NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School
(05-1250-060)
Grades Offered: KG-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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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 as 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	Eastampton Township School District
Principal Name	Mr. Ambrose Duckett III
Address	1 STUDENT DRIVE EASTAMPTON, NJ 08060-9626
Phone Number	609-267-9172
Email Address	aduckett@etsdnj.us
Website	https://www.etsdnj.us
Facebook	https://www.facebook.com/ECSGoldenKnights/
Twitter	https://twitter.com/EastamptonSD

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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	64	54	72
1	55	67	51
2	62	57	66
3	70	66	59
4	75	64	69
5	60	74	63
6	64	61	77
7	66	66	68
8	70	65	68
Total	586	574	593

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	50.3%	50.2%	48.9%
Male	49.7%	49.8%	51.1%
Economically Disadvantaged Students	23.0%	21.4%	22.3%
Students with Disabilities	21.2%	22.5%	23.3%
English Learners	2.0%	0.9%	1.2%
Homeless Students	1.2%	1.7%	1.7%
Students in Foster Care	0.7%	0.2%	0.3%
Military-Connected Students	6.7%	6.1%	7.6%
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	55.1%	54.9%	52.1%
Hispanic	15.7%	15.7%	16.7%
Black or African American	23.0%	22.0%	21.9%
Asian	2.9%	3.0%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	3.2%	4.5%	5.9%

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	0	0	0
KG - Full Day	64	54	72

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	97.6%
Spanish	1.0%
Other Languages	1.3%

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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
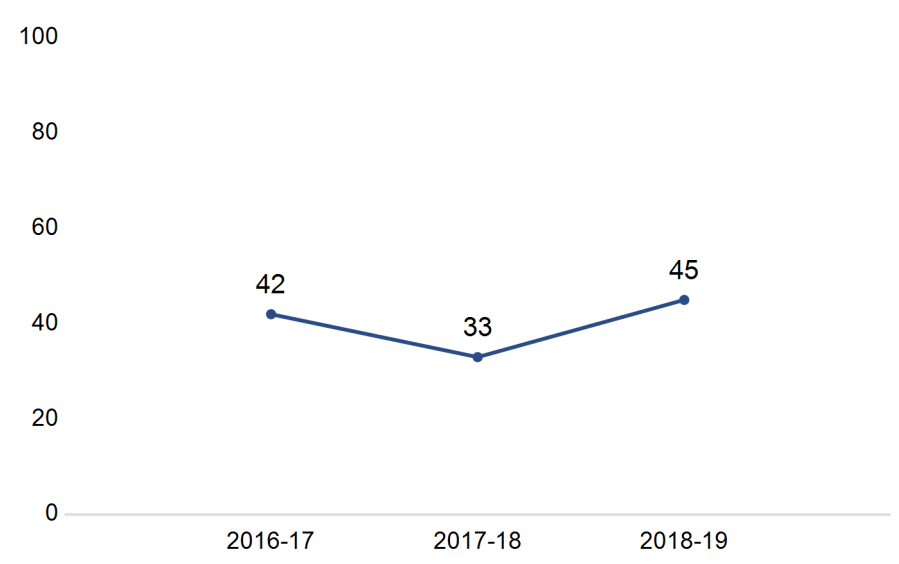
Math Median Student Growth Percentile
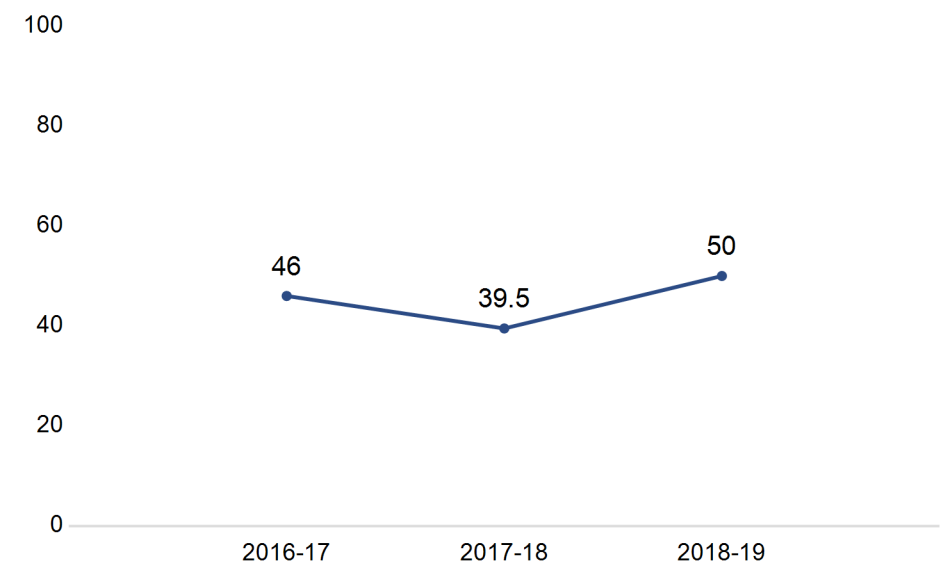
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	33	45	46	39.5	50
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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	45	45	50	Met Standard	50	50	50	Met Standard
White	47	47	50	Met Standard	50	50	52	Met Standard
Hispanic	44.5	44.5	49	Met Standard	46	46	47	Met Standard
Black or African American	41	41	45	Met Standard	52	52	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60	60	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	29	29	49	**	74	74	52	**
Female	45	45	53	N	44.5	44.5	50	N
Male	46	46	47	N	57	57	51	N
Economically Disadvantaged Students	41	41	48	Met Standard	47.5	47.5	46	Met Standard
Students with Disabilities	36	36	43	Not Met	44	44	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	38	38	49	N	52	52	51	N
Migrant Students	N	N	47	N	N	N	51	N

