	**	**
Non-English Learners	212	97.8	61.8	63.6	60.6	61.8		
Homeless Students	N	N	N	60.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	86.7	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



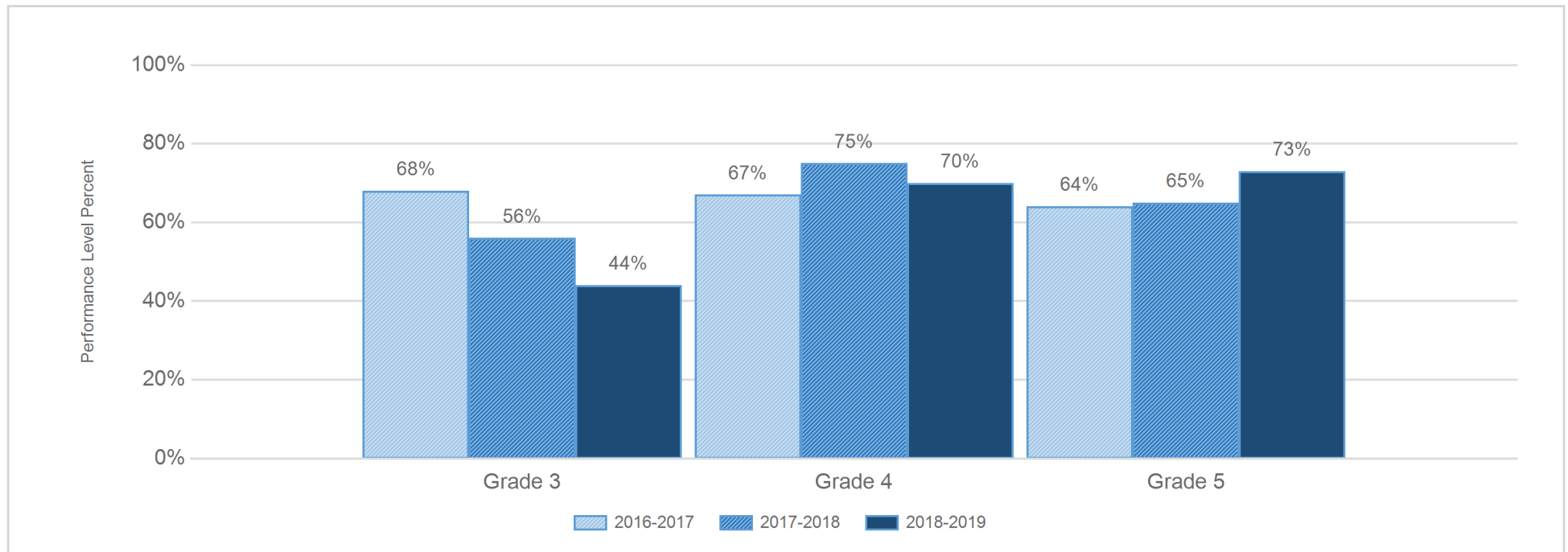
Richard L Rice School
(05-1420-065)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	747	747	748	*	19%	29%	*	*	44%	50%
White	59	750	*	757	*	19%	29%	*	*	47%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	12	734	737	731	*	*	*	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	34	752	751	753	*	*	*	*	*	47%	55%
Male	52	744	743	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	10	741	730	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	76	748	749	759	*	*	*	*	*	45%	61%
Students with Disabilities	19	728	*	719	*	*	*	*	*	16%	24%
Students without Disabilities	67	753	*	754	*	*	*	*	*	52%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	86	747	*	751	*	19%	29%	*	*	44%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	764	756	755	0%	*	18%	*	*	70%	57%
White	60	766	757	763	0%	*	*	53%	20%	73%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	761	759	760	0%	*	*	*	*	69%	62%
Male	39	767	752	750	0%	*	*	*	*	72%	53%
Economically Disadvantaged Students	*	*	741	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	18	745	*	725	0%	*	*	56%	0%	56%	25%
Students without Disabilities	53	771	*	761	0%	*	*	53%	23%	75%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	71	764	*	758	0%	*	18%	*	*	70%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	771	759	756	*	*	16%	45%	28%	73%	58%
White	54	771	760	764	*	*	*	48%	28%	76%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	763	762	N	N	N	N	N	N	65%
Female	29	776	765	761	*	*	*	*	*	79%	64%
Male	35	766	754	750	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	12	750	737	724	*	*	*	*	*	42%	23%
Students without Disabilities	52	775	765	762	*	*	*	*	*	81%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	64	771	*	758	*	*	16%	45%	28%	73%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	212	98.2	49.5	48.0	44.5	49.5	54.5	Met Target†
White	168	97.8	52.4	48.0	54.1	52.4	55.3	Met Target†
Hispanic	14	100.0	21.4	27.0	28.8	21.4	**	**
Black or African American	18	100.0	33.3	27.2	23.0	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	89	96.9	42.7	47.2	44.9	42.7		
Male	123	99.2	54.5	48.8	44.2	54.5		
Economically Disadvantaged Students	26	100.0	50.0	31.3	26.3	50.0	54.6	Met Target†
Non-Economically Disadvantaged Students	186	98.0	49.5	50.0	54.9	49.5		
Students with Disabilities	47	94.3	29.8	23.3	17.4	29.5	32.1	Met Target†
Students without Disabilities	165	99.4	55.2	55.3	50.0	55.2		
English Learners	N	N	N	31.6	25.0	N	**	**
Non-English Learners	212	98.2	49.5	48.2	46.5	49.5		
Homeless Students	N	N	N	40.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	53.3	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

