



Bell Oaks Upper Elementary School
(07-0260-015)
Grades Offered: 05-08
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

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	Camden
District	Bellmawr Public School District
Principal Name	Mr. Anthony Farinelli
Address	256 ANDERSON AVENUE BELLMAWR, NJ 08031
Phone Number	856-931-6273
Email Address	afarinelli@bellmawrschools.org
Website	https://www.bellmawrschools.org
Facebook	https://www.facebook.com/bellmawrschools/
Twitter	https://twitter.com/bellmawrschools



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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
5	129	120	116
6	112	128	119
7	121	110	125
8	99	119	111
Total	461	477	471

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%	48.2%	48.2%
Male	49.7%	51.8%	51.8%
Economically Disadvantaged Students	47.5%	48.2%	49.0%
Students with Disabilities	13.9%	13.0%	11.7%
English Learners	3.9%	2.1%	1.9%
Homeless Students	0.9%	0.8%	0.6%
Students in Foster Care	0.4%	1.5%	0.6%
Military-Connected Students	0.0%	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	66.8%	63.5%	63.1%
Hispanic	15.2%	17.8%	18.5%
Black or African American	3.0%	3.4%	3.0%
Asian	10.2%	10.3%	10.6%
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	4.8%	5.0%	4.9%

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	82.6%
Spanish	6.6%
Gujarati	3.0%
Turkish	1.7%
Pashto	1.5%
Other Languages	4.7%



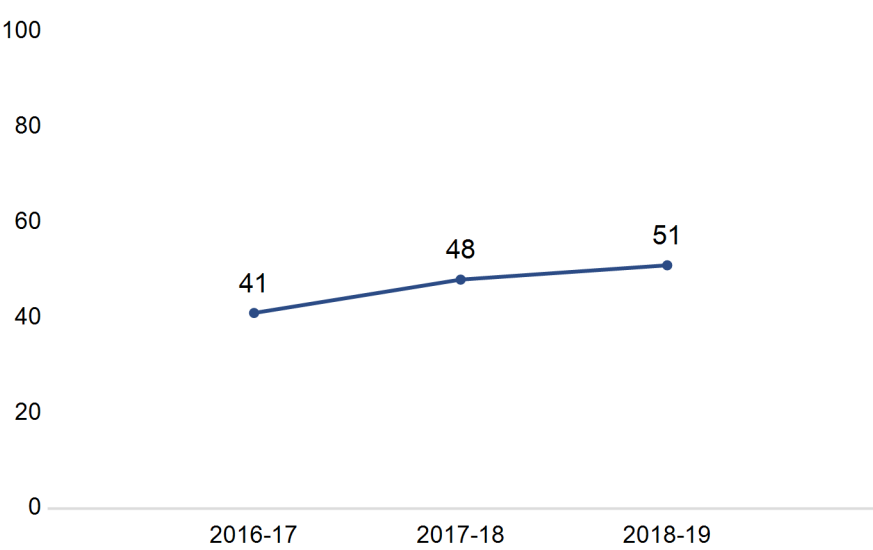
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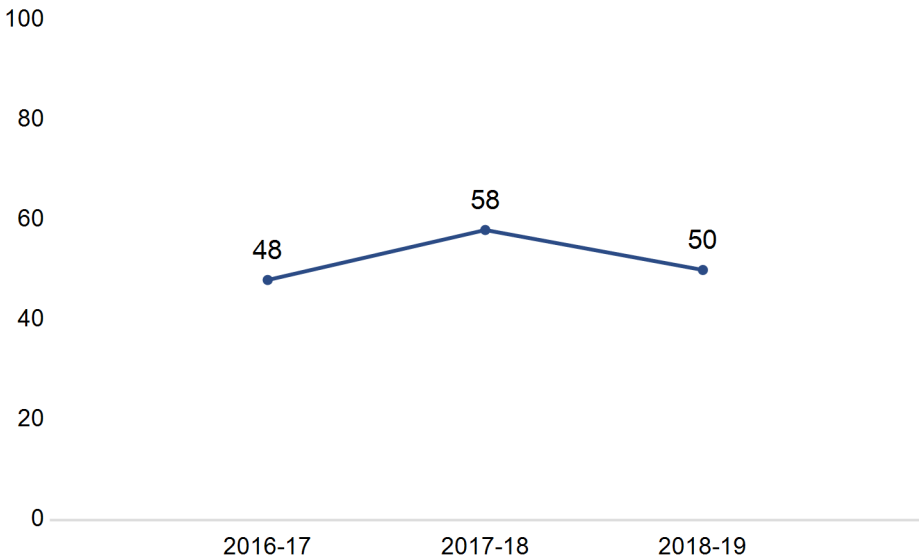
Student Growth Trends and Progress

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	41	48	51	48	58	50
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	51	49	50	Met Standard	50	48	50	Met Standard
White	51.5	49.5	50	Met Standard	44	44	52	Met Standard
Hispanic	47	45	49	Met Standard	60	53	47	Exceeds Standard
Black or African American	63	52	45	**	49	43	43	**
Asian, Native Hawaiian, or Pacific Islander	52	56	59	Met Standard	64	60	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	60.5	48	49	Exceeds Standard	46	49.5	52	**
Female	57	54	53	N	50	46	50	N
Male	47.5	45	47	N	50.5	49	51	N
Economically Disadvantaged Students	51	47	48	Met Standard	53.5	50	46	Met Standard
Students with Disabilities	43	43	43	Met Standard	37	39	45	Not Met
English Learners	51	49	52	Met Standard	67	61	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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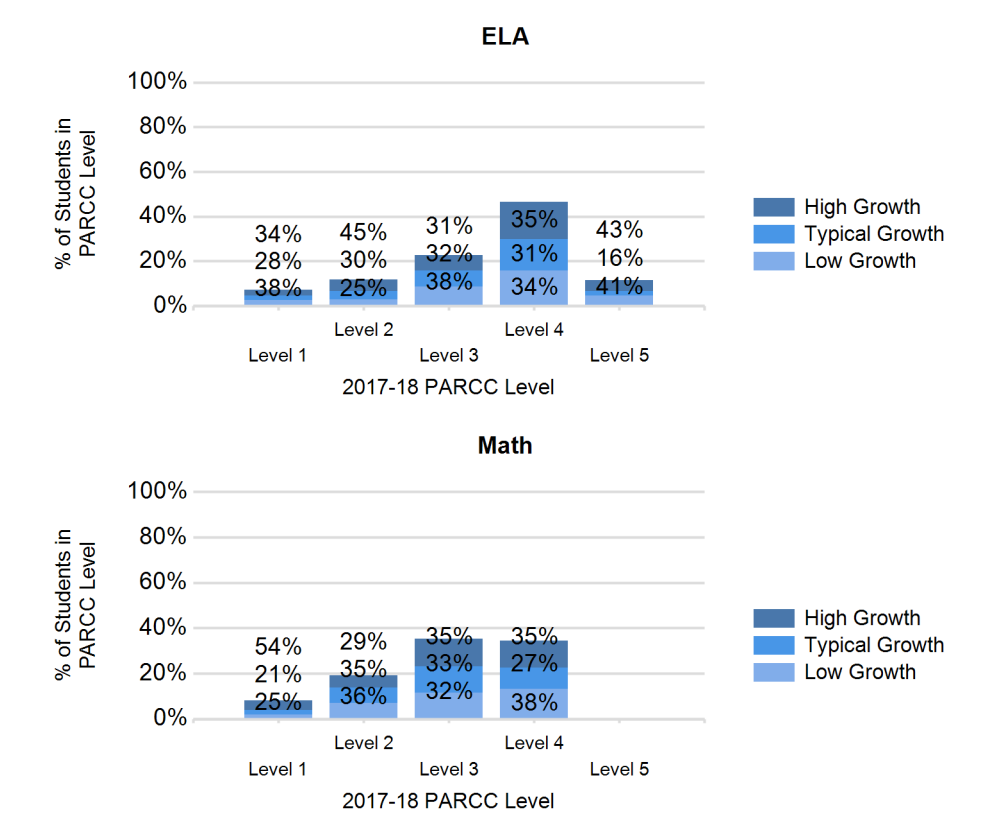
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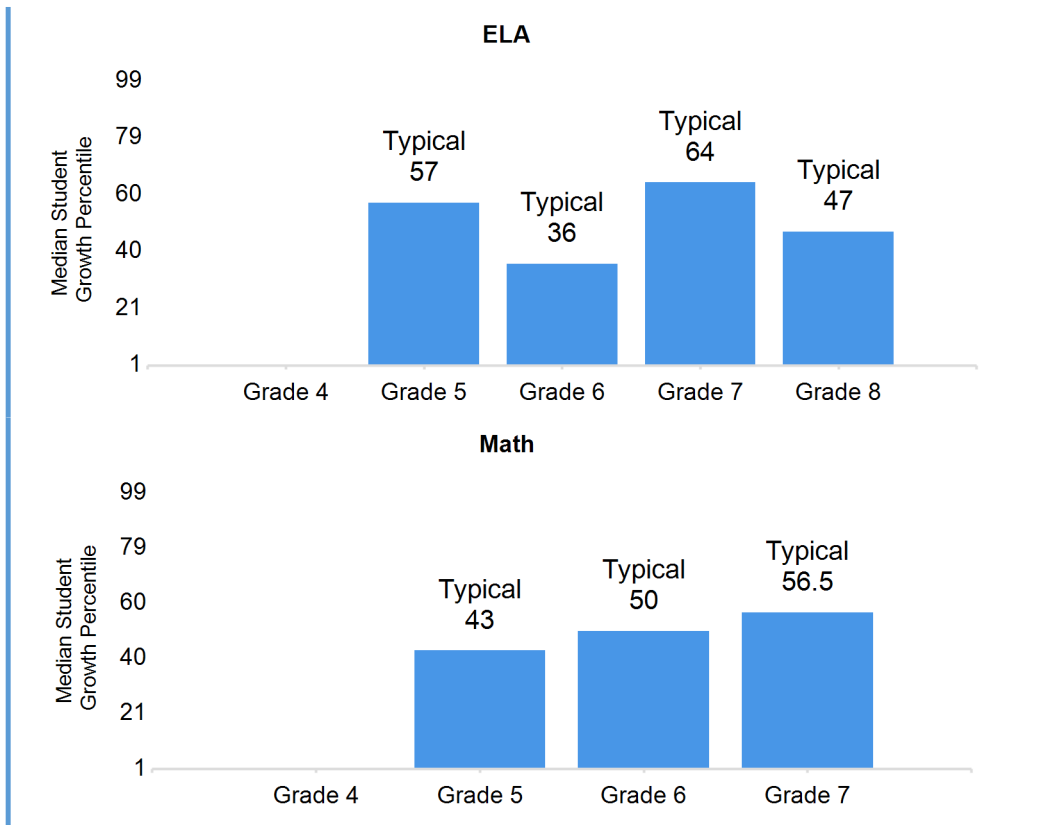
Student Growth by Performance Level

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.





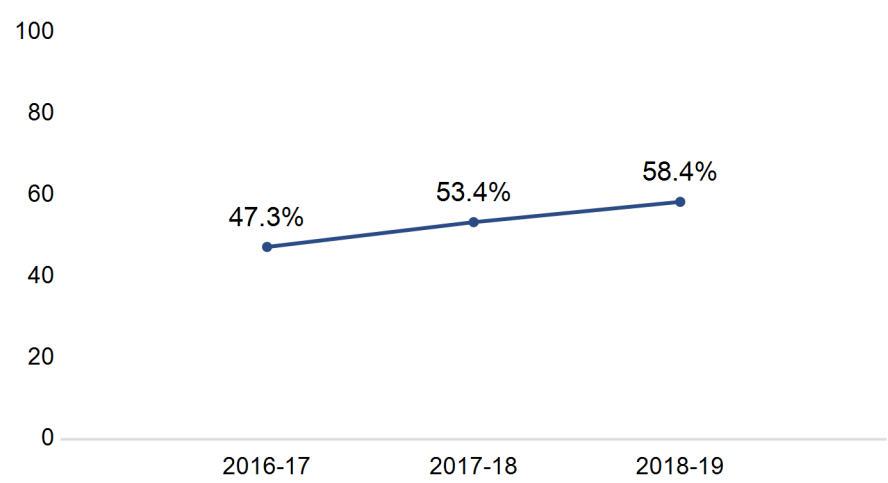
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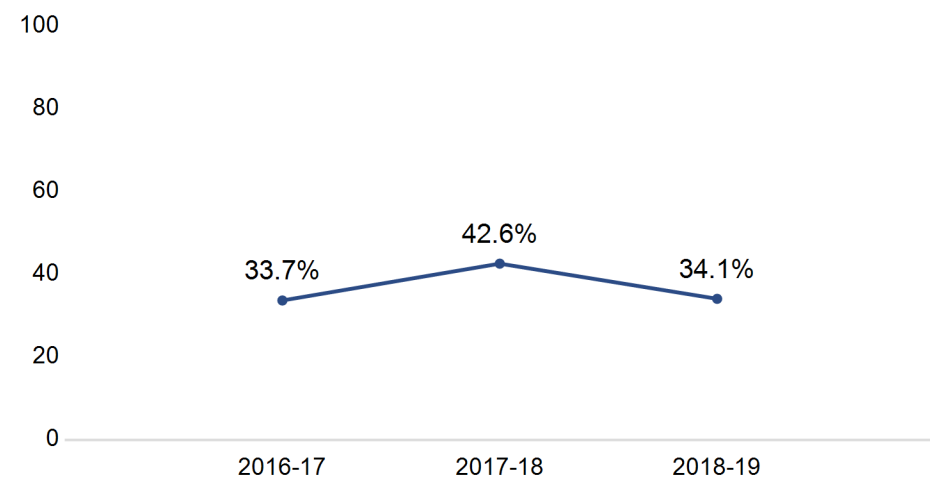
English Language Arts and Mathematics Performance Trends

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.