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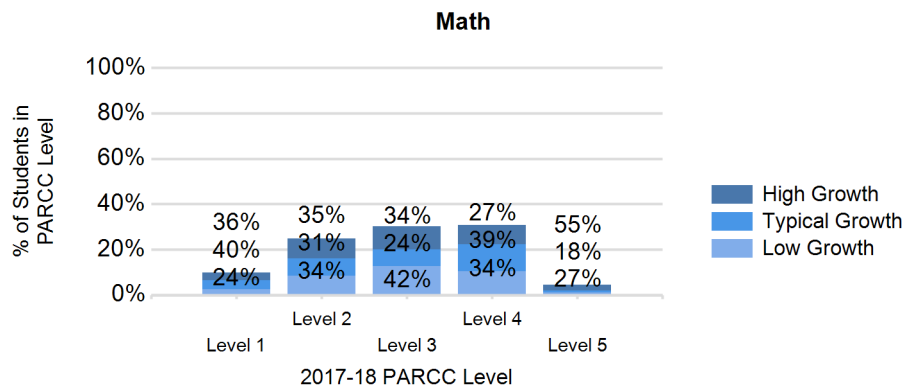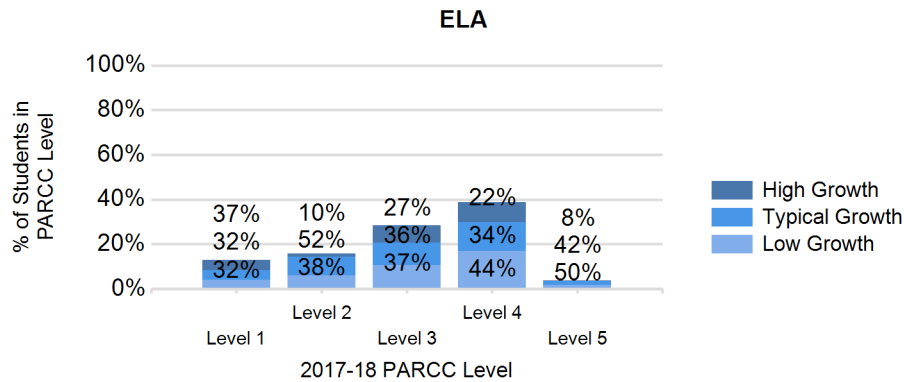
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress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

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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.
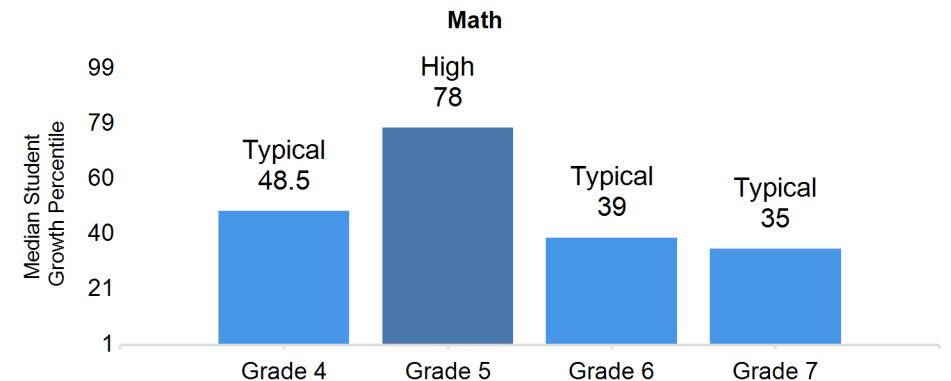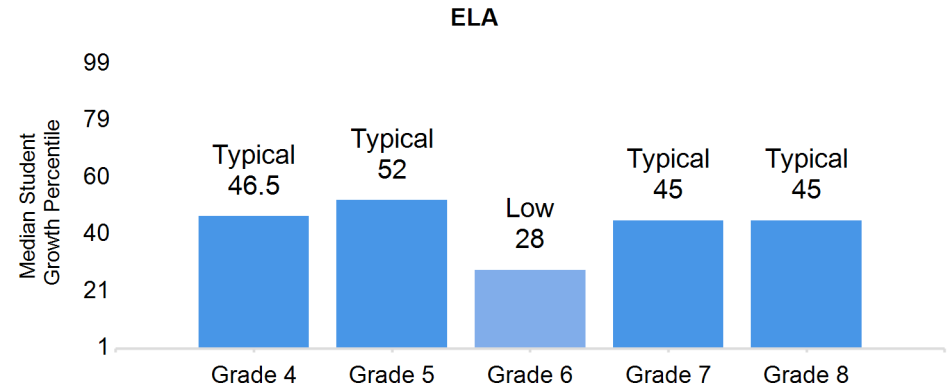
Student Growth by Performance Level

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.