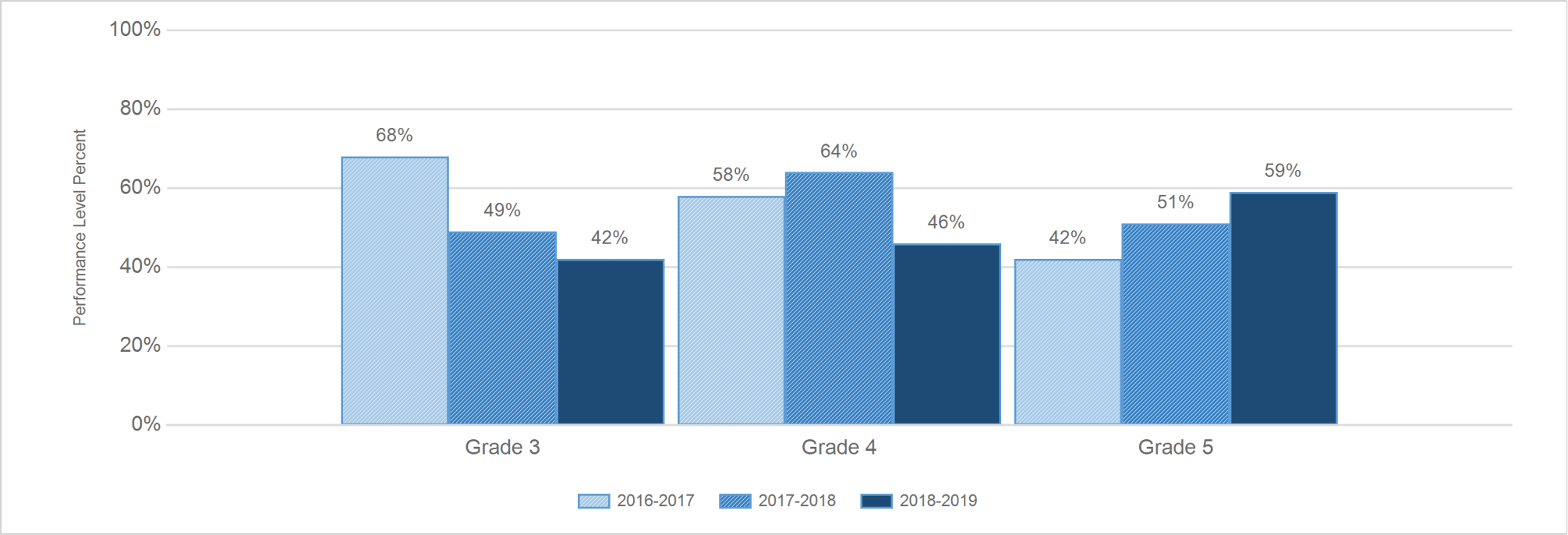


Richard L Rice School
(05-1420-065)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	746	750	752	*	20%	35%	*	*	42%	55%
White	59	749	*	760	*	*	41%	*	*	41%	66%
Hispanic	*	*	739	739	*	*	*	*	*	*	40%
Black or African American	12	735	739	735	0%	*	*	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	34	743	747	751	*	*	35%	*	*	38%	54%
Male	52	748	752	752	*	*	35%	*	*	44%	56%
Economically Disadvantaged Students	10	738	736	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	76	747	751	761	*	*	*	*	*	43%	67%
Students with Disabilities	19	735	*	731	*	*	*	*	*	32%	31%
Students without Disabilities	67	749	*	756	*	*	*	*	*	45%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	86	746	*	754	*	20%	35%	*	*	42%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Richard L Rice School
(05-1420-065)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	750	745	749	*	*	42%	46%	0%	46%	51%
White	60	752	745	757	*	*	37%	53%	0%	53%	62%
Hispanic	*	*	734	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	742	742	749	*	*	*	31%	0%	31%	50%
Male	39	756	747	749	*	*	*	59%	0%	59%	52%
Economically Disadvantaged Students	*	*	731	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	18	734	*	726	*	*	*	*	*	17%	25%
Students without Disabilities	53	755	*	754	*	*	*	*	*	57%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	71	750	*	751	*	*	42%	46%	0%	46%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	751	747	747	0%	19%	22%	*	*	59%	47%
White	54	753	747	755	0%	*	22%	*	*	63%	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	744	753	N	N	N	N	N	N	55%
Female	29	749	746	747	0%	*	*	*	*	59%	47%
Male	35	753	748	747	0%	*	*	*	*	60%	47%
Economically Disadvantaged Students	*	*	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	749	757	*	*	*	*	*	*	59%
Students with Disabilities	12	745	729	725	0%	*	*	*	*	42%	19%
Students without Disabilities	52	753	752	752	0%	*	*	*	*	63%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	64	751	*	749	0%	19%	22%	*	*	59%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



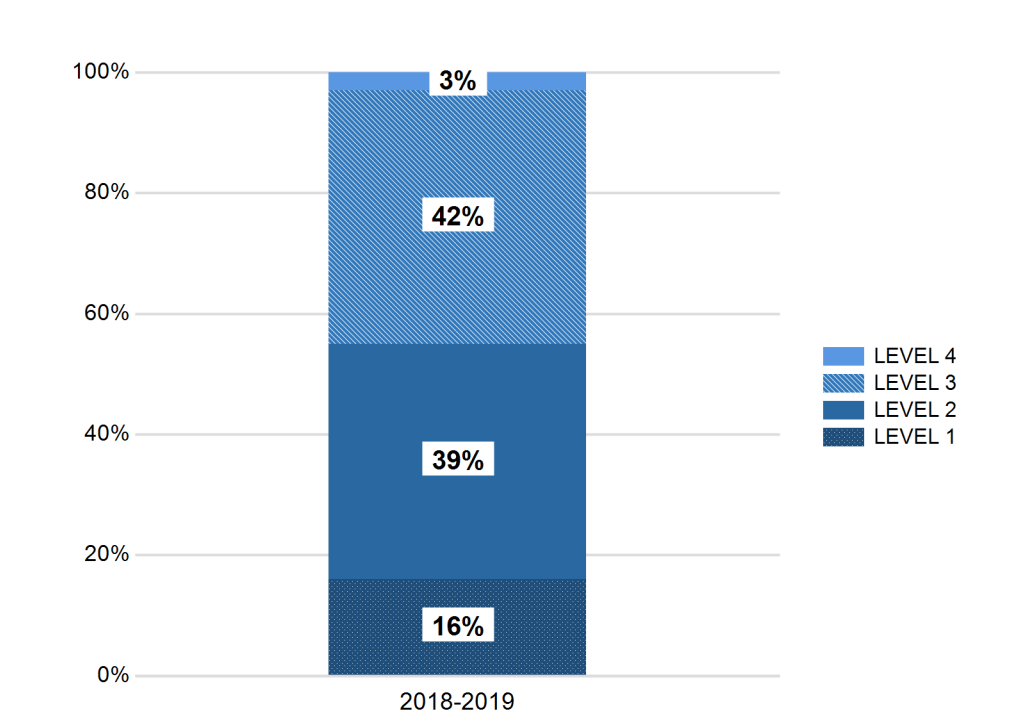
Richard L Rice School
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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	16	39	42	3
White	15	37	46	2
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	21	38	41	0
Male	11	40	43	6
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	25	50	25	0
Students without Disabilities	13	37	46	4
English Learners	N	N	N	N
Non-English Learners	16	39	42	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

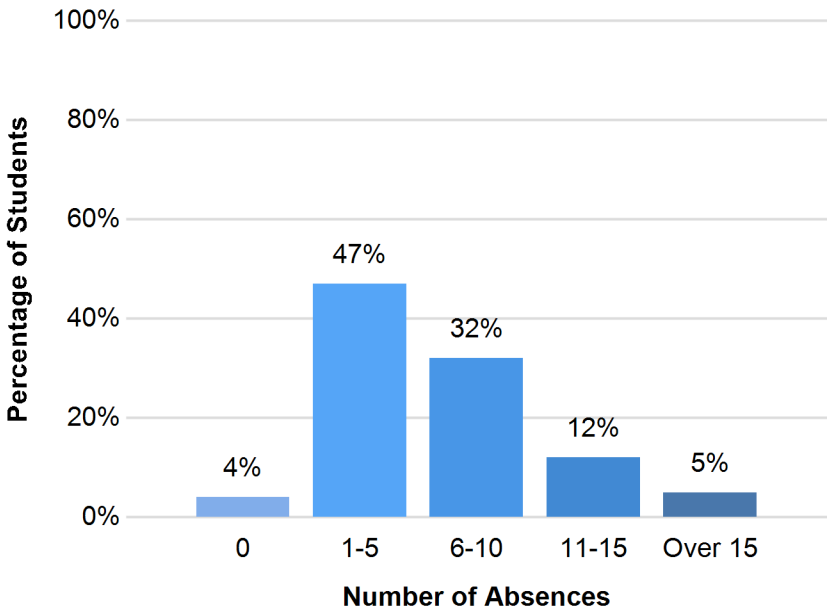
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	3.6	8.9	Met
White	14	3.5	8.9	Met
Hispanic	1	3.8	8.9	Met
Black or African American	1	3.8	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	2.9		
Male	11	4.0		
Economically Disadvantaged Students	6	13.0	8.9	Not Met
Students with Disabilities	10	7.9	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