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	96.6%	98.3%	98.1%	96.2%	98.3%	98.1%
Proficiency Rate for Federal Accountability	47.3%	53.4%	58.4%	33.7%	42.6%	34.1%
Annual Target	54.3%	55.7%	57.0%	44.4%	46.3%	48.1%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	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	450	98.1	58.4	55.2	57.9	58.4	57	Met Target
White	282	97.3	61.0	57.5	66.9	61.0	57.7	Met Target
Hispanic	84	98.9	50.0	48.1	43.9	50.0	47.9	Met Target
Black or African American	13	100.0	53.8	40.0	38.5	53.8	**	**
Asian, Native Hawaiian, or Pacific Islander	49	100.0	59.2	*	82.9	59.2	64.7	Met Target†
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	22	100.0	59.1	59.5	64.4	59.1	59.4	Met Target†
Female	214	97.4	70.1	66.0	64.8	70.1		
Male	236	98.8	47.9	45.3	51.3	47.9		
Economically Disadvantaged Students	213	99.1	54.5	49.8	40.0	54.5	55.5	Met Target†
Non-Economically Disadvantaged Students	237	97.2	62.0	60.2	67.9	62.0		
Students with Disabilities	57	94.3	15.8	*	22.7	15.5	19.5	Met Target†
Students without Disabilities	393	98.8	64.6	*	65.1	64.6		
English Learners	42	97.7	40.5	37.3	29.3	40.5	24.2	Met Target
Non-English Learners	408	98.1	60.3	57.5	60.6	60.3		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

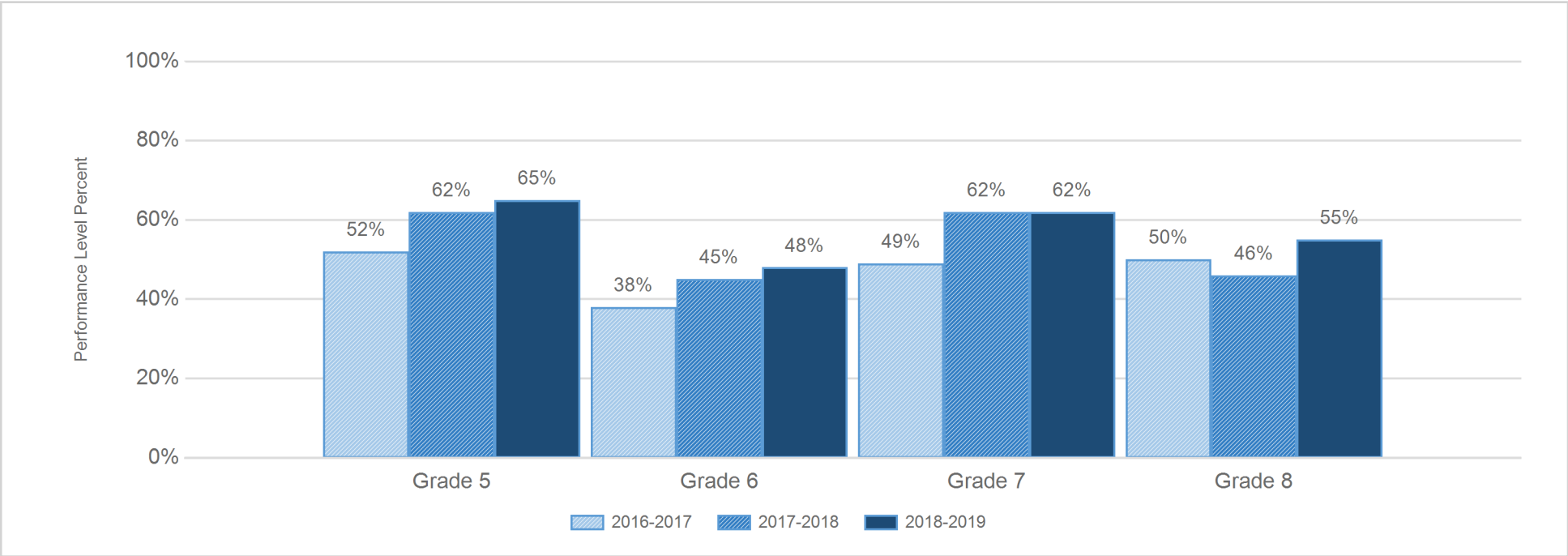


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English Language Arts Assessment - Performance Trends

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 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	111	759	759	756	*	*	16%	49%	16%	65%	58%
White	77	762	762	764	*	*	16%	48%	19%	68%	68%
Hispanic	19	747	747	743	*	*	*	*	*	53%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	766	766	781	0%	*	0%	*	*	80%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	54	769	769	761	*	*	*	*	*	70%	64%
Male	57	750	750	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	53	751	751	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	58	767	767	766	*	*	*	*	*	72%	69%
Students with Disabilities	16	734	734	724	*	*	*	*	*	44%	23%
Students without Disabilities	95	763	763	762	*	*	*	*	*	68%	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	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	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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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	118	749	749	754	*	14%	32%	*	*	48%	56%
White	64	746	746	762	*	*	33%	*	*	45%	65%
Hispanic	25	749	749	743	0%	*	*	*	*	48%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	16	760	760	780	*	0%	*	*	*	56%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	61	750	750	762	*	*	25%	*	*	56%	64%
Male	57	748	748	748	*	*	40%	*	*	40%	48%
Economically Disadvantaged Students	64	751	751	740	*	*	25%	*	*	55%	39%
Non-Economically Disadvantaged Students	54	746	746	763	*	*	41%	*	*	41%	67%
Students with Disabilities	18	707	707	722	*	*	*	*	*	11%	19%
Students without Disabilities	100	756	756	761	*	*	*	*	*	55%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
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%



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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	122	759	759	761	*	*	22%	39%	24%	62%	63%
White	75	761	761	769	*	*	21%	44%	23%	67%	72%
Hispanic	23	762	762	747	*	*	*	*	*	61%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	12	756	756	790	0%	*	*	*	*	50%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	54	774	774	769	*	*	*	*	*	80%	71%
Male	68	747	747	753	*	*	*	*	*	49%	55%
Economically Disadvantaged Students	54	745	745	743	*	*	26%	*	*	48%	45%
Non-Economically Disadvantaged Students	68	769	769	771	*	*	19%	*	*	74%	73%
Students with Disabilities	13	702	702	720	*	*	*	*	*	*	22%
Students without Disabilities	109	765	765	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	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	109	753	753	762	9%	10%	26%	40%	15%	55%	63%
White	72	754	754	770	*	*	19%	39%	19%	58%	72%
Hispanic	18	742	742	747	*	*	*	*	*	33%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	11	762	762	794	0%	0%	*	*	*	64%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	52	763	763	771	0%	*	23%	*	*	65%	71%
Male	57	745	745	753	18%	*	28%	*	*	46%	55%
Economically Disadvantaged Students	49	748	748	743	*	*	22%	*	*	55%	45%
Non-Economically Disadvantaged Students	60	757	757	772	*	*	28%	*	*	55%	72%
Students with Disabilities	14	709	709	721	*	*	*	*	*	*	22%
Students without Disabilities	95	760	760	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Bell Oaks Upper Elementary School
(07-0260-015)
Grades Offered: 05-08
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

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	451	98.1	34.1	34.6	44.5	34.1	48.1	Not Met
White	282	97.3	34.0	35.2	54.1	34.0	48.9	Not Met
Hispanic	85	98.9	29.4	29.0	28.8	29.4	37.2	Met Target†
Black or African American	13	100.0	23.1	15.0	23.0	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	49	100.0	49.0	*	76.5	49.0	63.7	Not Met
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	22	100.0	27.3	27.0	53.3	27.3	39.6	Met Target†
Female	215	97.4	37.2	35.9	44.9	37.2		
Male	236	98.8	31.4	33.4	44.2	31.4		
Economically Disadvantaged Students	214	99.1	30.4	30.6	26.3	30.4	45.2	Not Met
Non-Economically Disadvantaged Students	237	97.2	37.6	38.4	54.9	37.6		
Students with Disabilities	57	94.3	*	10.4	17.4	*	18.3	Not Met
Students without Disabilities	394	98.8	*	39.1	50.0	*		
English Learners	43	97.9	30.2	35.1	25.0	30.2	16.1	Met Target
Non-English Learners	408	98.1	34.6	34.6	46.5	34.6		
Homeless Students	*	*	*	54.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Bell Oaks Upper Elementary School

(07-0260-015)

Grades Offered: 05-08

2018-2019

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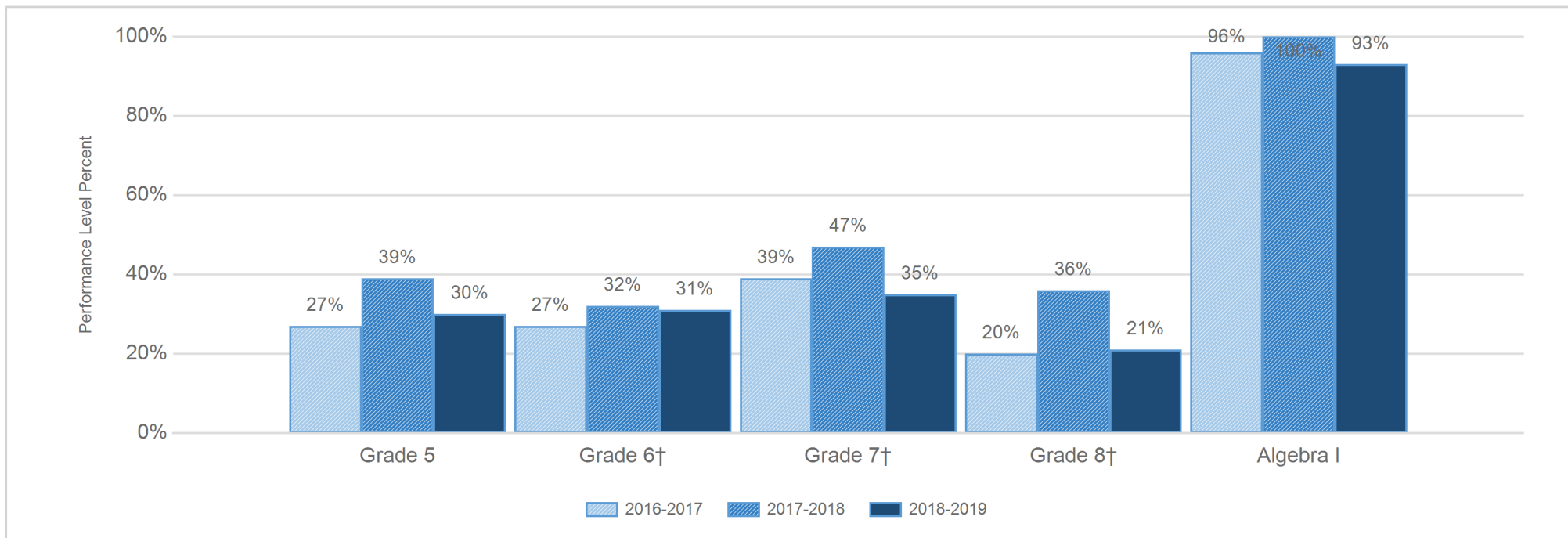
** Accountability calculations require 20 or more students

N No Data is available to display

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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.