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	45.5%
2017-18	43.2%
2018-19	42.7%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	38.3%
2017-18	35.1%
2018-19	34.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.4%	96.5%	96.8%	94.0%	96.2%	96.8%
Proficiency Rate for Federal Accountability	45.5%	43.2%	42.7%	38.3%	35.1%	34.4%
Annual Target	44.6%	46.4%	48.3%	40.3%	42.4%	44.5%
Met Annual Target?	Met Target	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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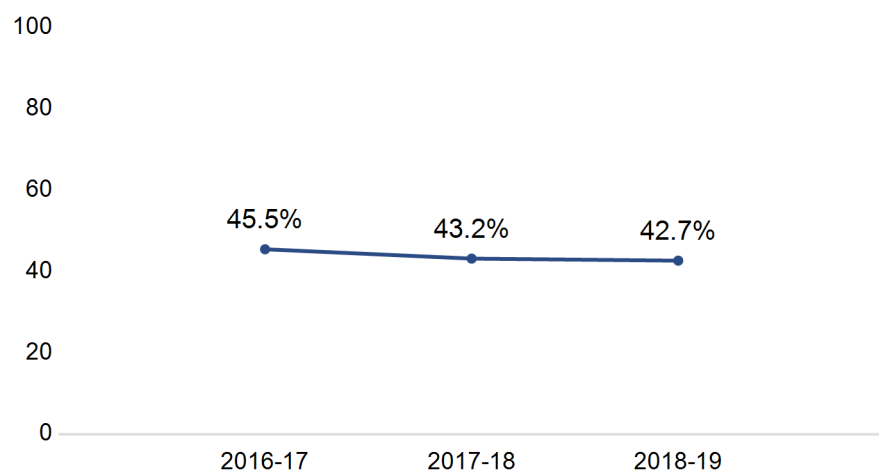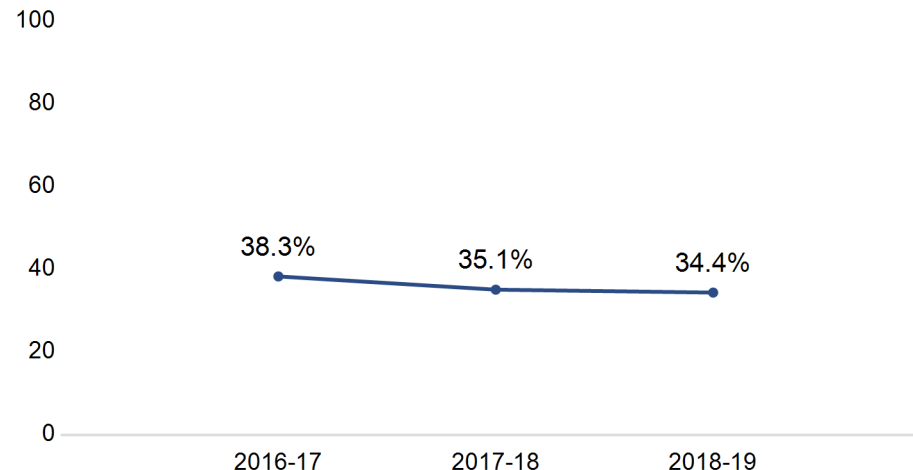 ****** Accountability calculations require 20 or more students
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English Language Arts Assessment - Participation and Performance

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	384	96.8	42.7	42.7	57.9	42.7	48.3	Not Met
White	201	97.2	48.3	48.3	66.9	48.3	52.5	Met Target†
Hispanic	59	95.4	33.9	33.9	43.9	33.9	40.1	Met Target†
Black or African American	93	96.0	32.3	32.3	38.5	32.3	41	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	63.6	63.6	82.9	63.6	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	20	100.0	50.0	50.0	64.4	50.0	N	N
Female	191	97.5	47.6	47.6	64.8	47.6		
Male	193	96.1	37.8	37.8	51.3	37.8		
Economically Disadvantaged Students	88	93.8	27.3	27.3	40.0	26.9	36.7	Not Met
Non-Economically Disadvantaged Students	296	97.7	47.3	47.3	67.9	47.3		
Students with Disabilities	92	97.9	*	*	22.7	*	25.5	Not Met
Students without Disabilities	292	96.5	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	27	100.0	44.4	44.4	57.8	44.4		
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.