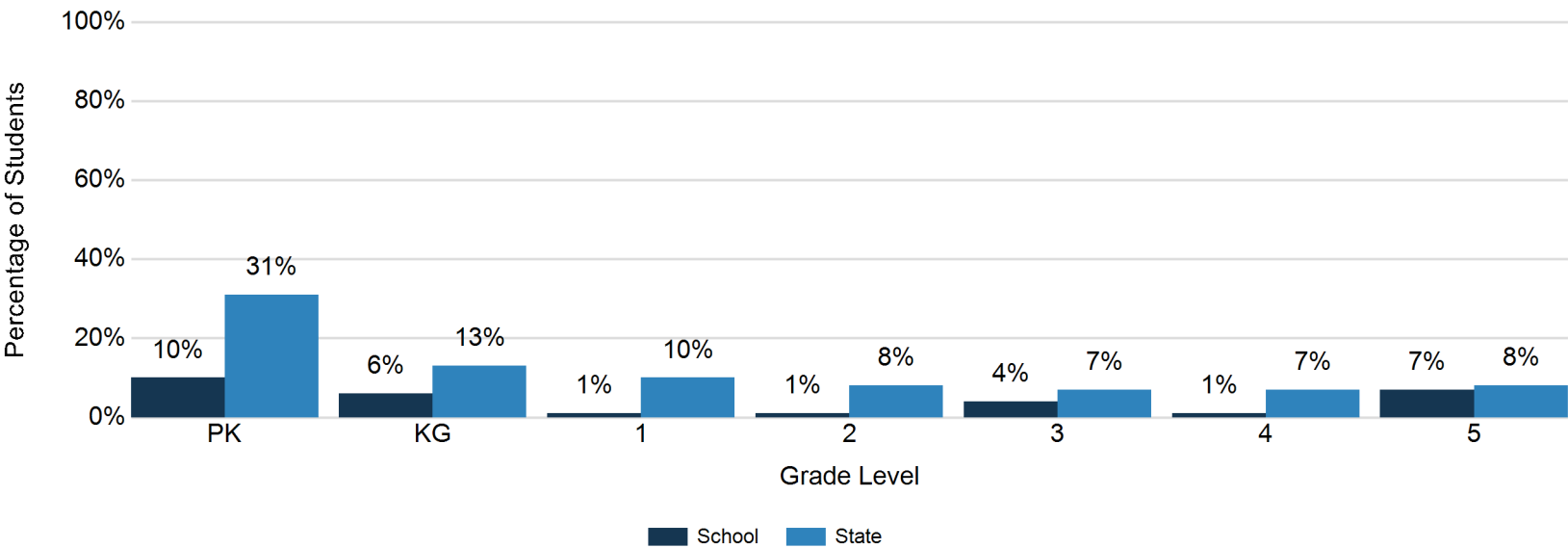
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.51

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
14



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	7.4	12.1
Average years experience in district	6.2	10.8
Percentage of Teachers with 4 or more years experience in the district	51.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	15:1	12:1
Students to Administrators	584:1	212:1
Teachers to Administrators	39:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.9%	94.9%	100.0%	48.4%	77.1%	54.9%
Male	55.1%	5.1%	0.0%	51.6%	22.9%	45.1%
White	82.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Richard L Rice School
(05-1420-065)
Grades Offered: PK-05
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.3%	64.8%	61.8%
Math Proficiency	55.0%	54.6%	49.5%
ELA Growth	51	60	58
Math Growth	56	43	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.3%	4.9%	3.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	N	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Rice prides itself on educating the whole child. Through a Responsive Classroom approach and adoption of CARES, we create an environment conducive to teaching and learning. - Building a school community is important to us and is built through buddy classrooms, school-wide morning meetings, after-school and evening events, community service, and special activities. - Monthly whole school meetings foster school spirit and a sense of belonging within the larger school community.
 Mission, Vision, Theme:	The Richard L. Rice School is a community of learners working together in an environment where children feel safe, nurtured and challenged to meet their academic potential. We are dedicated to creating lifelong enthusiasm for learning, fostering social and emotional growth, and encouraging physical wellness. Through mutual respect and tolerance, the Rice family celebrates individuality and promotes culturally aware world citizens.



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 Courses, Curriculum, Instruction:	A balanced language arts literacy program includes Guided Reading, Readers' and Writers' Workshop, Core Literature and Word Work. Mathematics instruction emphasizes problem solving and application of concepts and strategies. Program areas also include science, social studies, world language and the related arts. Rice implements the Responsive Classroom approach to foster social, emotional, and academic growth in a positive, safe environment.
 Clubs and Activities:	In addition to academic areas, there are after-school clubs that include Sports/Games, Gardening, Student Council, Safety Patrol, Yearbook, Chorus, Orchestra, Band, Homework, Art, Connections (Mentoring), Yoga, Readers' Theatre and Animal Welfare.



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 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Rice.
 Staff and Professional Learning:	Rice students are served by forty-six highly qualified teachers committed to growing professionally. Professional learning opportunities include building-based workshops, grade level/department meetings, PLC teams, etc. District supervisors work side-by-side with teachers and an intensive staff development program is offered to the entire staff.



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Student Supports and Services:

The I&RS team provides supports to students prior to any necessary child study team referrals. The school has the services of an instructional interventionist, reading specialist, Reading Recovery teachers, speech/occupational/physical therapists, school counselor, nurse and gifted & talented teacher.



Student Health and Wellness:

District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.



Parent and Community Involvement:

The PTA is an active and supportive contributor to the Rice family that sponsors enriching programs such as Science Day, Art Goes to School, assemblies and book fairs. A School Resource Officer from the Evesham Township Police Department is assigned to the school, and a L.E.A.D. instructor from the department provides instruction part of the school year on drug/alcohol prevention, as well as safety lessons.



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 Facilities:	Named in honor of a former Board of Education member who faithfully served the educational community for many years, the Richard L. Rice School opened to students from Kings Grant and the southern area of Evesham Township in January of 1990. A ten-classroom addition was opened in September, 2000.
 School Safety:	Rice plans for and recognizes the importance of school safety and security. Various procedures and policies are in place that include the practice of security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within the school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where enhanced security exists and a visitor entry/management system is utilized in order to gain access to the school. Rice also has a full-time school resource officer to assist with daily building security.



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 Technology and STEM:	The instructional program is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology courses, enrichment periods, and club offerings.
 Early Childhood Education:	Rice houses all of the district's preschool programs. These include: half-day preschool inclusion and self-contained classes for three and four-year olds, along with a multi-age full-day option for children with more significant disabilities. These various program offerings allow Rice to provide comprehensive individualized education experiences for children ages three to five years old based on each child?s individual needs. A tuition-based preschool integrated program is offered to families with three or four-year old general education students residing in Evesham Township.