Bell Oaks Upper Elementary School
 (07-0260-015)
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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	111	738	738	747	*	29%	37%	*	*	30%	47%
White	77	739	739	755	*	32%	32%	*	*	31%	58%
Hispanic	19	732	732	735	*	*	*	*	*	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	745	745	775	0%	0%	*	*	*	30%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	54	739	739	747	*	31%	*	*	*	37%	47%
Male	57	737	737	747	*	26%	*	*	*	23%	47%
Economically Disadvantaged Students	53	733	733	732	*	*	38%	*	*	23%	27%
Non-Economically Disadvantaged Students	58	742	742	757	*	*	36%	*	*	36%	59%
Students with Disabilities	16	721	721	725	*	*	*	*	*	13%	19%
Students without Disabilities	95	741	741	752	*	*	*	*	*	33%	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	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Bell Oaks Upper Elementary School

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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	118	734	734	741	10%	27%	31%	*	*	31%	41%
White	64	734	734	749	*	25%	36%	*	*	28%	51%
Hispanic	25	733	733	729	*	44%	*	*	*	32%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	16	746	746	769	*	*	*	*	*	56%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	61	731	731	742	*	28%	30%	*	*	30%	42%
Male	57	738	738	740	*	26%	33%	*	*	33%	40%
Economically Disadvantaged Students	64	736	736	726	*	28%	31%	*	*	34%	21%
Non-Economically Disadvantaged Students	54	733	733	750	*	26%	31%	*	*	28%	53%
Students with Disabilities	18	699	699	716	*	*	*	*	*	*	12%
Students without Disabilities	100	741	741	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
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%



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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	124	740	740	744	*	28%	34%	*	*	35%	42%
White	75	739	739	751	*	32%	35%	*	*	32%	53%
Hispanic	24	740	740	733	*	*	*	*	*	38%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	13	753	753	768	0%	*	*	*	*	54%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	54	739	739	744	*	33%	26%	*	*	39%	42%
Male	70	740	740	743	*	24%	40%	*	*	31%	42%
Economically Disadvantaged Students	56	736	736	731	*	30%	32%	*	*	30%	24%
Non-Economically Disadvantaged Students	68	743	743	751	*	26%	35%	*	*	38%	53%
Students with Disabilities	13	715	715	718	*	*	*	*	*	*	13%
Students without Disabilities	111	743	743	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	82	722	722	728	28%	26%	26%	21%	0%	21%	29%
White	49	720	720	737	35%	22%	20%	22%	0%	22%	38%
Hispanic	18	722	722	722	*	*	*	*	*	17%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	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	40	724	724	731	*	25%	*	*	*	23%	31%
Male	42	719	719	726	*	26%	*	*	*	19%	27%
Economically Disadvantaged Students	43	721	721	719	26%	*	*	*	*	23%	20%
Non-Economically Disadvantaged Students	39	723	723	735	31%	*	*	*	*	18%	36%
Students with Disabilities	14	699	699	707	*	*	*	*	*	*	10%
Students without Disabilities	68	726	726	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	29	784	784	744	0%	0%	*	*	*	93%	42%
White	23	782	782	752	0%	0%	*	*	*	91%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	14	778	778	745	0%	0%	*	*	*	93%	44%
Male	15	790	790	743	0%	0%	*	*	*	93%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	29	784	784	748	0%	0%	*	*	*	93%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	29	784	784	745	0%	0%	*	*	*	93%	*
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
5	*	*
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	*	*	*
3-4	*	*	*
5 or more	N	N	N



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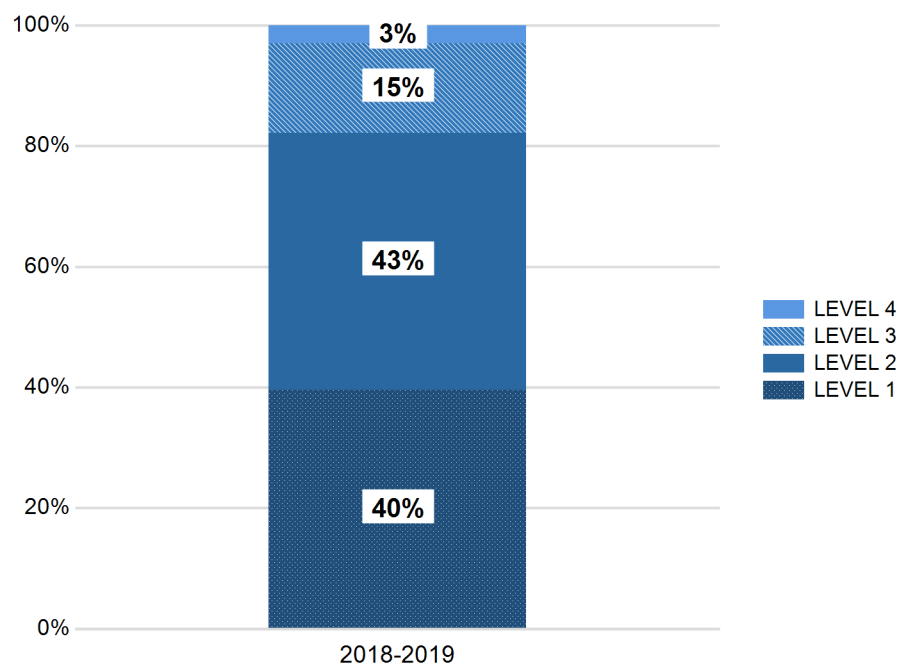
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	40	43	15	3
White	38	45	14	3
Hispanic	58	21	16	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	60	20	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	37	41	17	6
Male	43	45	13	0
Economically Disadvantaged Students	47	43	9	0
Non-Economically Disadvantaged Students	33	42	19	5
Students with Disabilities	79	21	0	0
Students without Disabilities	34	46	17	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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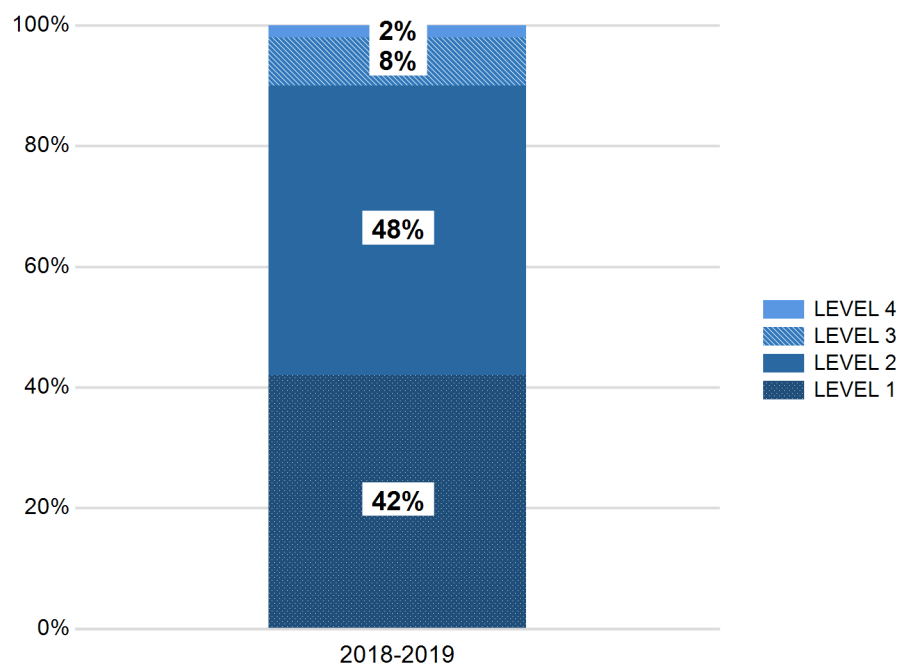
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NJSLA Science Assessment: Grade 8 Summary

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	42	48	8	2
White	35	56	8	1
Hispanic	63	32	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	58	17	17	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	43	52	6	0
Male	42	44	11	4
Economically Disadvantaged Students	56	36	8	0
Non-Economically Disadvantaged Students	31	57	8	3
Students with Disabilities	85	15	0	0
Students without Disabilities	37	52	9	2
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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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	123
7	0	0	133
8	29	0	86
Total	29	0	342

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	56	0	0	0	0	0	0
7	63	0	0	0	0	0	0
8	52	0	0	0	0	0	0
Total	171	0	0	0	0	0	0



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Visual and Performing Arts – Course Participation

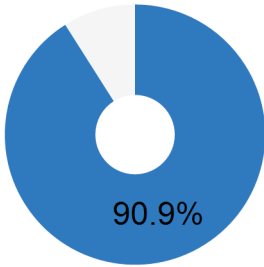
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

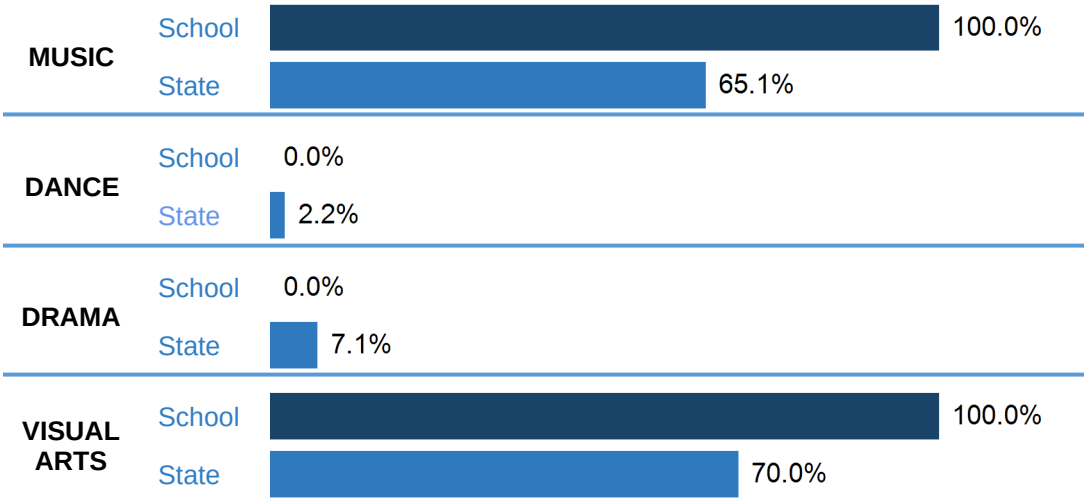


School



State

Students enrolled in one or more classes by discipline:





Bell Oaks Upper Elementary School

(07-0260-015)

Grades Offered: 05-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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

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.

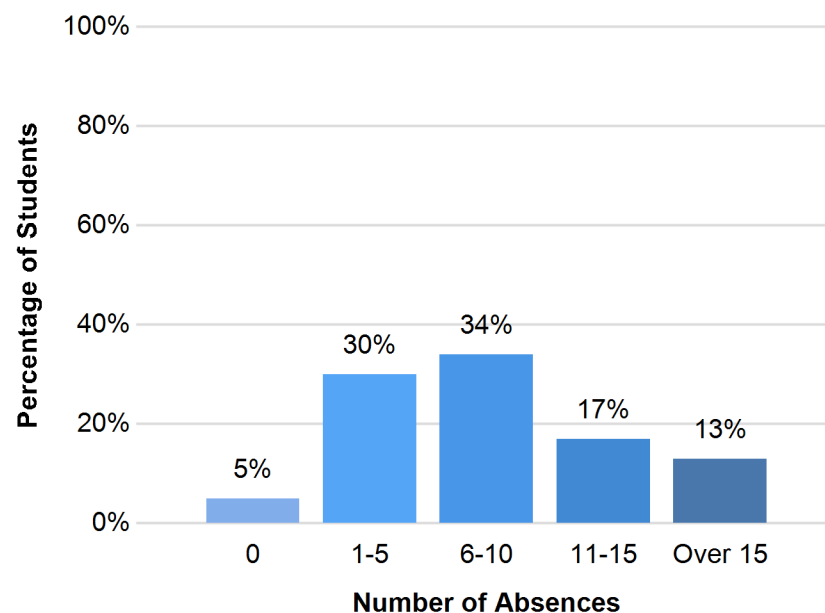
Chronic Absenteeism

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	50	10.5	8.7	Not Met
White	40	13.2	8.7	Not Met
Hispanic	5	5.8	8.7	Met
Black or African American	1	7.1	**	**
Asian, Native Hawaiian, or Pacific	2	3.9	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	8.7	Met
Female	24	10.5		
Male	26	10.4		
Economically Disadvantaged Students	26	11.2	8.7	Not Met
Students with Disabilities	8	12.9	8.7	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.