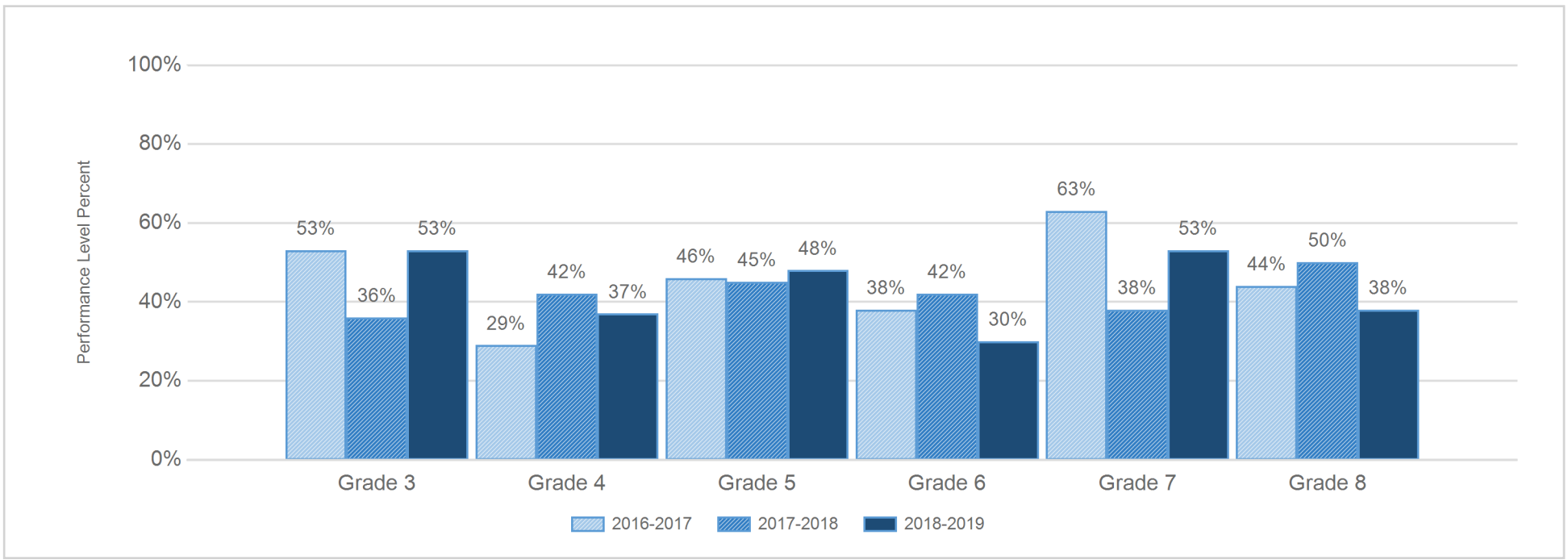| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	752	752	748	*	*	31%	*	*	53%	50%
White	35	753	753	757	*	*	29%	*	*	54%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	10	731	731	731	*	0%	*	*	*	40%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	28	765	765	753	*	*	*	*	*	68%	55%
Male	30	741	741	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	10	734	734	731	*	*	*	*	*	30%	33%
Non-Economically Disadvantaged Students	48	756	756	759	*	*	*	*	*	58%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	58	752	752	751	*	*	31%	*	*	53%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	68	742	742	755	*	15%	38%	*	*	37%	57%
White	32	749	749	763	0%	*	44%	*	*	44%	67%
Hispanic	10	743	743	743	*	0%	*	*	*	30%	44%
Black or African American	20	726	726	739	*	*	*	*	*	20%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	39	740	740	760	*	*	36%	*	*	36%	62%
Male	29	744	744	750	*	*	41%	*	*	38%	53%
Economically Disadvantaged Students	22	735	735	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	46	745	745	765	*	*	*	*	*	37%	69%
Students with Disabilities	13	704	704	725	*	*	*	*	*	*	25%
Students without Disabilities	55	751	751	761	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	68	742	742	758	*	15%	38%	*	*	37%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	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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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	62	750	750	756	*	*	34%	*	*	48%	58%
White	27	752	752	764	0%	*	*	*	*	52%	68%
Hispanic	10	736	736	743	*	0%	*	*	*	20%	44%
Black or African American	20	746	746	739	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	758	758	761	*	*	*	*	*	62%	64%
Male	33	743	743	750	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	12	746	746	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	50	751	751	766	*	*	*	*	*	48%	69%
Students with Disabilities	12	717	717	724	*	*	*	*	*	*	23%
Students without Disabilities	50	758	758	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	62	750	750	758	*	*	34%	*	*	48%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	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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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	69	736	736	754	16%	22%	32%	*	*	30%	56%
White	38	745	745	762	*	*	34%	*	*	39%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	15	725	725	738	*	*	*	*	*	13%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	39	739	739	762	*	*	31%	*	*	36%	64%
Male	30	732	732	748	*	*	33%	*	*	23%	48%
Economically Disadvantaged Students	17	727	727	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	52	739	739	763	*	*	*	*	*	33%	67%
Students with Disabilities	19	705	705	722	*	*	*	*	*	*	19%
Students without Disabilities	50	748	748	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	69	736	736	756	16%	22%	32%	*	*	30%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-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

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	66	750	750	761	*	*	26%	*	*	53%	63%
White	41	757	757	769	*	*	*	*	*	63%	72%
Hispanic	10	738	738	747	*	*	*	*	*	30%	50%
Black or African American	11	735	735	741	*	*	*	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	31	754	754	769	*	*	*	*	*	45%	71%
Male	35	746	746	753	*	*	*	*	*	60%	55%
Economically Disadvantaged Students	13	721	721	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	53	757	757	771	*	*	*	*	*	*	73%
Students with Disabilities	15	716	716	720	*	*	*	*	*	*	22%
Students without Disabilities	51	760	760	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	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%

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Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

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	66	737	737	762	*	21%	27%	*	*	38%	63%
White	31	737	737	770	*	*	*	*	*	39%	72%
Hispanic	13	735	735	747	*	*	*	*	*	38%	49%
Black or African American	17	736	736	741	*	*	*	*	*	41%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	28	744	744	771	*	*	*	*	*	46%	71%
Male	38	731	731	753	*	*	*	*	*	32%	55%
Economically Disadvantaged Students	16	729	729	743	*	*	*	*	*	19%	45%
Non-Economically Disadvantaged Students	50	739	739	772	*	*	*	*	*	44%	72%
Students with Disabilities	22	708	708	721	*	*	*	*	*	*	22%
Students without Disabilities	44	751	751	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	66	737	737	764	*	21%	27%	*	*	38%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