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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Burlington
District	Evesham Township School District
Principal Name	Ms. Maria Sobel
Address	2 WESTCOTT ROAD MARLTON, NJ 08053
Phone Number	856-988-0679
Email Address	sobelm@evesham.k12.nj.us
Website	https://jaggard.evesham.k12.nj.us/



Robert B Jaggard School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	54	56	58
1	73	71	74
2	67	73	73
3	72	72	72
4	67	82	72
5	69	87	89
Total	402	441	438

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	48.1%	48.6%
Male	53.0%	51.9%	51.4%
Economically Disadvantaged Students	13.9%	11.6%	10.7%
Students with Disabilities	29.9%	30.6%	30.8%
English Learners	0.0%	0.0%	0.5%
Homeless Students	0.0%	0.0%	0.7%
Students in Foster Care	0.0%	0.2%	0.2%
Military-Connected Students	0.7%	0.2%	0.2%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.1%	69.6%	67.4%
Hispanic	4.0%	5.0%	6.4%
Black or African American	7.5%	8.6%	10.3%
Asian	14.7%	14.7%	14.2%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.7%
American Indian or Alaska Native	0.0%	0.5%	0.5%
Two or More Races	1.0%	0.9%	0.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	25	27	23
KG - Full Day	29	29	35

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	79.5%
Spanish	4.6%
Filipino	1.6%
Arabic	1.6%
Telugu	1.4%
Other Languages	11.4%



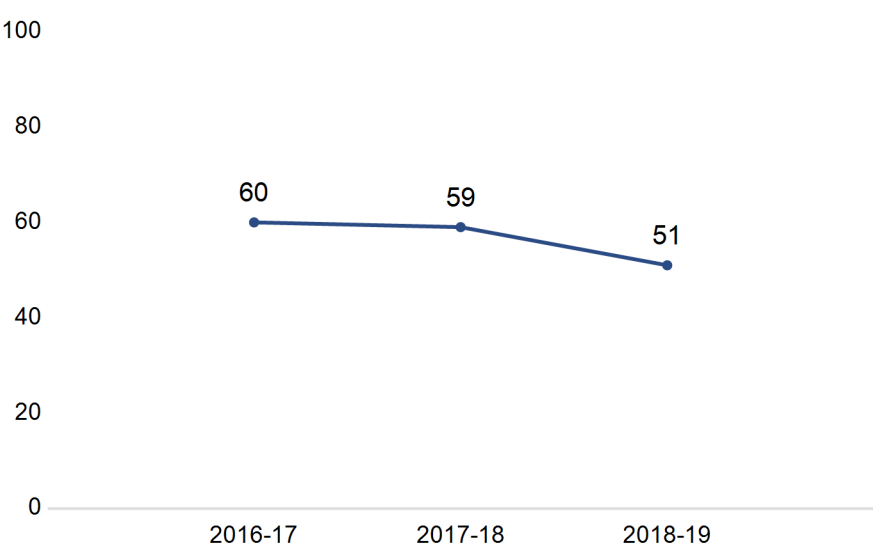
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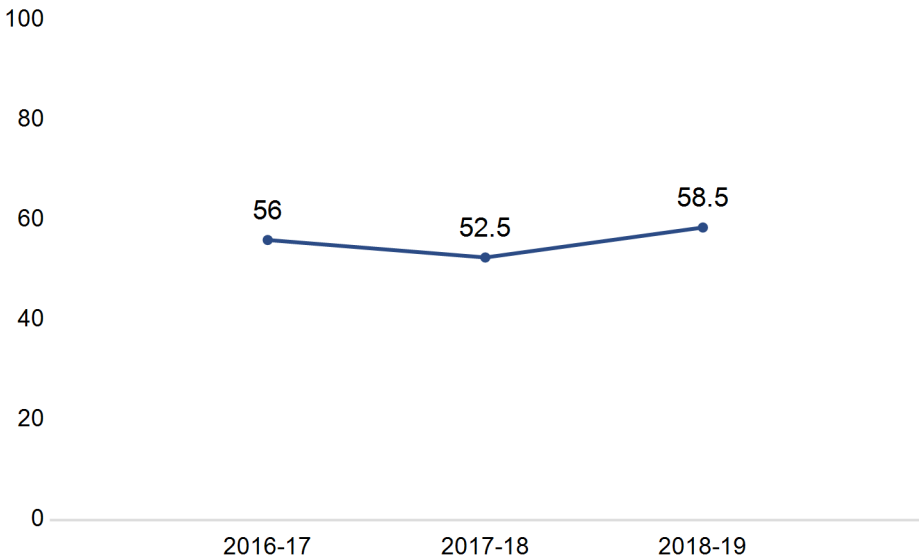
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	59	51	56	52.5	58.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	53	50	Met Standard	58.5	52	50	Met Standard
White	50	53	50	Met Standard	59	53	52	Met Standard
Hispanic	*	53	49	**	*	44.5	47	**
Black or African American	*	50	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	59	58	59	**	59.5	54	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	57	49	**	*	61	52	**
Female	56	56	53	N	54	52	50	N
Male	45	51	47	N	60	53	51	N
Economically Disadvantaged Students	62.5	48	48	**	50	49	46	**
Students with Disabilities	51.5	51.5	43	Met Standard	37	48	45	Not Met
English Learners	N	59	52	**	N	54.5	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	58	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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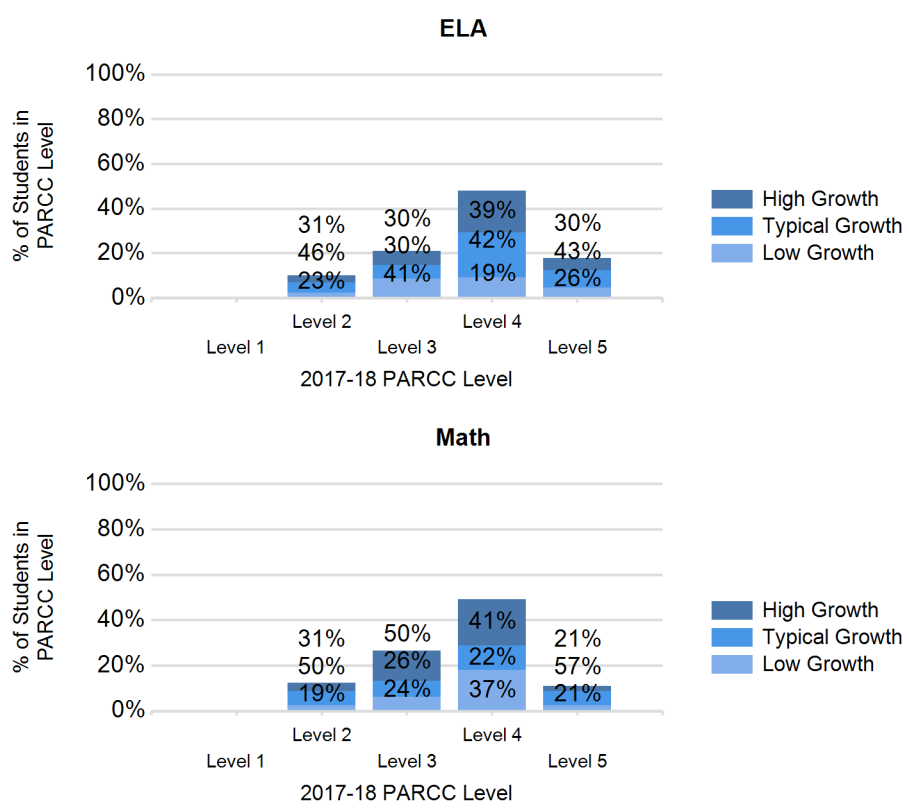
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