Bell Oaks Upper Elementary School

(07-0260-015)

Grades Offered: 05-08

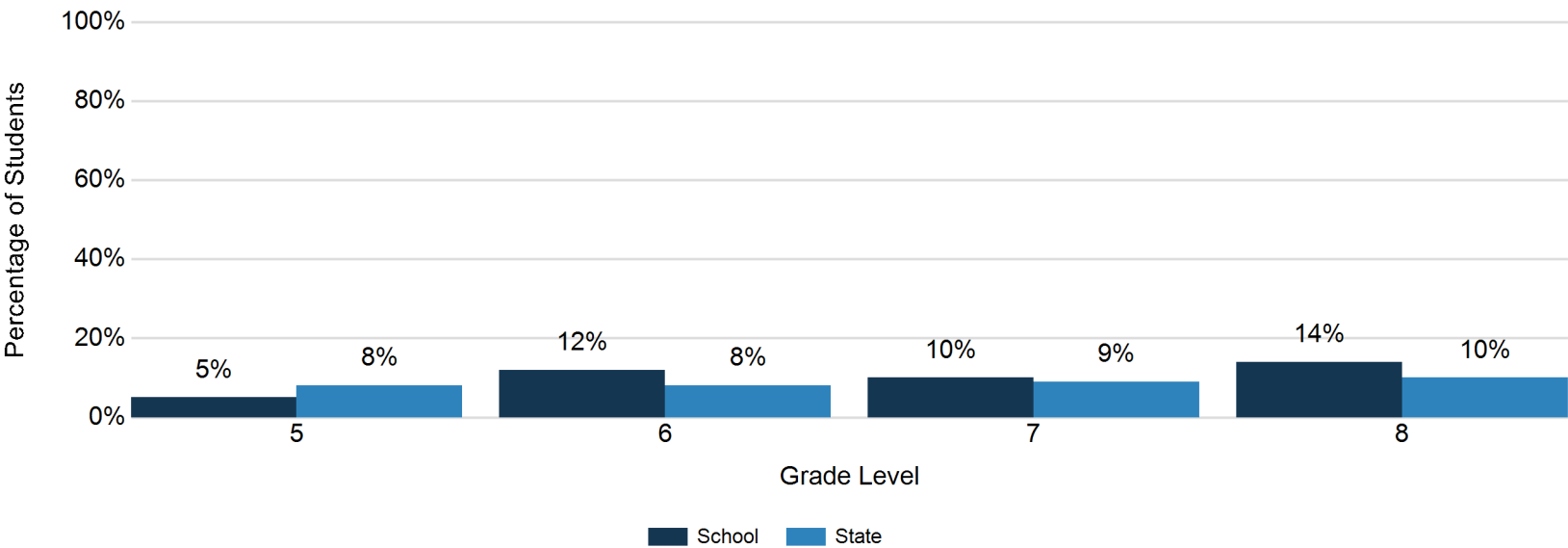
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Chronic Absenteeism by Grade

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	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.06

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	0	0
No Identified Nature	8		8

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	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	8:30 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



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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	11.0	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	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	10	9,530
Average years experience in public schools	18.3	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	13:1	13:1
Students to Administrators	59:1	122:1
Teachers to Administrators	5:1	10:1
Students to Librarians/Media Specialists		1219:1
Students to Nurses		1219:1
Students to Counselors		610:1
Students to Child Study Team Members		610:1



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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	48.2%	75.0%	75.0%	48.4%	77.1%	54.9%
Male	51.8%	25.0%	25.0%	51.6%	22.9%	45.1%
White	63.1%	94.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.5%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.6%	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	4.9%	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	92.3%	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	95.3%



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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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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	47.3%	53.4%	58.4%
Math Proficiency	33.7%	42.6%	34.1%
ELA Growth	41	48	51
Math Growth	48	58	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.5%	15.9%	10.5%

† 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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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	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Exceeds Standard	**	n/a	Met	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	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	**	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:	- Curriculum includes Read 180, Go Math-Big Ideas, Benchmark & Collections for ELA - Technology - full implementation of one to one initiative = all students have own laptop. - We offer over 20 different sports, clubs and afterschool activities
 Mission, Vision, Theme:	The Bell Oaks Upper Elementary School has a staff of dedicated educators who are committed to educating the whole student through an environment that promotes an open line of communication with the school community. The commitment of each of the staff members involves the goal of making each child's experience challenging, safe, enjoyable and well rounded. Because of this practice, the majority of our students met and/or exceeded their expected growth goals in all core subjects that are developed at the outset of the school year. However, we know the importance of the social emotional growth of our students. That is proven by the school's designation as a National School of Character. Our focus on initiatives such as the six pillars of character, our mentor program, the goal setting plan for each child, peer mentoring, the connections activity, the book club led by the building principal, and the service curriculum have helped our students develop emotionally.



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 Courses, Curriculum, Instruction:	We offer a rigorous curriculum that is aligned to the NJ Learning Standards. ELA programs are Benchmark and Collections along with Reading Counts, Math programs are Go Math and Big Ideas, Remedial programs are Read 180 and Tier 2 & 3 pull out instruction, AT programs for all four grade levels, service curriculum, and character education imbedded in all programs.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) In addition to our sports, we offer intramurals and cheerleading. Our programs are highly competitive in the leagues they compete in, yet are inclusive of all of our students.
 Clubs and Activities:	Over 80% of our students participate in at least one club or sport. Peer Tutoring, Student Souncil, Art Club, Band, Chorale, Chess, NJHS, Peer Mediation, Renaissance, Tech Club, Yearbook, Bowling Club, Cheerleading, Spanish Club, Gameboard Club, Newspaper, Drama



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 Before and After School Programs:	Our building offers CARE, which provides venue for students both before and after school who are in need of supervision. Our teaching staff is always on hand before and after school hours to assist students with academics. We have also implemented Parent University, which strives to offer workshops for parents at various points throughout the school year.
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 Student Supports and Services:	Support Services include our Child Study Team, ELL staff and afterschool programs for ELL families, Read 180, Response to Intervention on all grade levels for students in need of additional support for Math and ELA, I&RS Committee that is hands on, homework club, restorative discipline philosophy, Parent University, Book Club, and the Mentor Program.
 Parent and Community Involvement:	Our district wide PTO maintains a strong bond with our community and our four schools. Aside from fund raising activities, they provide wonderful growth opportunities for our students. Each child in the middle school has access to their own laptop, and students and parents have access to our online Parent Portal system that houses all grades and attendance data. We have recently implemented our CARE program and Parent University, which provides workshop opportunities for our parents.



Bell Oaks Upper Elementary School
(07-0260-015)
Grades Offered: 05-08
2018-2019

Report Key:
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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.

 Facilities:	The Bell Oaks building serves as a central hub for our community. School and community related activities are consistently housed here. We have on site classrooms for every staff member in the schedule, two computer labs, a media center, all-purpose room, courtyard, and soccer field.
 School Safety:	The middle school has developed a Parent University that provides informative assemblies for parents that often cover school safety. The Our Courts, Our Schools initiative will also begin at the middle school this year with the assistance of the Camden County judicial system. All three buildings engage in the mandated school security drills that must be conducted each month. Our certified School Safety Specialist is Mr. Anthony Farinelli, who is the middle school principal. All of members of our administrative team take on a vital role in ensuring that our buildings remain safe. The protocol each building has in place ensures that anyone not associated with the schools are not physically entering while students are in session.



Bell Oaks Upper Elementary School
(07-0260-015)
Grades Offered: 05-08
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.

 Technology and STEM:	Academically Talented STEM Program) Fifty-two 5th through 8th grade students participated in the Bell Oaks Academically Talented program this year. Students focused on growth mindset, teamwork, critical thinking, technology, and the Engineering Design Process. Throughout the year, students worked on a variety of enrichment projects, which are designed to allow students the freedom to learn at their own pace, while guided by their individual interests, yet adhering to the constraints of the overall project. Students continued to develop their public speaking and presentation skills by researching, designing, and proposing potential field trip plans along with the costs and benefits of field trips for students. All classes continued to develop their programming skills by working with the LEGO EV3 Mindstorm robots. The 5th grade researched fluid power and applied their knowledge to building and testing hydraulic robot arms.
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Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
2018-2019

Report Key:

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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:

**Bellmawr Park Elementary School**

(07-0260-020)

Grades Offered: PK-04

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	Camden
District	Bellmawr Public School District
Principal Name	Mrs. Elizabeth Calabria
Address	29 PEACH ROAD BELLMAWR, NJ 08031
Phone Number	856-931-6272
Email Address	ecalabria@bellmawrschools.org
Website	https://www.bellmawrschools.org
Facebook	https://www.facebook.com/bellmawrschools/
Twitter	https://twitter.com/@bellmawrpark



Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
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
PK	138	139	154
KG	78	76	67
1	61	69	70
2	63	58	69
3	58	67	62
4	68	58	66
Total	466	467	488

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	52.8%	50.1%	50.4%
Male	47.2%	49.9%	49.6%
Economically Disadvantaged Students	51.1%	53.5%	50.6%
Students with Disabilities	8.6%	11.8%	11.3%
English Learners	7.3%	4.9%	2.9%
Homeless Students	0.4%	1.5%	1.2%
Students in Foster Care	0.6%	1.1%	0.6%
Military-Connected Students	0.0%	0.4%	0.8%
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	62.4%	63.6%	61.7%
Hispanic	18.7%	20.1%	21.5%
Black or African American	4.3%	3.0%	3.5%
Asian	9.9%	8.1%	7.8%
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	4.7%	5.1%	5.5%

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	0	0	0
PK - Full Day	138	139	154
KG - Half Day	0	0	0
KG - Full Day	78	76	67

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	83.0%
Spanish	9.6%
Gujarati	2.3%
Pashto	1.8%
Urdu	1.4%
Other Languages	1.8%



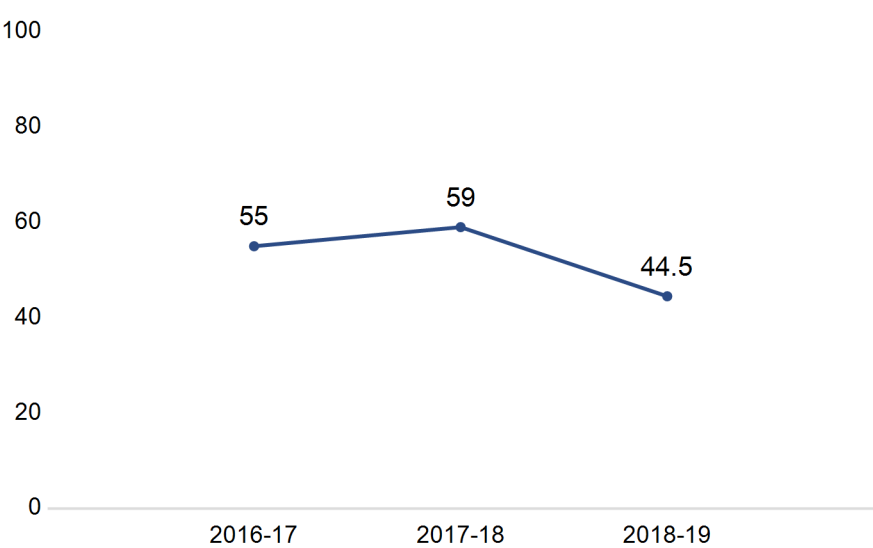
Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
2018-2019

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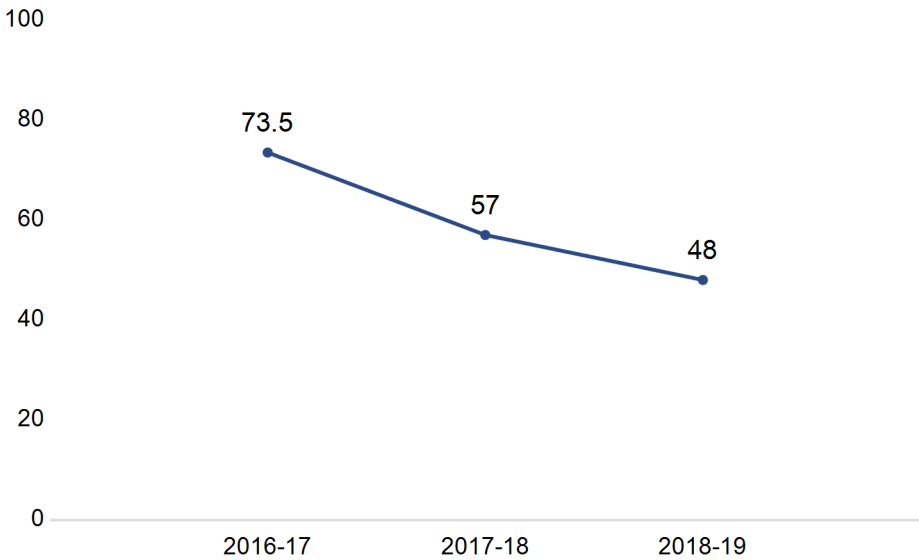
Student Growth Trends and Progress

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	55	59	44.5	73.5	57	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Bellmawr Park Elementary School

(07-0260-020)