Report Key:
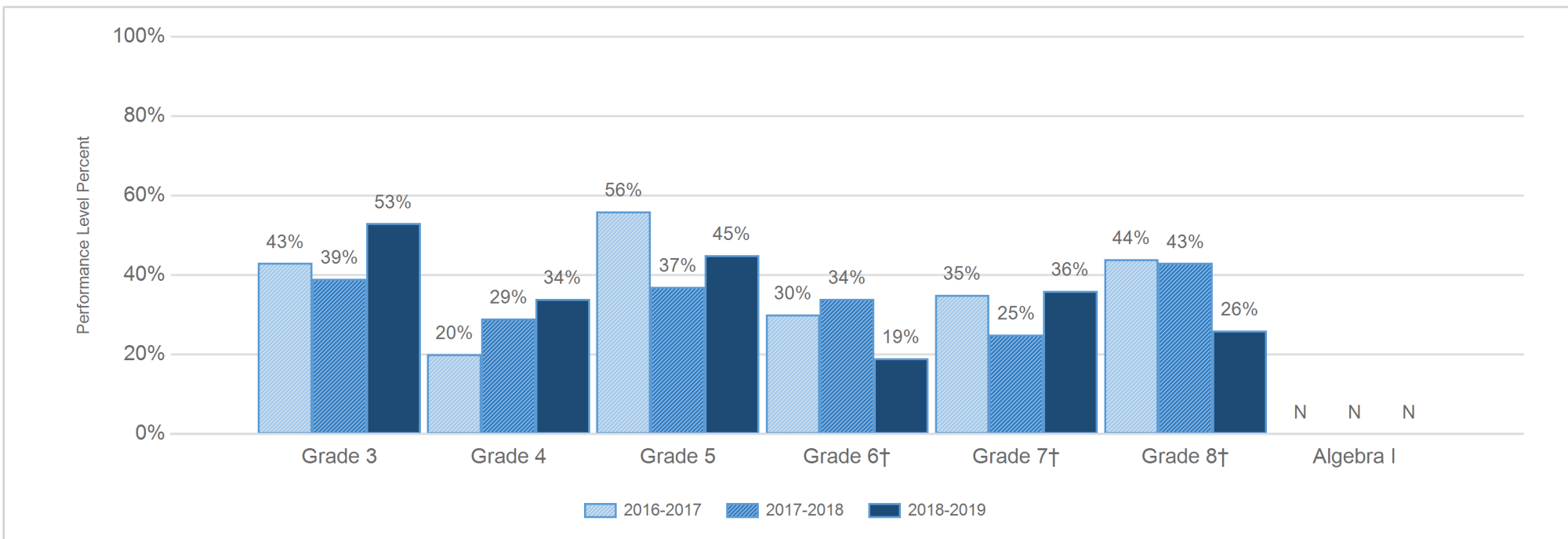 * Data is not displayed in order to protect student privacy
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 N No Data is available to display
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Mathematics Assessment - Participation and Performance

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	384	96.8	34.4	34.4	44.5	34.4	44.5	Not Met
White	201	97.2	43.3	43.3	54.1	43.3	49.3	Not Met
Hispanic	59	95.5	20.3	20.3	28.8	20.3	38.9	Not Met
Black or African American	93	96.0	20.4	20.4	23.0	20.4	30.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	45.5	45.5	76.5	45.5	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	20	100.0	45.0	45.0	53.3	45.0	N	N
Female	191	97.5	29.8	29.8	44.9	29.8		
Male	193	96.1	38.9	38.9	44.2	38.9		
Economically Disadvantaged Students	88	93.8	19.3	19.3	26.3	19.0	33.8	Not Met
Non-Economically Disadvantaged Students	296	97.8	38.9	38.9	54.9	38.9		
Students with Disabilities	92	97.9	*	*	17.4	*	25.5	Not Met
Students without Disabilities	292	96.5	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	27	100.0	44.4	44.4	46.4	44.4		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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.

	2016-2017	2017-2018	2018-2019
Grade 3	43%	39%	53%
Grade 4	20%	29%	34%
Grade 5	56%	37%	45%
Grade 6†	30%	34%	19%
Grade 7†	35%	25%	36%
Grade 8†	44%	43%	26%
Algebra I	N	N	N

† 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	58	748	748	752	*	*	31%	*	*	53%	55%
White	35	749	749	760	*	*	*	*	*	60%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	10	729	729	735	0%	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	28	752	752	751	*	*	*	*	*	54%	54%
Male	30	745	745	752	*	*	*	*	*	53%	56%
Economically Disadvantaged Students	10	741	741	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	48	750	750	761	*	*	*	*	*	54%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	58	748	748	754	*	*	31%	*	*	53%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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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	68	737	737	749	*	26%	31%	*	*	34%	51%
White	32	746	746	757	*	*	31%	*	*	50%	62%
Hispanic	10	733	733	737	*	*	*	*	*	20%	36%
Black or African American	20	722	722	731	*	55%	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	39	732	732	749	*	*	*	*	*	31%	50%
Male	29	744	744	749	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	22	727	727	734	*	*	*	*	*	18%	32%
Non-Economically Disadvantaged Students	46	742	742	759	*	*	*	*	*	41%	63%
Students with Disabilities	13	716	716	726	*	*	*	*	*	15%	25%
Students without Disabilities	55	742	742	754	*	*	*	*	*	38%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	68	737	737	751	*	26%	31%	*	*	34%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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	62	747	747	747	*	19%	32%	*	*	45%	47%
White	27	751	751	755	*	*	37%	*	*	48%	58%
Hispanic	10	726	726	735	*	*	*	*	*	*	30%
Black or African American	20	743	743	729	*	*	*	50%	0%	50%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	745	745	747	*	*	*	*	*	45%	47%
Male	33	748	748	747	*	*	*	*	*	45%	47%
Economically Disadvantaged Students	12	742	742	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	50	748	748	757	*	*	*	*	*	46%	59%
Students with Disabilities	12	717	717	725	*	*	*	*	*	*	19%
Students without Disabilities	50	754	754	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	62	747	747	749	*	19%	32%	*	*	45%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	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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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	69	726	726	741	23%	29%	29%	*	*	19%	41%
White	38	736	736	749	*	*	32%	*	*	29%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	15	710	710	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	39	725	725	742	*	*	*	*	*	13%	42%
Male	30	727	727	740	*	*	*	*	*	27%	40%
Economically Disadvantaged Students	17	717	717	726	*	*	*	*	*	18%	21%
Non-Economically Disadvantaged Students	52	729	729	750	*	*	*	*	*	19%	53%
Students with Disabilities	19	702	702	716	*	*	*	*	*	*	12%
Students without Disabilities	50	735	735	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	69	726	726	743	23%	29%	29%	*	*	19%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