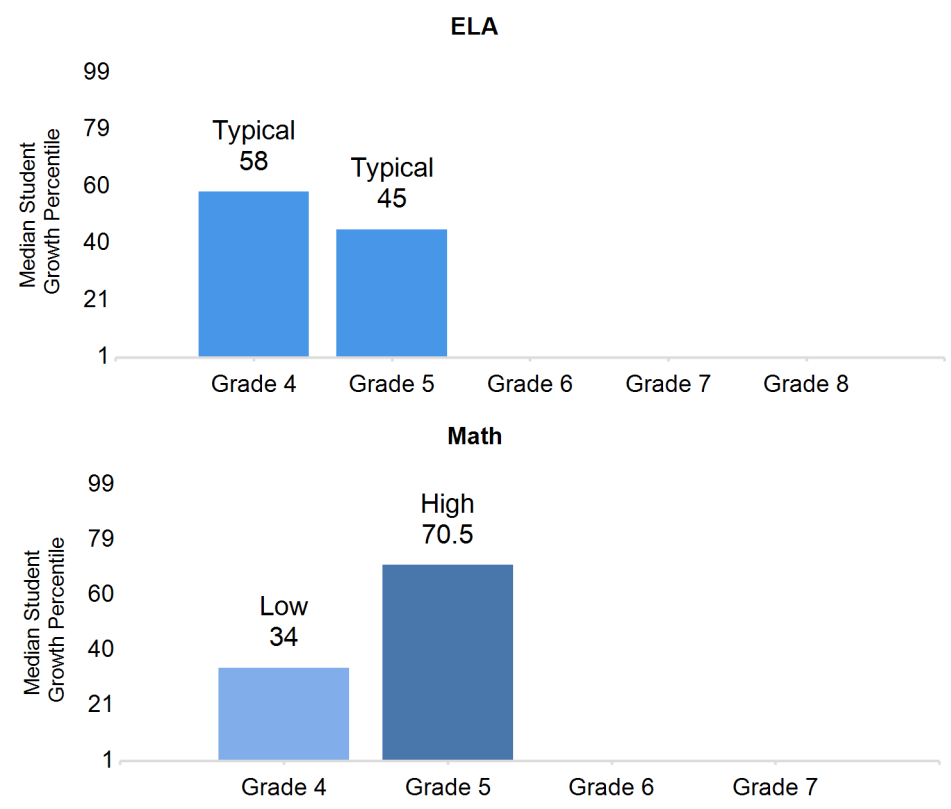
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



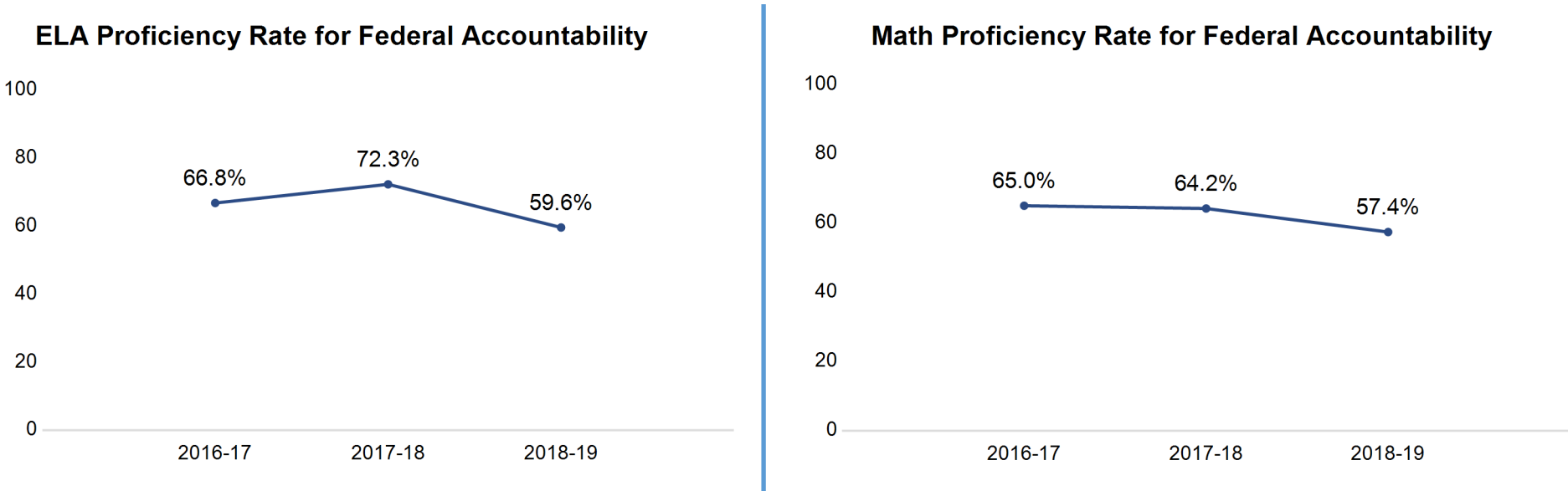


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	96.8%	98.7%	97.3%	99.6%	98.7%
Proficiency Rate for Federal Accountability	66.8%	72.3%	59.6%	65.0%	64.2%	57.4%
Annual Target	71.8%	72.3%	72.7%	63.3%	64.2%	65.0%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	230	98.7	59.6	63.3	57.9	59.6	72.7	Not Met
White	161	98.2	61.5	63.6	66.9	61.5	69.3	Not Met
Hispanic	*	*	*	47.5	43.9	*	**	**
Black or African American	22	100.0	40.9	51.0	38.5	40.9	N	N
Asian, Native Hawaiian, or Pacific Islander	30	100.0	70.0	*	82.9	70.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	115	98.3	61.7	71.3	64.8	61.7		
Male	115	99.2	57.4	55.6	51.3	57.4		
Economically Disadvantaged Students	30	100.0	43.3	45.9	40.0	43.3	59.7	Not Met
Non-Economically Disadvantaged Students	200	98.6	62.0	65.4	67.9	62.0		
Students with Disabilities	67	95.8	50.7	32.5	22.7	50.7	60	Met Target†
Students without Disabilities	163	100.0	63.2	72.4	65.1	63.2		
English Learners	N	N	N	42.1	29.3	N	**	**
Non-English Learners	230	98.7	59.6	63.6	60.6	59.6		
Homeless Students	*	*	*	60.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	86.7	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