Grades Offered: PK-04

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	44.5	49	50	Met Standard	48	48	50	Met Standard
White	39.5	49.5	50	Not Met	48	44	52	Met Standard
Hispanic	46	45	49	**	49.5	53	47	**
Black or African American	*	52	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	60	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48	49	**	*	49.5	52	**
Female	47.5	54	53	N	46.5	46	50	N
Male	37.5	45	47	N	50.5	49	51	N
Economically Disadvantaged Students	40	47	48	Met Standard	48	50	46	Met Standard
Students with Disabilities	*	43	43	**	*	39	45	**
English Learners	*	49	52	**	*	61	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Bellmawr Park Elementary School
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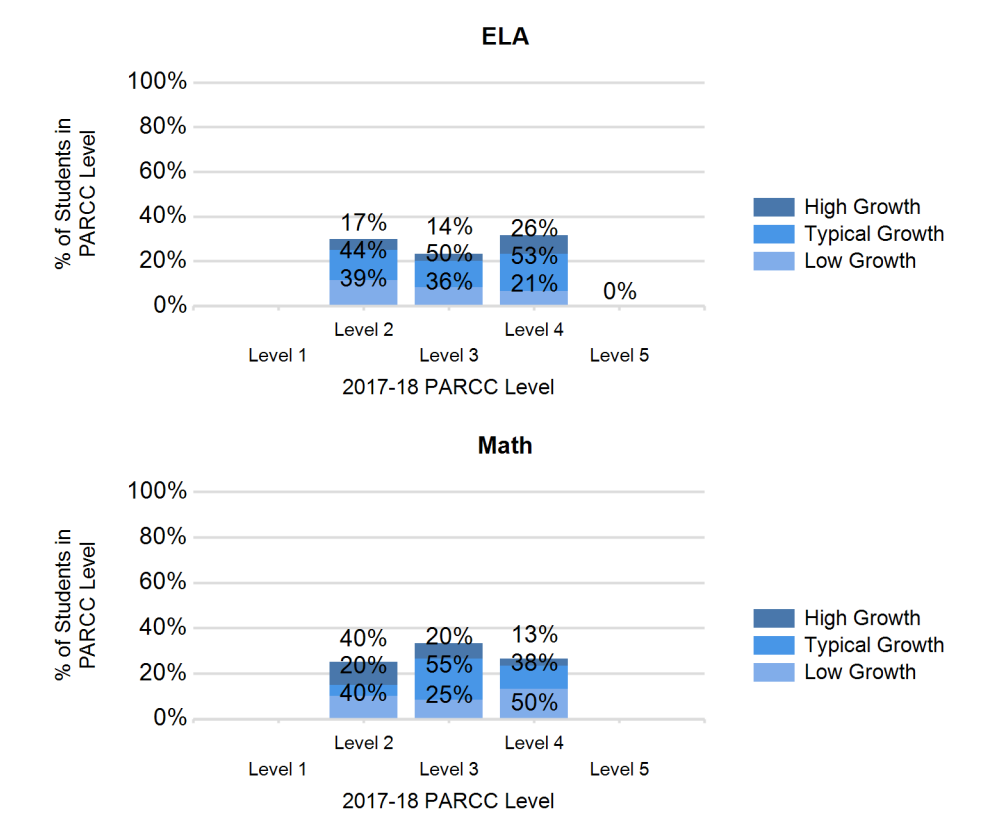
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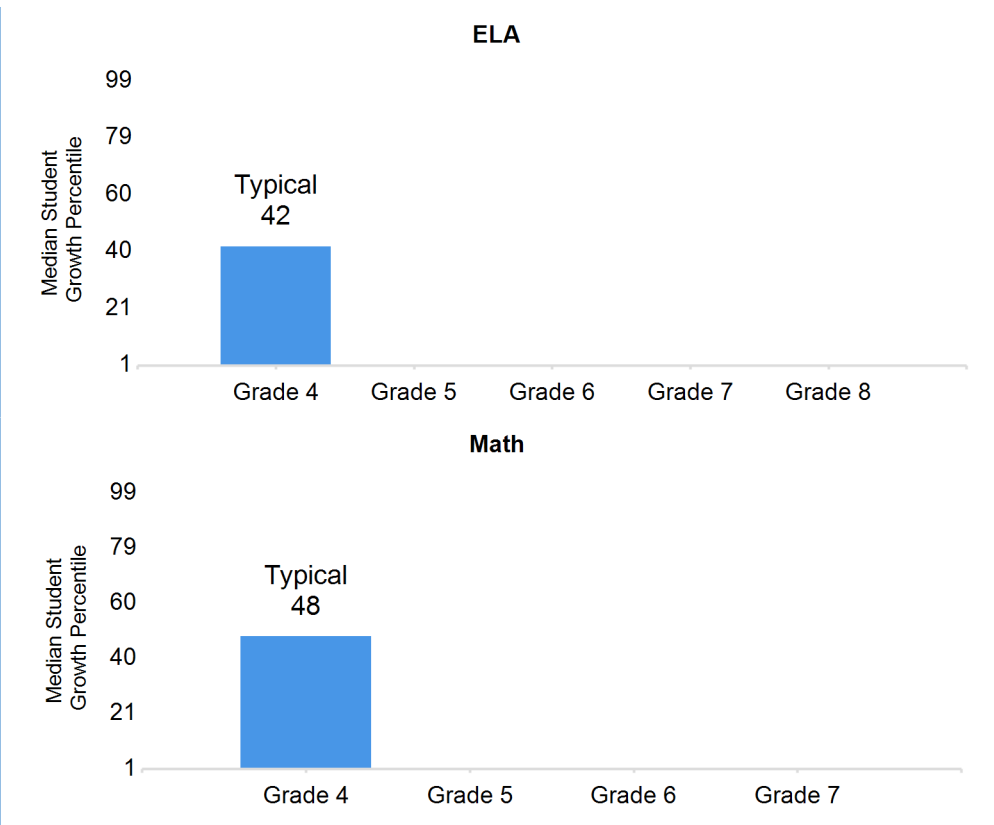
Student Growth by Performance Level

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.





Bellmawr Park Elementary School

(07-0260-020)

Grades Offered: PK-04

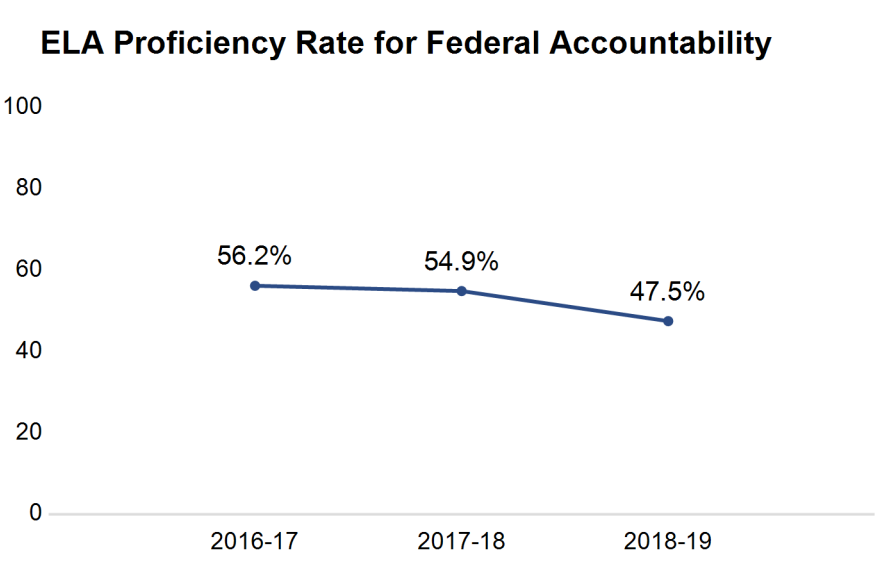
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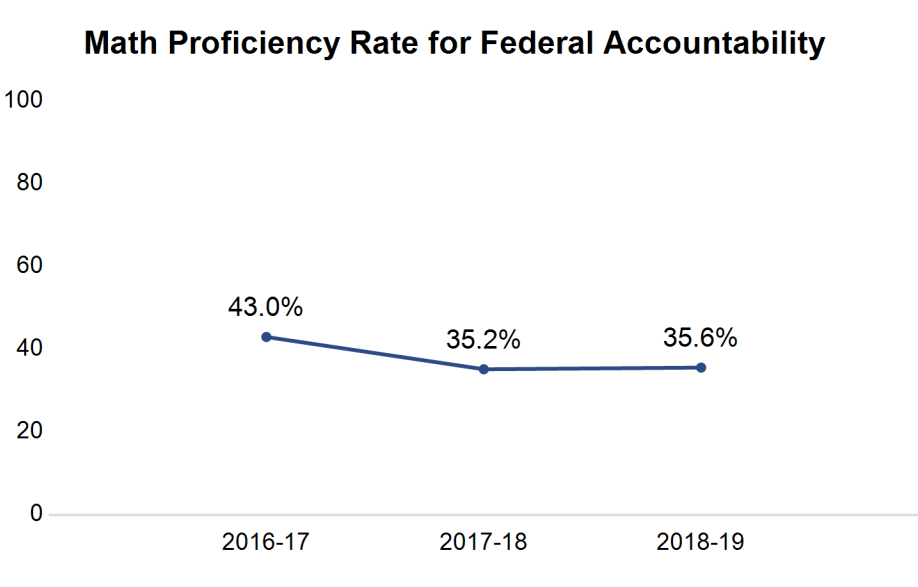
English Language Arts and Mathematics Performance Trends

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	98.5%	100.0%	97.7%	98.5%	100.0%	96.9%
Proficiency Rate for Federal Accountability	56.2%	54.9%	47.5%	43.0%	35.2%	35.6%
Annual Target	50.1%	51.6%	53.2%	32.3%	34.8%	37.3%
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.



Bellmawr Park Elementary School

(07-0260-020)

Grades Offered: PK-04

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	120	97.7	47.5	55.2	57.9	47.5	53.2	Met Target†
White	72	96.2	52.8	57.5	66.9	52.8	55	Met Target†
Hispanic	28	100.0	39.3	48.1	43.9	39.3	51.3	Met Target†
Black or African American	*	*	*	40.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	59.5	64.4	*	**	**
Female	64	97.1	54.7	66.0	64.8	54.7		
Male	56	98.3	39.3	45.3	51.3	39.3		
Economically Disadvantaged Students	70	97.3	38.6	49.8	40.0	38.6	45.7	Met Target†
Non-Economically Disadvantaged Students	50	98.2	60.0	60.2	67.9	60.0		
Students with Disabilities	24	100.0	20.8	*	22.7	20.8	22.1	Met Target†
Students without Disabilities	96	97.1	54.2	*	65.1	54.2		
English Learners	16	100.0	12.5	37.3	29.3	12.5	**	**
Non-English Learners	104	97.3	52.9	57.5	60.6	52.9		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

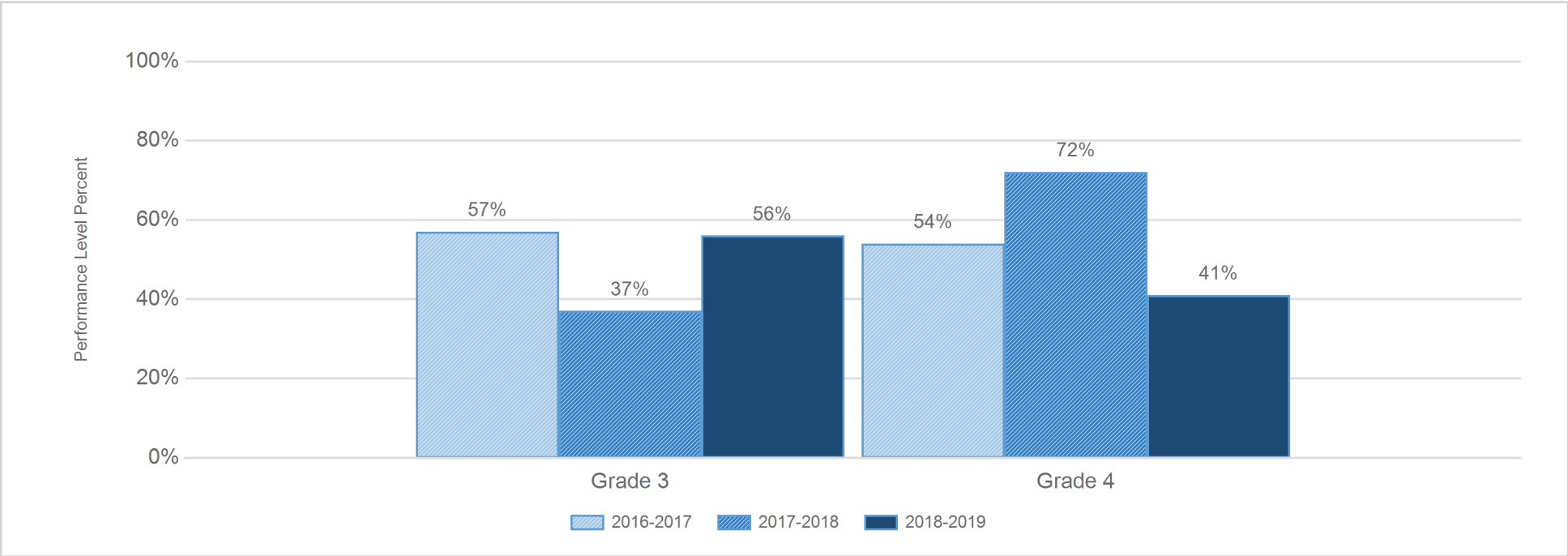


Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
2018-2019

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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	62	754	750	748	0%	18%	26%	*	*	56%	50%
White	40	756	752	757	0%	*	*	*	*	63%	60%
Hispanic	11	750	746	734	0%	*	*	*	*	45%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	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	31	756	757	753	0%	*	*	*	*	61%	55%
Male	31	752	744	743	0%	*	*	*	*	52%	46%
Economically Disadvantaged Students	32	748	743	731	0%	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	30	760	756	759	0%	*	*	*	*	67%	61%
Students with Disabilities	13	745	726	719	0%	*	*	*	*	31%	24%
Students without Disabilities	49	756	757	754	0%	*	*	*	*	63%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	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%



Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
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	61	744	744	755	*	18%	34%	*	*	41%	57%
White	35	743	743	763	*	*	*	*	*	43%	67%
Hispanic	16	745	745	743	*	*	*	*	*	38%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	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	34	752	757	760	*	*	32%	*	*	53%	62%
Male	27	735	732	750	*	*	37%	*	*	26%	53%
Economically Disadvantaged Students	39	742	740	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	22	749	750	765	*	*	*	*	*	55%	69%
Students with Disabilities	10	727	706	725	*	*	*	*	*	10%	25%
Students without Disabilities	51	747	753	761	*	*	*	*	*	47%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Bellmawr Park Elementary School
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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	118	96.9	35.6	34.6	44.5	35.6	37.3	Met Target†
White	71	96.2	42.3	35.2	54.1	42.3	37.4	Met Target
Hispanic	27	96.4	25.9	29.0	28.8	25.9	34	Met Target†
Black or African American	*	*	*	15.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	27.0	53.3	*	**	**
Female	63	97.1	33.3	35.9	44.9	33.3		
Male	55	96.7	38.2	33.4	44.2	38.2		
Economically Disadvantaged Students	70	97.3	30.0	30.6	26.3	30.0	29.3	Met Target
Non-Economically Disadvantaged Students	48	96.4	43.8	38.4	54.9	43.8		
Students with Disabilities	23	100.0	30.4	10.4	17.4	30.4	22.1	Met Target
Students without Disabilities	95	96.1	36.8	39.1	50.0	36.8		
English Learners	16	94.1	25.0	35.1	25.0	25.0	**	**
Non-English Learners	102	97.3	37.3	34.6	46.5	37.3		
Homeless Students	*	*	*	54.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

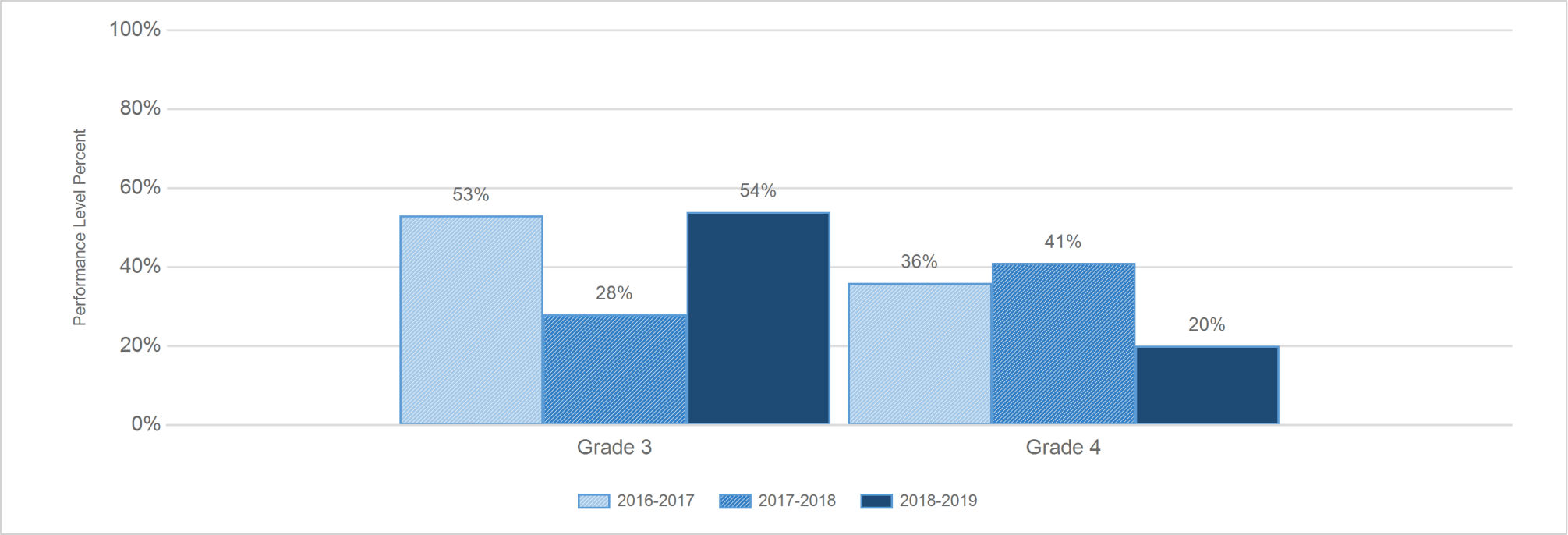


Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

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.



Bellmawr Park Elementary School
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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	61	752	747	752	*	*	31%	*	*	54%	55%
White	39	754	748	760	*	*	28%	*	*	56%	66%
Hispanic	11	747	744	739	0%	*	*	*	*	45%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	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	31	749	749	751	*	*	*	*	*	48%	54%
Male	30	755	746	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	32	748	743	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	29	757	751	761	*	*	*	*	*	59%	67%
Students with Disabilities	13	750	733	731	*	*	*	*	*	54%	31%
Students without Disabilities	48	753	752	756	*	*	*	*	*	54%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	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%



Bellmawr Park Elementary School
(07-0260-020)
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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	61	734	732	749	*	28%	48%	*	*	20%	51%
White	35	736	731	757	*	*	40%	29%	0%	29%	62%
Hispanic	16	732	732	737	0%	*	*	*	*	13%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	34	733	733	749	*	*	41%	*	*	24%	50%
Male	27	735	732	749	*	*	56%	*	*	15%	52%
Economically Disadvantaged Students	39	731	729	734	*	*	44%	*	*	15%	32%
Non-Economically Disadvantaged Students	22	739	737	759	*	*	55%	*	*	27%	63%
Students with Disabilities	10	718	708	726	*	*	*	*	*	*	25%
Students without Disabilities	51	737	738	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Bellmawr Park Elementary School

(07-0260-020)

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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	*	*

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



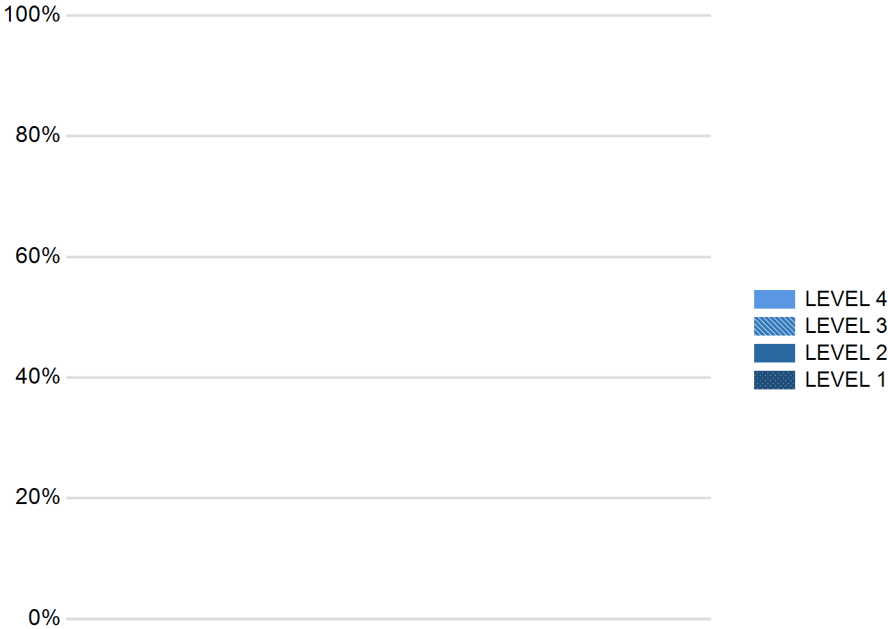
Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
2018-2019

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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 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

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
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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.

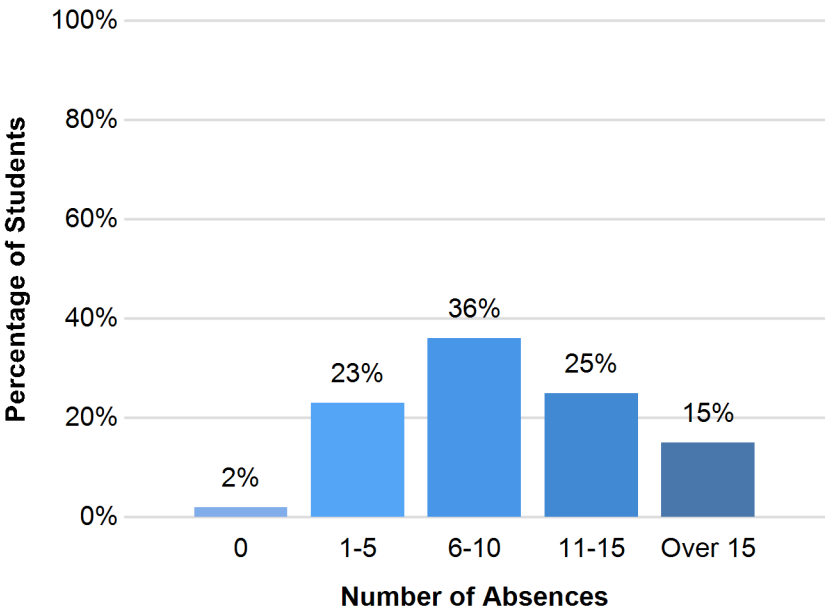
Chronic Absenteeism

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	12.5	9.2	Not Met
White	27	12.3	9.2	Not Met
Hispanic	12	16.2	9.2	Not Met
Black or African American	1	7.7	**	**
Asian, Native Hawaiian, or Pacific	1	4.5	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	12.5	9.2	Not Met
Female	23	13.2		
Male	21	11.8		
Economically Disadvantaged Students	35	18.0	9.2	Not Met
Students with Disabilities	10	17.2	9.2	Not Met
English Learners	1	7.1	**	**
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.





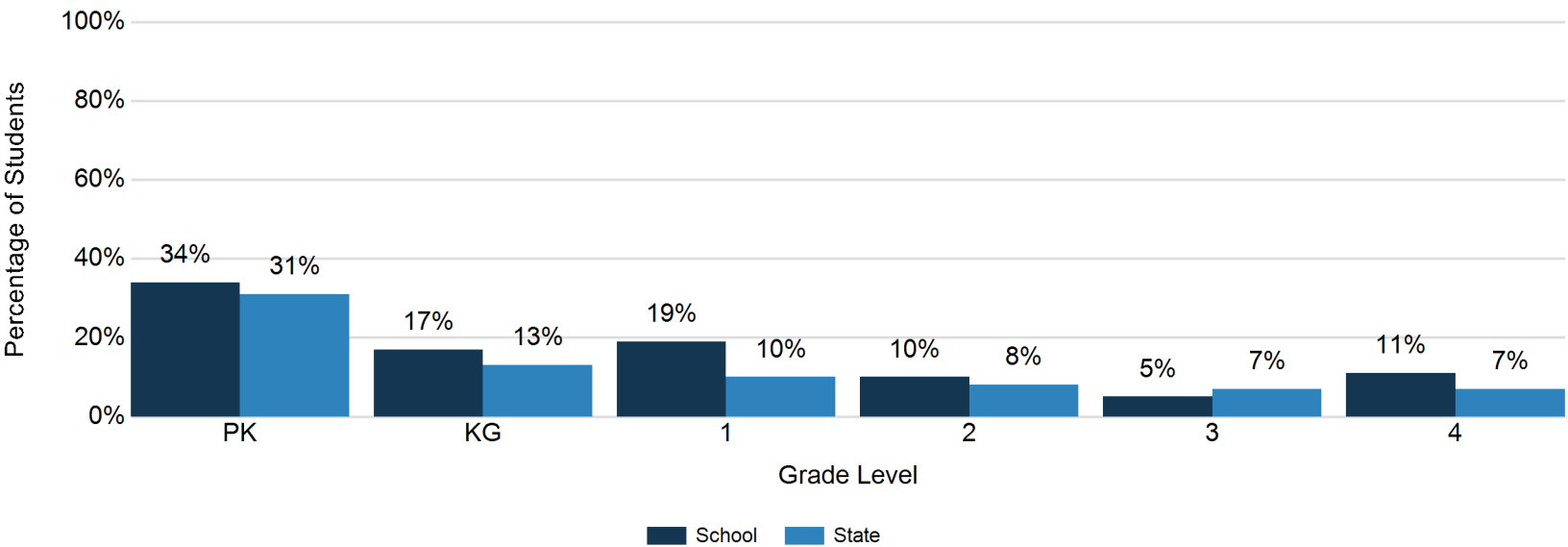
Bellmawr Park Elementary School
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Chronic Absenteeism by Grade

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





Bellmawr Park Elementary School

(07-0260-020)

Grades Offered: PK-04

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

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	2	2
No Identified Nature	0		0

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

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	0	0.0%
Any Suspension	0	0.0%
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	8:35 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

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	35	118,214
Average years experience in public schools	8.1	12.1
Average years experience in district	6.9	10.8
Percentage of Teachers with 4 or more years experience in the district	60.0%	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	10	9,530
Average years experience in public schools	18.3	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	14:1	13:1
Students to Administrators	488:1	122:1
Teachers to Administrators	35:1	10:1
Students to Librarians/Media Specialists		1219:1
Students to Nurses		1219:1
Students to Counselors		610:1
Students to Child Study Team Members		610:1



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Teachers: All classroom teachers
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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	50.4%	91.4%	100.0%	48.4%	77.1%	54.9%
Male	49.6%	8.6%	0.0%	51.6%	22.9%	45.1%
White	61.7%	94.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.5%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.5%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	7.8%	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	5.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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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.