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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	67	738	738	744	*	19%	33%	*	*	36%	42%
White	41	746	746	751	*	*	32%	*	*	49%	53%
Hispanic	11	720	720	733	*	*	*	*	*	18%	26%
Black or African American	11	725	725	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	32	731	731	744	*	*	38%	*	*	25%	42%
Male	35	743	743	743	*	*	29%	*	*	46%	42%
Economically Disadvantaged Students	13	717	717	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	54	743	743	751	*	*	*	*	*	*	53%
Students with Disabilities	15	707	707	718	*	*	*	*	*	*	13%
Students without Disabilities	52	746	746	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	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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2018-2019

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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	66	729	729	728	21%	30%	23%	*	*	26%	29%
White	31	733	733	737	*	*	*	*	*	26%	38%
Hispanic	13	719	719	722	*	*	*	*	*	15%	22%
Black or African American	17	725	725	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	*	*	*	730	*	*	*	*	*	*	31%
Female	28	727	727	731	*	*	*	*	*	21%	31%
Male	38	730	730	726	*	*	*	*	*	29%	27%
Economically Disadvantaged Students	16	712	712	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	50	734	734	735	*	*	*	*	*	30%	36%
Students with Disabilities	22	701	701	707	*	*	*	*	*	*	10%
Students without Disabilities	44	743	743	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	66	729	729	730	21%	30%	23%	*	*	26%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

Report Key:
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* **N** No Data is available to display
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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	N	N	N	744	N	N	N	N	N	N	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	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	N	N	N	745	N	N	N	N	N	N	44%
Male	N	N	N	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
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%

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School
(05-1250-060)
Grades Offered: KG-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
3	*	*
4	N	N
5	N	N
6	*	*
7	*	*
8	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	*	*	*
3-4	*	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

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.
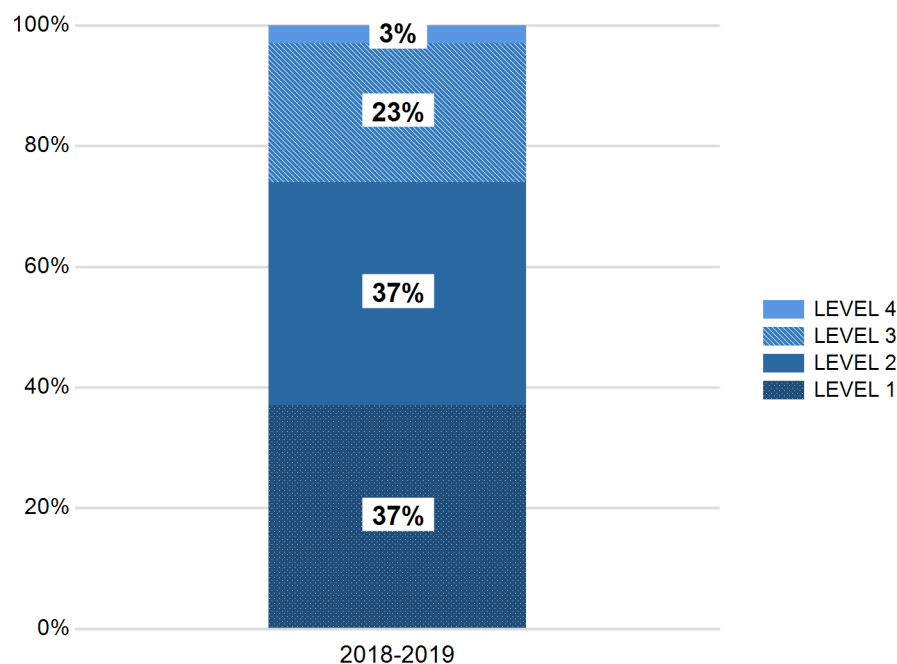
NJSLA Science Assessment: Grade 5

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	37	37	23	3
White	26	48	22	4
Hispanic	*	*	*	*
Black or African American	52	24	24	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	55	14	0
Male	42	21	30	6
Economically Disadvantaged Students	45	27	27	0
Non-Economically Disadvantaged Students	35	39	22	4
Students with Disabilities	67	33	0	0
Students without Disabilities	28	38	30	4
English Learners	N	N	N	N
Non-English Learners	37	37	23	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

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.
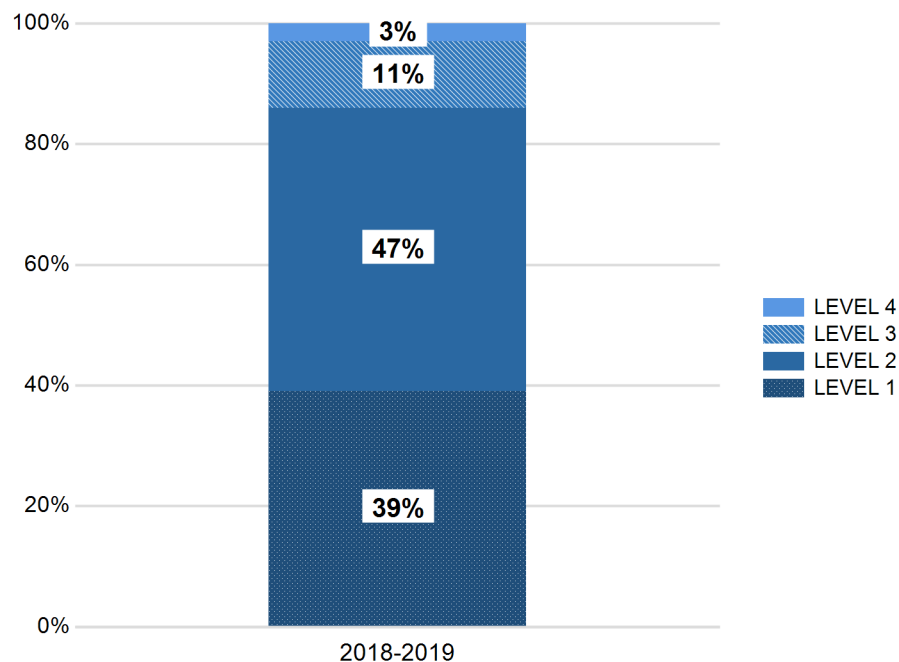
NJSLA Science Assessment: Grade 8