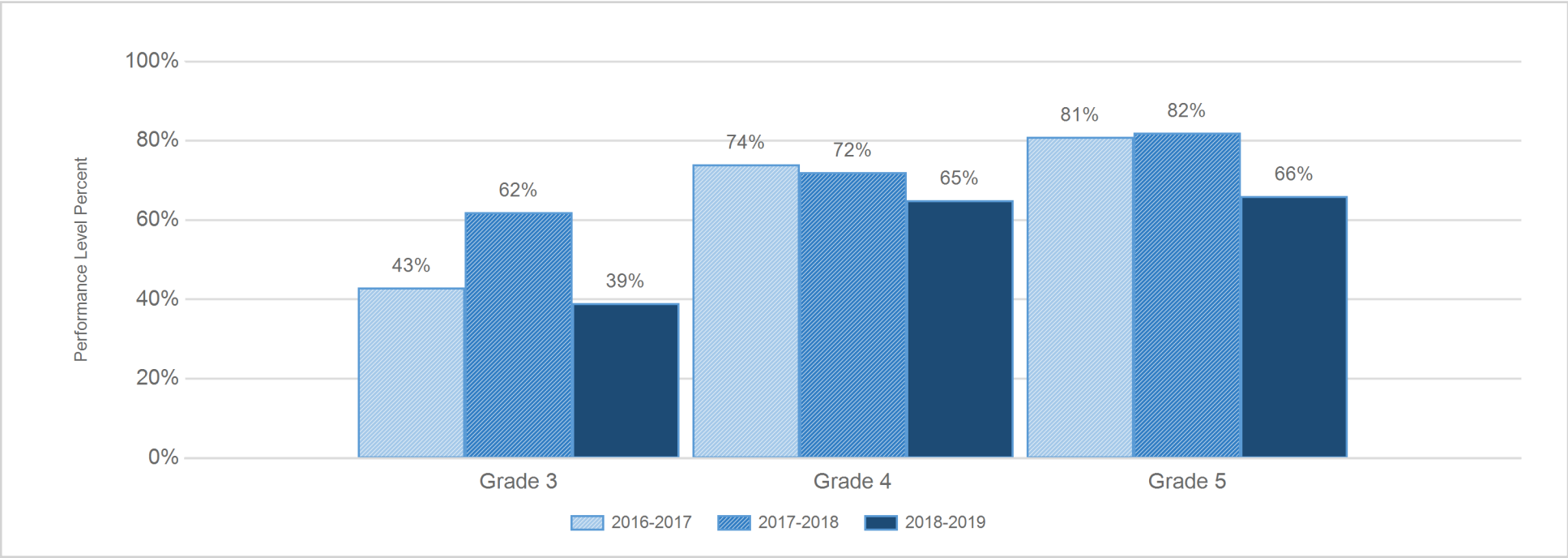


Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Robert B Jaggard School

(05-1420-070)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	739	747	748	*	27%	23%	*	*	39%	50%
White	43	734	*	757	*	33%	*	*	*	35%	60%
Hispanic	*	*	733	734	*	*	*	*	*	*	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	35	742	751	753	*	*	*	*	*	46%	55%
Male	29	734	743	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	*	*	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	11	729	*	719	*	*	*	*	*	18%	24%
Students without Disabilities	53	741	*	754	*	*	*	*	*	43%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	64	739	*	751	*	27%	23%	*	*	39%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	768	756	755	*	*	21%	38%	27%	65%	57%
White	40	768	757	763	0%	*	*	43%	25%	68%	67%
Hispanic	*	*	752	743	*	*	*	*	*	*	44%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	775	759	760	*	*	*	*	*	69%	62%
Male	31	761	752	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	*	*	741	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	757	765	*	*	*	*	*	*	69%
Students with Disabilities	14	740	*	725	*	*	*	*	*	36%	25%
Students without Disabilities	49	776	*	761	*	*	*	*	*	73%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	63	768	*	758	*	*	21%	38%	27%	65%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	765	759	756	*	*	25%	52%	14%	66%	58%
White	56	770	760	764	0%	*	23%	*	*	73%	68%
Hispanic	*	*	744	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	768	770	781	0%	0%	*	*	*	70%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	41	769	765	761	*	*	*	*	*	68%	64%
Male	36	761	754	750	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	11	753	745	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	66	767	761	766	*	*	*	*	*	70%	69%
Students with Disabilities	11	745	737	724	*	*	*	*	*	45%	23%
Students without Disabilities	66	769	765	762	*	*	*	*	*	70%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	77	765	*	758	*	*	25%	52%	14%	66%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	230	98.7	57.4	48.0	44.5	57.4	65	Not Met
White	161	98.2	59.0	48.0	54.1	59.0	63.8	Met Target†
Hispanic	*	*	*	27.0	28.8	*	**	**
Black or African American	22	100.0	40.9	27.2	23.0	40.9	N	N
Asian, Native Hawaiian, or Pacific Islander	30	100.0	70.0	*	76.5	70.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	115	98.3	47.0	47.2	44.9	47.0		
Male	115	99.2	67.8	48.8	44.2	67.8		
Economically Disadvantaged Students	30	100.0	40.0	31.3	26.3	40.0	56.7	Not Met
Non-Economically Disadvantaged Students	200	98.6	60.0	50.0	54.9	60.0		
Students with Disabilities	67	95.8	50.7	23.3	17.4	50.7	51.8	Met Target†
Students without Disabilities	163	100.0	60.1	55.3	50.0	60.1		
English Learners	N	N	N	31.6	25.0	N	**	**
Non-English Learners	230	98.7	57.4	48.2	46.5	57.4		
Homeless Students	*	*	*	40.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	53.3	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