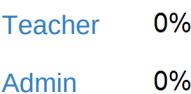
Bachelor's Degree



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	92.3%	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%



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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.



Bellmawr Park Elementary School
(07-0260-020)
Grades Offered: PK-04
2018-2019

Report Key:
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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 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	56.2%	54.9%	47.5%
Math Proficiency	43.0%	35.2%	35.6%
ELA Growth	55	59	44
Math Growth	74	57	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		83.3%	*
Chronic Absenteeism	10.6%	17.0%	12.5%

† 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†	Met Target†	Met Standard	Met Standard	**	Not Met	No
White	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	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	Not Met	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	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:	- We are proud of our 1-1 Chromebook initiative. This technology will challenge, engage and inspire our students. - Bellmawr Park School continues its strong character education program. The implementation of "Bucketfillers", a program promoting character education values. - Bellmawr Park School is proud to have achieved Bronze status through Sustainable NJ Schools in 2018! We will continue to strive to improve our efforts to ""Go Green"" as a learning community.
 Mission, Vision, Theme:	Bellmawr Park School is a preschool through fourth grade community school that is proud of both rich traditions and 21st century innovations. Our mission is to establish high expectations for our diverse population by providing challenging and rigorous curricula delivered by highly qualified and dedicated professionals within a safe and nurturing environment. The Bellmawr Park School Community is comprised of dedicated teachers, support staff, parents, students, community members, administration, and a Board of Education who work together diligently to provide the children of Bellmawr with a well-rounded education meeting each student's individual needs, cognitive as well as social/emotional. We are proud of the continued work linking all stakeholders to achieve our school vision, as well as future goals. We will continue this rich partnership to ensure the success of our children.



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 Clubs and Activities:	Understanding the importance of a well-rounded education, Bellmawr Park provides extra-curricular activities such as fourth grade Chorus, third and fourth grade intramurals, and an after-school bowling league. Students have opportunities to participate in an Academically Talented Program, as well as to utilize "recorders" in music class.
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 Before and After School Programs:	Students can come in early and remain after school in the CARE program, which is school staffed and provides many exciting activities for students in addition to homework assistance.
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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	Student Supports and Services: Bellmawr is a school choice district that offers many outstanding student support services. There is an ELL teacher on site, a supportive child study team, a Family Liaison who works with the homeless and makes home visits, a comprehensive I&RS system, which meets every 6 weeks with various team members and parents to support students' needs. Three Basic Skills Teachers provide Tier II & III instruction in the areas of ELA and Math.
An icon depicting two blue hands shaking in a firm grip.	Parent and Community Involvement: Our District PTO is comprised of parents and community members from all schools joined to support successful fund-raising, which provides quality assemblies and events to enhance each student's educational experience. With Board support, the PTO continues to provide technology updates for every classroom! We are proud of the continued work linking all stakeholders to achieve our school vision, as well as future goals. We will continue this rich partnership to ensure our children's success.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers A perception survey is issued to parents and staff in the spring that focuses on what is needed in the areas of technology, communication, assistance, professional development, culture and climate. The results are utilized to inform areas in need of improvement. The results are posted on the web page.
 School Safety:	The Bellmawr School District takes a serious and pointed approach to school safety via our emergency management protocols and procedures. All administrative staff are involved in their own professional development throughout the school year, and turnkey as such to all stakeholders throughout our district. This professional development is part of our new teacher orientation, the beginning of the year meetings with staff, and during the school year during common planning time. The student body throughout our district are consistently engaged in programs to help support and promote school safety. We maintain a supportive working relationship with our local police department, who is regularly in all three district level buildings engaged in walk throughs. Members of the police force also meet with our students in a formal setting at different times in the school year.



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A BC Early Childhood Education:	The Annette Castiglione Early Childhood Center had a wonderful, fun filled year and students were exposed to many activities, topics of study and guest visitors during their time here. We began the 2018-19 school year by opening an additional preschool classroom, bringing our total number of classes in the ACECC to 10. In addition to adding 15 additional seats, two of the classes were designated as mixed age level, combining three and four-year-old children to learn together. Research supports this model as the preferred method for young learners. We were also very excited to expand our staff to include a Master Teacher and a Social Worker. As a result, we are now better able to serve our teachers through ongoing coaching of the curriculum and developmentally appropriate practices as well as focusing on our parent and community outreach efforts. Both new staff members have been very busy working with the staff, children and families.
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 Other Information	"Bucketfillers", a program promoting character education values, continues with the support of Bellmawr Park's diligent staff. Character Education assemblies are held to prevent violence and vandalism as well as bullying. These programs along with "Park Pride" (a program to promote good behavior in the halls, lunchroom and in special-area classes), Honor Roll, and Principal's List, provide positive reinforcement to develop a more caring, tolerant, and responsible climate in our school.
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Ethel M Burke Elementary School
(07-0260-030)
Grades Offered: KG-04
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:

**Ethel M Burke Elementary School**

(07-0260-030)

Grades Offered: KG-04

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	Camden
District	Bellmawr Public School District
Principal Name	Mr. Frank Jankowski
Address	112 SOUTH BLACK HORSE PIKE BELLMAWR, NJ 08031
Phone Number	856-931-6362
Email Address	fjankowski@bellmawrschools.org
Website	https://www.bellmawrschools.org
Twitter	https://twitter.com/@mrjspenguins



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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
PK	0	0	0
KG	52	54	39
1	50	55	54
2	64	58	52
3	65	55	57
4	54	63	58
Total	285	285	260

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	45.3%	45.3%	44.6%
Male	54.7%	54.7%	55.4%
Economically Disadvantaged Students	47.7%	42.8%	43.8%
Students with Disabilities	16.1%	19.3%	21.2%
English Learners	11.9%	7.0%	5.8%
Homeless Students	2.5%	2.5%	3.1%
Students in Foster Care	0.0%	0.7%	0.4%
Military-Connected Students	1.1%	0.7%	0.8%
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	61.4%	61.1%	55.8%
Hispanic	15.8%	16.8%	20.4%
Black or African American	5.3%	3.9%	2.3%
Asian	12.3%	14.4%	15.8%
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	5.3%	3.9%	5.8%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	54	39

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	76.2%
Spanish	8.8%
Gujarati	7.7%
Urdu	2.3%
Burmese	1.2%
Other Languages	3.8%