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	39	47	11	3
White	39	45	10	6
Hispanic	38	46	15	0
Black or African American	41	53	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	81	0	0
Male	54	23	18	5
Economically Disadvantaged Students	47	47	6	0
Non-Economically Disadvantaged Students	37	47	12	4
Students with Disabilities	77	18	5	0
Students without Disabilities	20	61	14	5
English Learners	N	N	N	N
Non-English Learners	39	47	11	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

Report Key:
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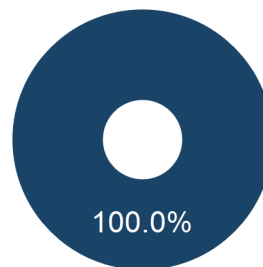 **N** No Data is available to display
 † This indicates a table specific note, see note below table

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	77
7	0	0	69
8	68	0	0
Total	68	0	146

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	67	0	0	0	0	0	0
7	67	0	0	0	0	0	0
8	68	0	0	0	0	0	0
Total	202	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-08

2018-2019

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

100.0% — School
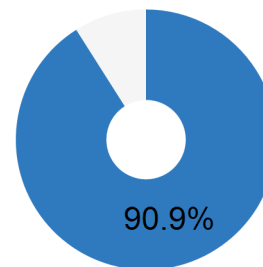
90.9% — State

Students enrolled in one or more classes by discipline:
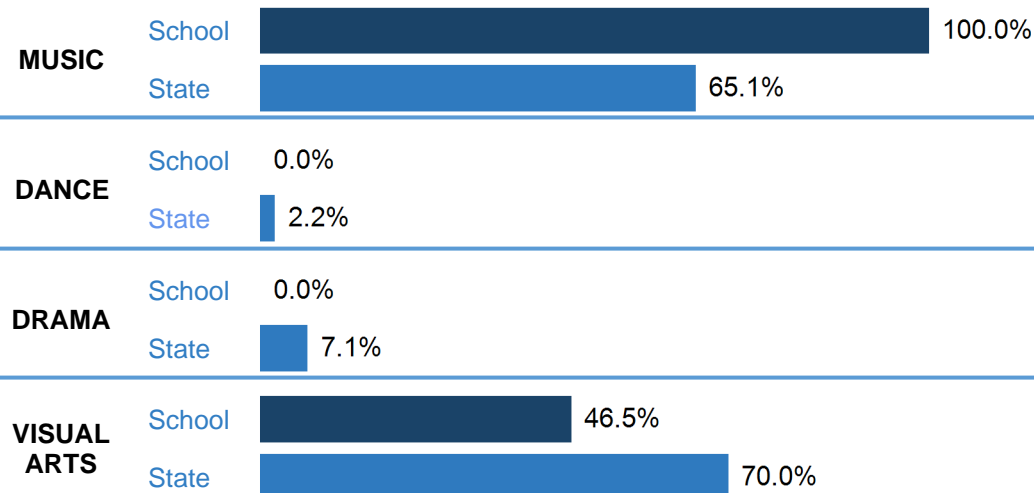
MUSIC
- School 100.0%
- State 65.1%

DANCE
- School 0.0%
- State 2.2%

DRAMA
- School 0.0%
- State 7.1%

VISUAL ARTS
- School 46.5%
- State 70.0%

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School
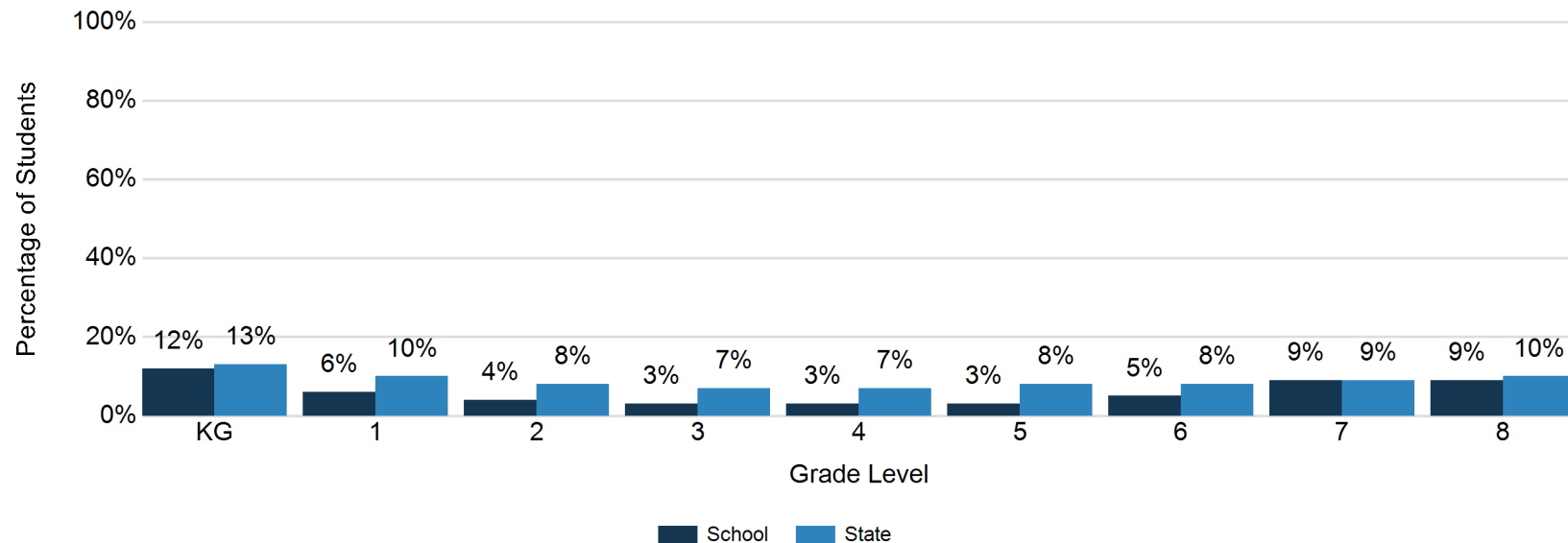
(05-1250-060)