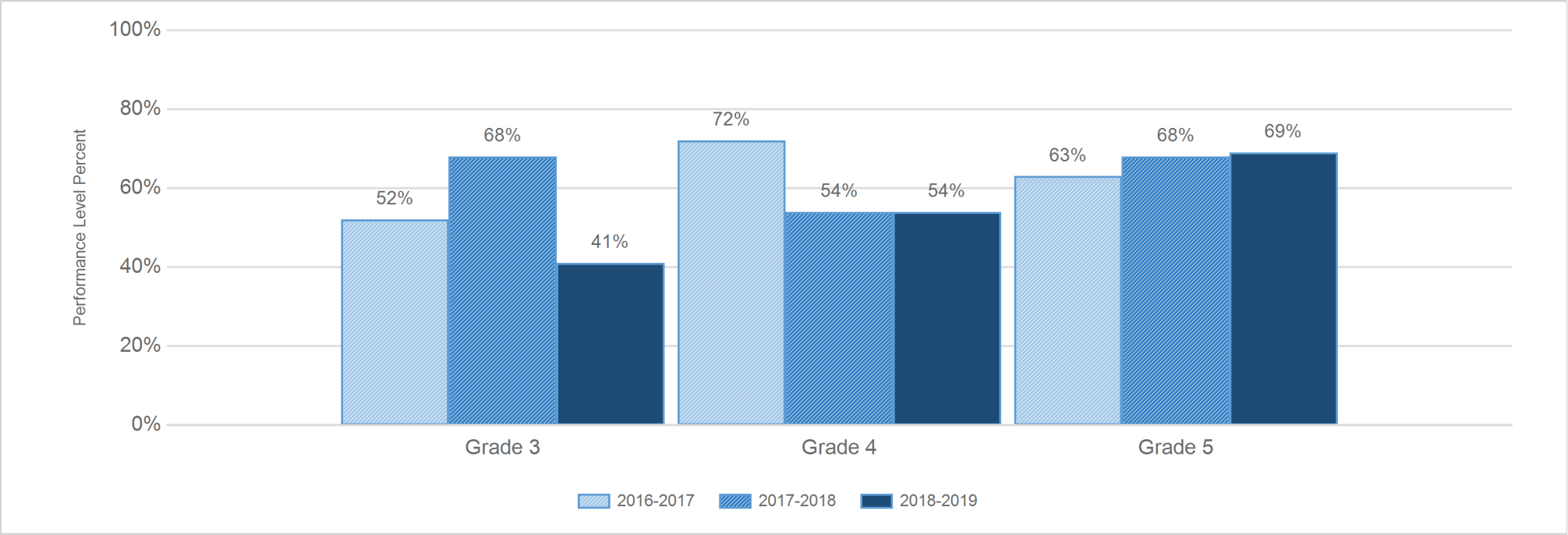


Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	742	750	752	*	*	38%	*	*	41%	55%
White	43	739	*	760	*	*	35%	*	*	40%	66%
Hispanic	*	*	739	739	*	*	*	*	*	*	40%
Black or African American	*	*	739	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	35	737	747	751	*	*	*	*	*	26%	54%
Male	29	749	752	752	*	*	*	*	*	59%	56%
Economically Disadvantaged Students	*	*	736	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	67%
Students with Disabilities	11	741	*	731	*	*	*	*	*	36%	31%
Students without Disabilities	53	743	*	756	*	*	*	*	*	42%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	64	742	*	754	*	*	38%	*	*	41%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Robert B Jaggard School
(05-1420-070)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	750	745	749	*	16%	25%	*	*	54%	51%
White	40	748	745	757	*	*	28%	*	*	55%	62%
Hispanic	*	*	734	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	746	742	749	*	*	*	*	*	47%	50%
Male	31	753	747	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	731	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	746	759	*	*	*	*	*	*	63%
Students with Disabilities	14	729	*	726	*	*	*	*	*	36%	25%
Students without Disabilities	49	755	*	754	*	*	*	*	*	59%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	63	750	*	751	*	16%	25%	*	*	54%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Robert B Jaggard School
(05-1420-070)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	761	747	747	*	*	22%	52%	17%	69%	47%
White	56	763	747	755	0%	*	*	57%	18%	75%	58%
Hispanic	*	*	725	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	774	764	775	0%	0%	*	*	*	80%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	744	753	*	*	*	*	*	*	55%
Female	41	756	746	747	*	*	*	*	*	63%	47%
Male	36	766	748	747	*	*	*	*	*	75%	47%
Economically Disadvantaged Students	11	745	735	732	*	*	*	*	*	45%	27%
Non-Economically Disadvantaged Students	66	763	749	757	*	*	*	*	*	73%	59%
Students with Disabilities	11	735	729	725	*	*	*	*	*	36%	19%
Students without Disabilities	66	765	752	752	*	*	*	*	*	74%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	77	761	*	749	*	*	22%	52%	17%	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Robert B Jaggard School
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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	10	10
5	13	13

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	*	*	*
5 or more	N	N	N



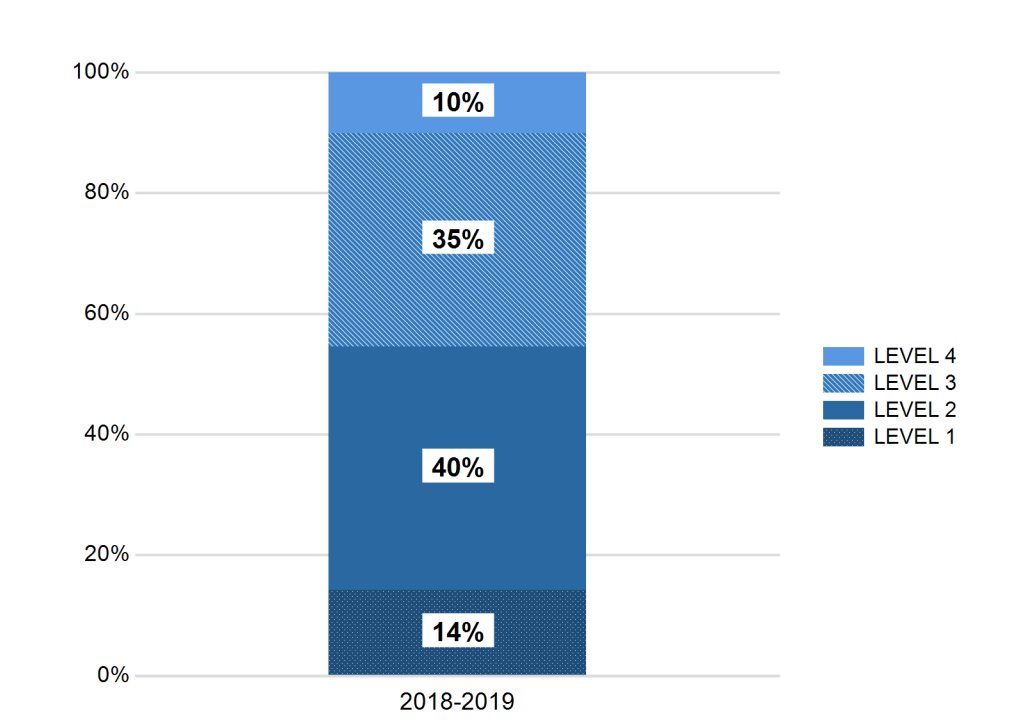
Robert B Jaggard School
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Grades Offered: KG-05
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	40	35	10
White	9	45	36	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	30	40	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	44	22	17
Male	11	36	50	3
Economically Disadvantaged Students	45	27	9	18
Non-Economically Disadvantaged Students	9	42	39	9
Students with Disabilities	27	45	27	0
Students without Disabilities	12	39	36	12
English Learners	N	N	N	N
Non-English Learners	14	40	35	10
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

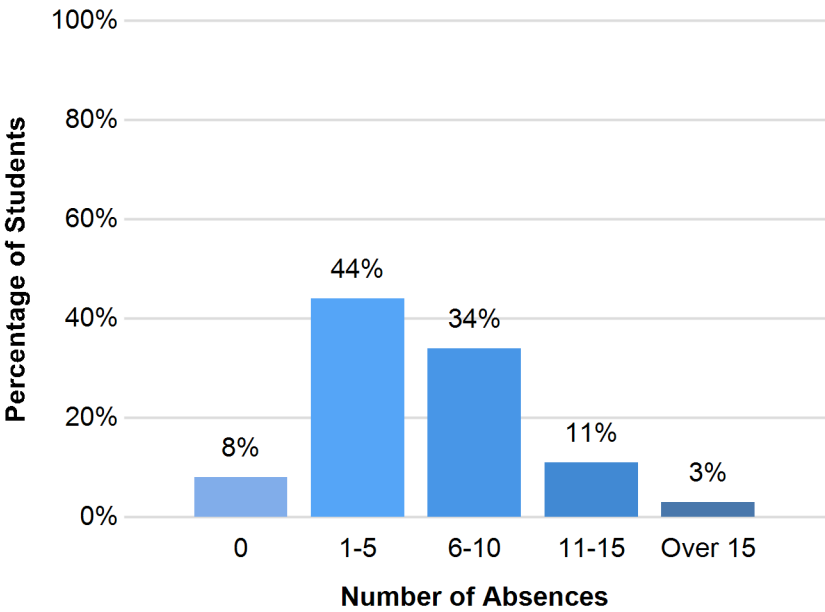
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	6	1.4	8.9	Met
White	6	2.1	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	5	2.3		
Male	1	0.5		
Economically Disadvantaged Students	2	4.3	8.9	Met
Students with Disabilities	2	1.7	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





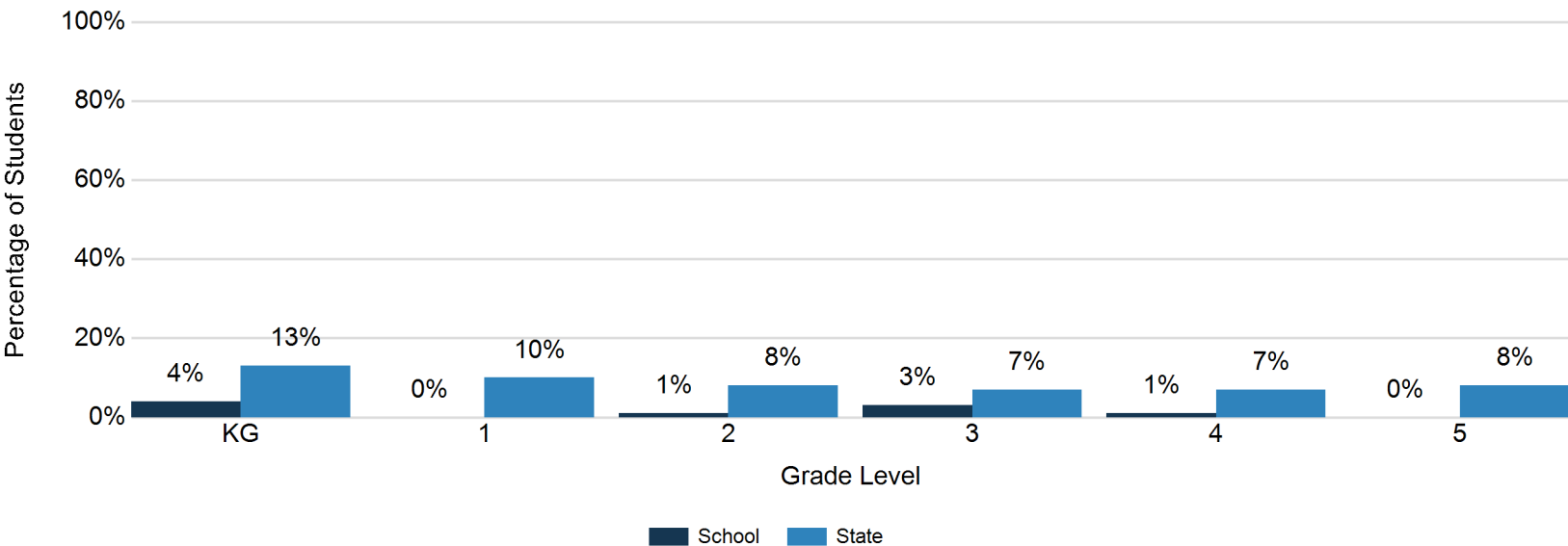
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	8.5	12.1
Average years experience in district	5.8	10.8
Percentage of Teachers with 4 or more years experience in the district	45.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Percentage of Administrators with 4 or more years experience in the district	76.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	438:1	212:1
Teachers to Administrators	42:1	17:1
Students to Librarians/Media Specialists		636:1
Students to Nurses		557:1
Students to Counselors		495:1
Students to Child Study Team Members		297:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	95.2%	100.0%	48.4%	77.1%	54.9%
Male	51.4%	4.8%	0.0%	51.6%	22.9%	45.1%
White	67.4%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.4%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.3%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	14.2%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

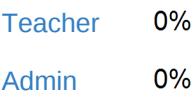
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.8%	72.3%	59.6%
Math Proficiency	65.0%	64.2%	57.4%
ELA Growth	60	59	51
Math Growth	56	52	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	3.7%	4.7%	1.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	**	**	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 Highlights:	- Robert B. Jaggard Elementary School prides itself on educating the whole child. Our Responsive Classroom approach and adoption of CARES results in an environment conducive to teaching and learning. - Building a school community is important to us and is built through buddy classrooms, school-wide morning meetings, after-school and evening events, community service, and special activities. - Developing life long readers is very important to the Jaggard School Community. Programs such as Reading Recovery, Literacy Support and Bookmates are valued. All students are reading every day.
 Mission, Vision, Theme:	The mission of the Robert B. Jaggard Elementary School is to create a safe and respectful environment in cooperative partnership with families and community members. We will empower students to develop the fundamental tools necessary to become critical thinkers and effective communicators. Students will be challenged to reach their personal best while becoming life-long learners in an ever changing global society. Jaggard adopted a school-wode Superhero theme this year encouraging students and staff alike to utilize their Superpowers so they can do their personal best.



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 Courses, Curriculum, Instruction:	Our balanced language arts literacy program includes Guided Reading, Readers' and Writers' Workshop, Core Literature and Word Work. Mathematics instruction emphasizes problem solving and application of concepts and strategies to everyday life. Science, social studies, and the related arts are other areas of the curriculum. The school also has a world language and instrumental music program. The Responsive Classroom approach is integrated into the curriculum and the routines of the school.
 Clubs and Activities:	Presently there are 21 after-school clubs offered at different times during the school year. These include Art, Yearbook, Chorus, Orchestra, Band, Student Council, Sports, Music Makers, You Before Me, Circle of Friends, Girls Empowered, Livestream, and Music & Movement . An after school homework club and reading club may be offered as well.



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 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Jaggard.
 Staff and Professional Learning:	Our school continues to excel academically because of the combination of our wonderful staff, students, supportive parents, and strong educational programs here at Jaggard School. Jaggard has over 115 staff members. Staff includes classroom teachers at grades K-5, both general and special education. Designated staff instruct in the related arts and specialty areas and the school has many paraprofessionals Professional learning opportunities include building-based workshops, faculty meetings, book clubs, grade level/department meetings, PLC teams, etc.



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 Student Supports and Services:	The school has an I&RS team in place that provides supports to general education students. Jaggard has 10 self-contained special education classes. The school has the services of resource teachers, a nurse, a guidance counselor, reading and literacy specialists, a Reading Recovery Teacher/Intervention Specialist, a technology coach, math coaches, responsive classroom facilitators, gifted and talented teacher/coordinator, speech/language pathologists, and occupational and physical therapists.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced. Although there is a focus on Wellness throughout the year, the district has a Wellness Week in March. Jaggard has a Recess Runners program during the fall and spring months.
 Parent and Community Involvement:	The PTA provides activities that benefit the school community. The activities they sponsor include assemblies, book fairs, literacy night, the science expo, and Halloween trunk or treat. Parents are invited to attend programs that support them in understanding different topics such as curriculum, standardized tests, child development, etc. A partnership with the ETPD allows the school to offer a fifth grade drug awareness program and an SRO is part of the Jaggard School Community. Fire Department comes in annually for fire safety lessons. Additionally there is school partnership with Cherokee High School for Read Across America every year.



Robert B Jaggard School
(05-1420-070)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Facilities:	The Jaggard School officially opened in 1972. Its namesake, Robert B. Jaggard (1904-1968) was a long-time resident of Evesham and a member of the Board of Education for 10 years. An addition was built in 2000 adding a lot of square footage including a new gym, music room, art room, and instructional spaces. This addition is named after Coletta Berger, a former Jaggard principal.
School Safety:	Robert B. Jaggard School plans for and recognizes the importance of school safety and security. To that end, we have various procedures and policies in place that include the practice of various security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within each school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where a visitor entry/management system is utilized as visitors enter the school. Jaggard also has a full-time school resource officer to assist with daily building security. Community Police Officers participate at times in events that occur after school hours.



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 Technology and STEM:	The instructional program at Robert B. Jaggard School is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades at Jaggard, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology and club offerings. Classroom teachers utilize a wide range of technology tools such as Google Classroom, Google Forms, Google Docs and Slides. Internet-based resources such as BrainPop are also used.
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