Grades Offered: KG-08

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

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	37	6.2	9.0	Met
White	17	5.4	9.0	Met
Hispanic	11	11.1	9.0	Not Met
Black or African American	6	4.5	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	9.0	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	2.8	9.0	Met
Female	12	4.1		
Male	25	8.1		
Economically Disadvantaged Students	10	7.7	9.0	Met
Students with Disabilities	14	9.6	9.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	2	4.3		
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.

Chart: Percentage of Students by Number of Absences
- 0: 5%
- 1-5: 38%
- 6-10: 31%
- 11-15: 16%
- Over 15: 10%

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

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.

Eastampton Township Community School

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Grades Offered: KG-08

2018-2019

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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	19
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	3.54

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Eastampton Township Community School

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2018-2019

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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 Bulling (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	18	3.0%
Any Suspension	20	3.4%
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
84

Eastampton Township Community School
(05-1250-060)
Grades Offered: KG-08
2018-2019

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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 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

Eastampton Township Community School
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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 – 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	48	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	70.8%	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	5	9,530
Average years experience in public schools	7.2	16.0
Average years experience in district	7.2	12.0
Percentage of Administrators with 4 or more years experience in the district	40.0%	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	119:1	119:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		593:1
Students to Nurses		593:1
Students to Counselors		297:1
Students to Child Study Team Members		593:1

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

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

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	48.9%	70.8%	80.0%	48.4%	77.1%	54.9%
Male	51.1%	29.2%	20.0%	51.6%	22.9%	45.1%
White	52.1%	93.8%	80.0%	42.4%	83.6%	77.4%
Hispanic	16.7%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.9%	0.0%	20.0%	15.0%	6.6%	13.9%
Asian	3.0%	0.0%	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	5.9%	0.0%	0.0%	2.1%	0.2%	0.2%

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

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Key terms for staff data:
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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

Teacher — 83%
Admin — N/A

Master's Degree

Teacher — 17%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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	81.1%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	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%

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

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.

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-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.

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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
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.

Eastampton Township Community School

(05-1250-060)

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.5%	43.2%	42.7%
Math Proficiency	38.3%	35.1%	34.4%
ELA Growth	42	33	45
Math Growth	46	40	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.1%	14.8%	6.2%

† 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.

Eastampton Township Community School

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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	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	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).

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-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.

Mission, Vision, Theme:	The mission of the Eastampton Township School District is to provide a safe, supportive, and challenging educational environment which will give our children the opportunity to develop the necessary life skills to maximize their individual potentials and to empower them to be productive and responsible citizens in an ever-changing world. Essential to the success of this mission are parental involvement, community support and the efforts of a competent and caring staff. The Board of Education expects that all students will achieve the New Jersey Student Learning Standards at all grade levels.
Awards, Recognition, Accomplishments:	All Eastampton students receive pre-engineering instruction under the STEM initiative Project Lead the Way. PLTW is a rigorous, innovative science, technology, engineering and math program. These hands-on, project-based courses expose Eastampton students to unique areas of study that they do not usually pursue and provide them with a foundation and proven path to college and career success. The K-5 PLTW component is called Launch and grades 6-8 students receive Gateway to Technology. Our PLTW program is partially funded by grants. The Launch program is listed on the New Jersey School Boards Association directory as an A+ Program, Idea, Practice. For students who start in Kindergarten and stay through eighth grade, they will have 9 years of pre-engineering instruction by the time they enter high school. This past year, Eastampton was recognized by Project Lead the Way as a "Distinguished School of S.T.E.M. education" – one of only thirty K-8 schools in the US to boast this claim.

Eastampton Township Community School

(05-1250-060)

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Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls)
Clubs and Activities:	Art Club, Battle of the Books, Blue Band, Drama Club, Honor Society, Jazz Ensemble, Select Chorale, STEM/Science Club, Student Council, Woodwind Ensemble, Yearbook Club

NJ SCHOOL PERFORMANCE REPORT

Eastampton Township Community School

(05-1250-060)

Grades Offered: KG-08

2018-2019

School Narrative

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Before and After School Programs:	Before and After School care provided on campus by Wee Kids EHEP. After school snacks and drinks provided. 7:00 am until School Open and School Dismissal - 6:00 pm. Full and part time schedules available.
Staff and Professional Learning:	Eastampton has participated in a Regional In Service for three years. This gives staff an opportunity to engage in vertical and horizontal articulation with neighboring school districts in the region. This past year the discussion was geared toward meaningful assessments in the classroom. Eastampton also conducts in house professional development with staff called Community of Learners. Staff have the opportunity to host their own professional development for other staff members after school in their classroom or computer labs. Topics include guided math centers, literary circles, Google classroom, library resources, etc. These have proven to be well liked and attended by staff.