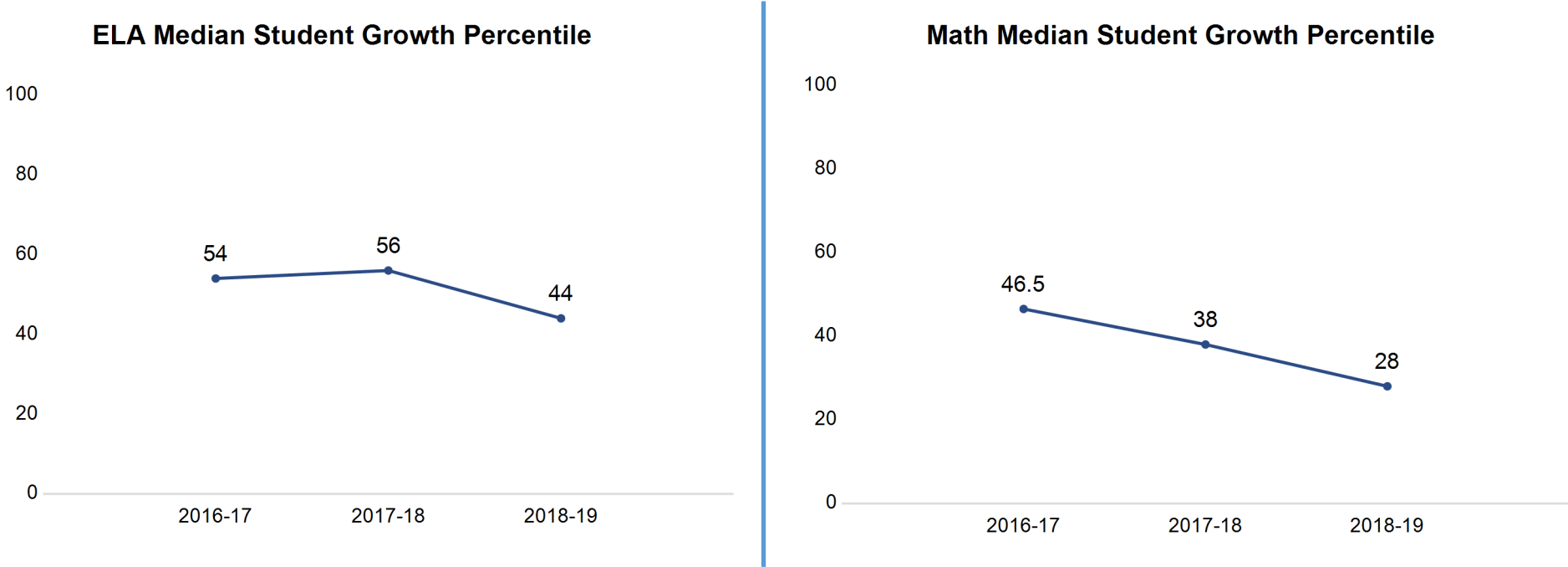


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(07-0260-030)
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2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	56	44	46.5	38	28
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	44	49	50	Met Standard	28	48	50	Not Met
White	50	49.5	50	Met Standard	28	44	52	Not Met
Hispanic	*	45	49	**	*	53	47	**
Black or African American	*	52	45	**	*	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	56	59	**	*	60	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48	49	**	*	49.5	52	**
Female	50	54	53	N	24	46	50	N
Male	36.5	45	47	N	33	49	51	N
Economically Disadvantaged Students	35	47	48	Not Met	27.5	50	46	Not Met
Students with Disabilities	*	43	43	**	*	39	45	**
English Learners	*	49	52	**	*	61	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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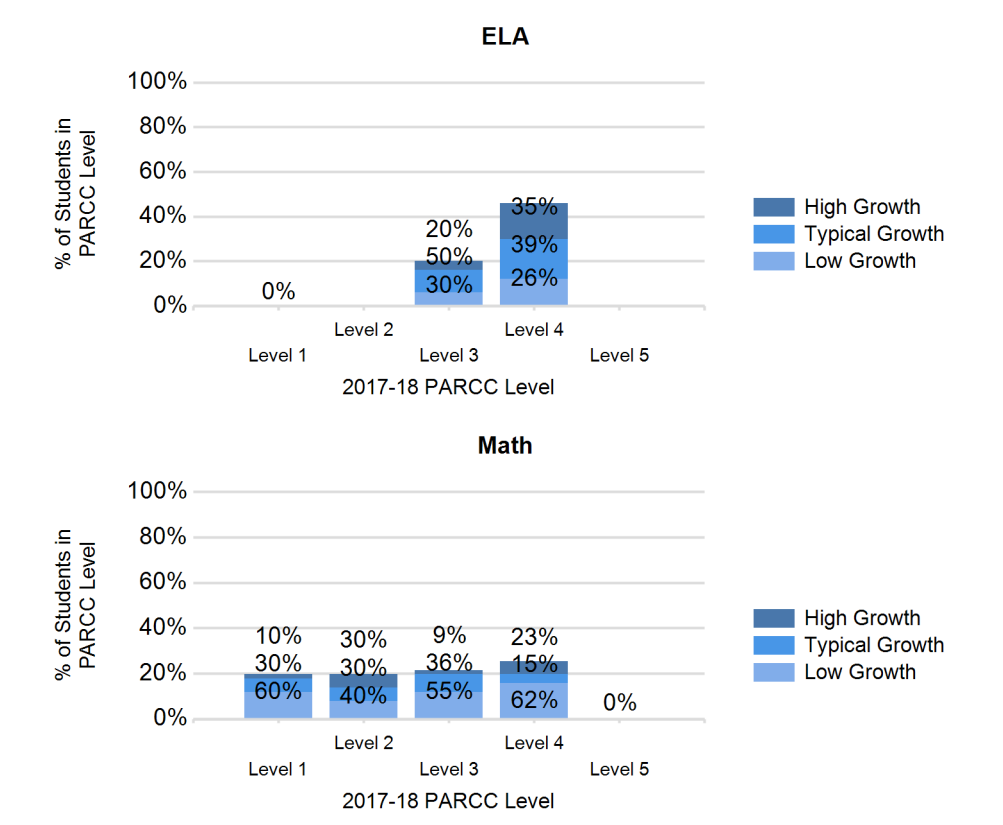
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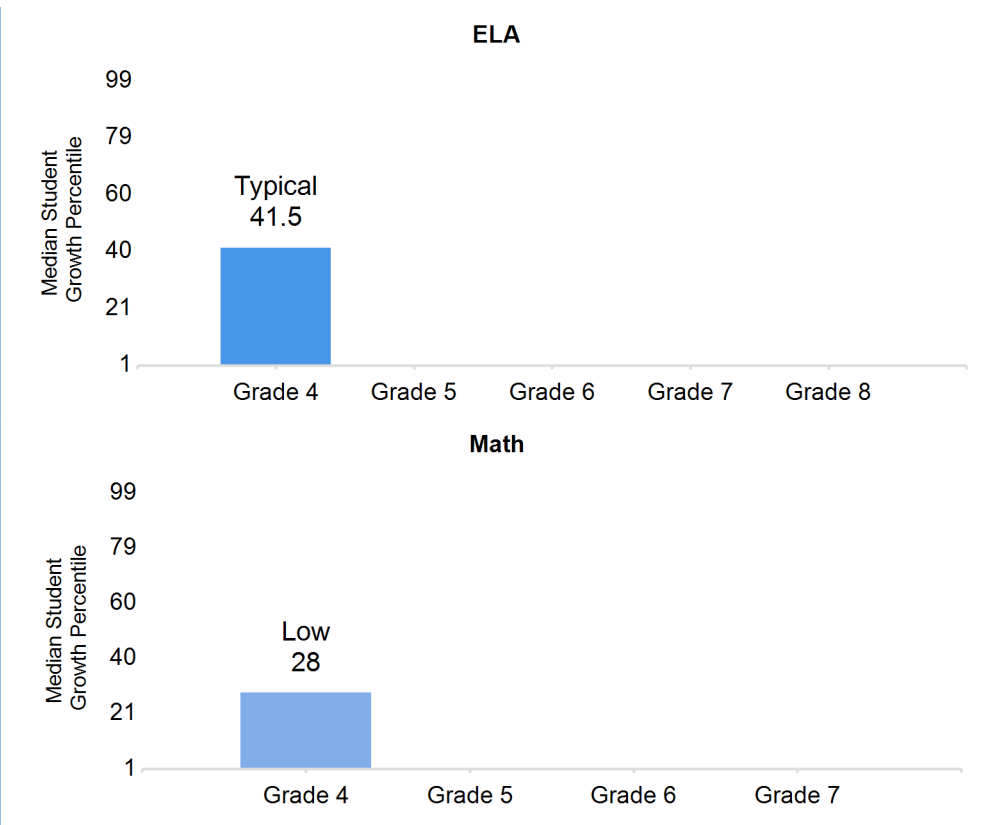
Student Growth by Performance Level

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.





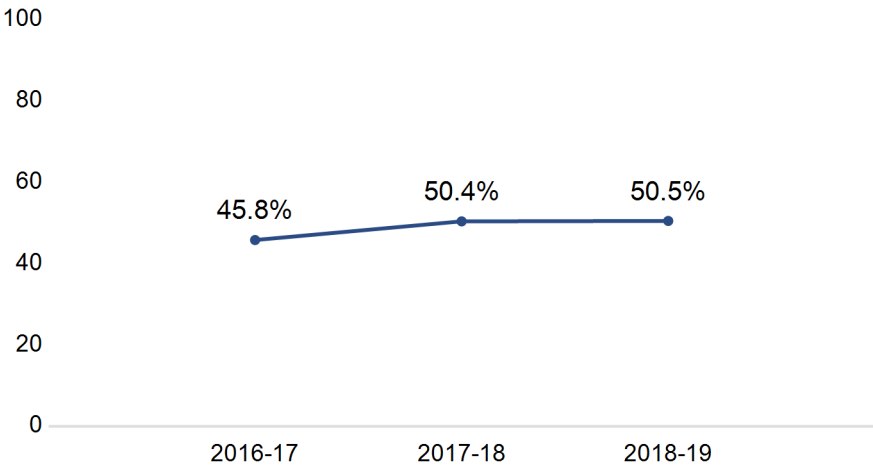
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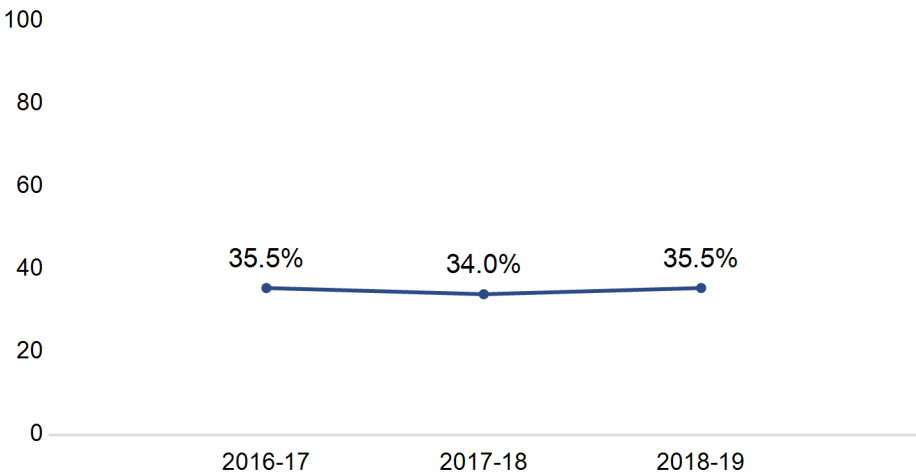
English Language Arts and Mathematics Performance Trends

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.

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	99.1%	95.8%	96.6%	99.2%	95.0%	96.6%
Proficiency Rate for Federal Accountability	45.8%	50.4%	50.5%	35.5%	34.0%	35.5%
Annual Target	45.2%	47.1%	48.9%	40.5%	42.6%	44.6%
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	109	96.6	50.5	55.2	57.9	50.5	48.9	Met Target
White	65	95.6	47.7	57.5	66.9	47.7	50.7	Met Target†
Hispanic	19	100.0	52.6	48.1	43.9	52.6	N	N
Black or African American	*	*	*	40.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	57.1	*	82.9	57.1	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	59.5	64.4	*	**	**
Female	48	98.0	62.5	66.0	64.8	62.5		
Male	61	95.5	41.0	45.3	51.3	41.0		
Economically Disadvantaged Students	42	95.7	45.2	49.8	40.0	45.2	50.5	Met Target†
Non-Economically Disadvantaged Students	67	97.2	53.7	60.2	67.9	53.7		
Students with Disabilities	26	87.1	*	*	22.7	*	4	Met Target
Students without Disabilities	83	100.0	*	*	65.1	*		
English Learners	17	100.0	52.9	37.3	29.3	52.9	**	**
Non-English Learners	92	96.0	50.0	57.5	60.6	50.0		
Homeless Students	*	*	*	36.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

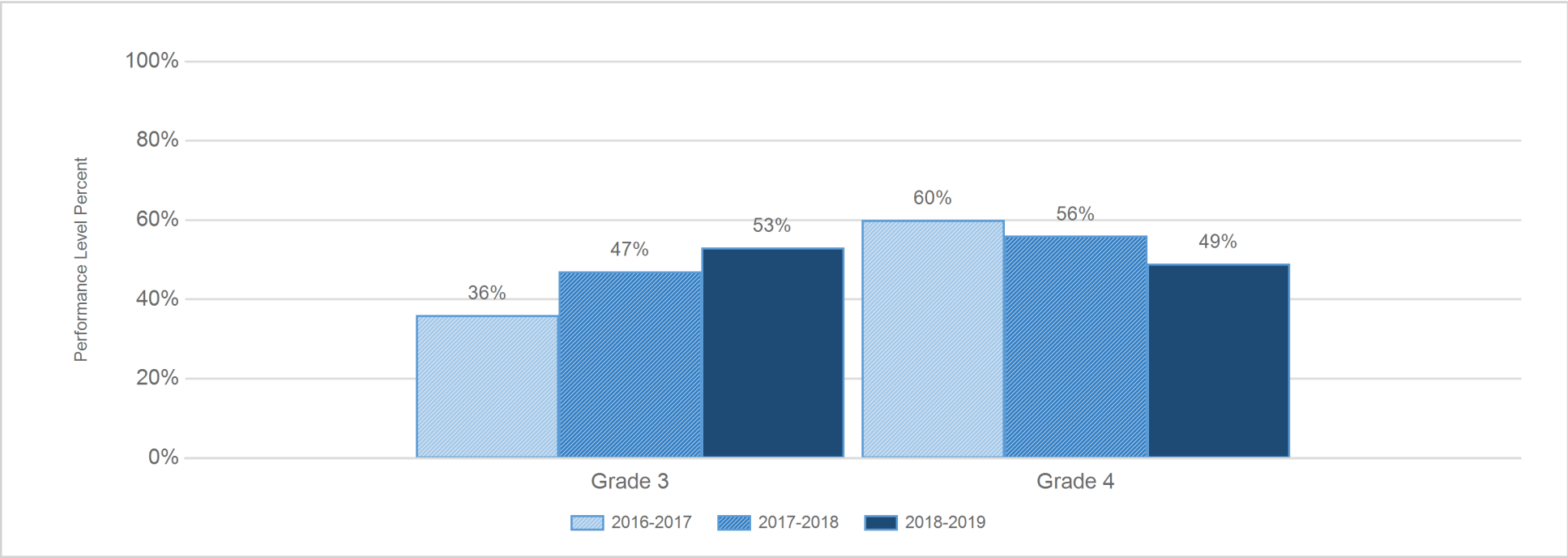


Ethel M Burke Elementary School
(07-0260-030)
Grades Offered: KG-04
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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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.





Ethel M Burke Elementary School

(07-0260-030)

Grades Offered: KG-04

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	57	746	750	748	*	*	19%	*	*	53%	50%
White	35	747	752	757	*	*	*	*	*	49%	60%
Hispanic	10	743	746	734	*	0%	*	*	*	60%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	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	26	757	757	753	*	*	*	*	*	58%	55%
Male	31	736	744	743	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	19	733	743	731	*	*	*	*	*	37%	33%
Non-Economically Disadvantaged Students	38	752	756	759	*	*	*	*	*	61%	61%
Students with Disabilities	15	709	726	719	*	*	*	*	*	13%	24%
Students without Disabilities	42	759	757	754	*	*	*	*	*	67%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	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%



Ethel M Burke Elementary School

(07-0260-030)

Grades Offered: KG-04

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	55	745	744	755	18%	*	22%	*	*	49%	57%
White	30	743	743	763	*	*	*	*	*	47%	67%
Hispanic	11	744	745	743	*	*	*	*	*	45%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	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	23	765	757	760	0%	*	*	*	*	65%	62%
Male	32	730	732	750	31%	*	*	*	*	38%	53%
Economically Disadvantaged Students	25	737	740	740	*	*	*	*	*	48%	40%
Non-Economically Disadvantaged Students	30	751	750	765	*	*	*	*	*	50%	69%
Students with Disabilities	11	686	706	725	*	*	*	*	*	*	25%
Students without Disabilities	44	759	753	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	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%



Ethel M Burke Elementary School
(07-0260-030)
Grades Offered: KG-04
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	110	96.6	35.5	34.6	44.5	35.5	44.6	Not Met
White	65	95.6	32.3	35.2	54.1	32.3	46	Not Met
Hispanic	19	100.0	31.6	29.0	28.8	31.6	N	N
Black or African American	*	*	*	15.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	*	76.5	60.0	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	27.0	53.3	*	**	**
Female	48	98.0	33.3	35.9	44.9	33.3		
Male	62	95.6	37.1	33.4	44.2	37.1		
Economically Disadvantaged Students	43	95.7	32.6	30.6	26.3	32.6	45.7	Not Met
Non-Economically Disadvantaged Students	67	97.2	37.3	38.4	54.9	37.3		
Students with Disabilities	26	87.1	*	10.4	17.4	*	4	Met Target
Students without Disabilities	84	100.0	*	39.1	50.0	*		
English Learners	18	100.0	55.6	35.1	25.0	55.6	**	**
Non-English Learners	92	96.0	31.5	34.6	46.5	31.5		
Homeless Students	*	*	*	54.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

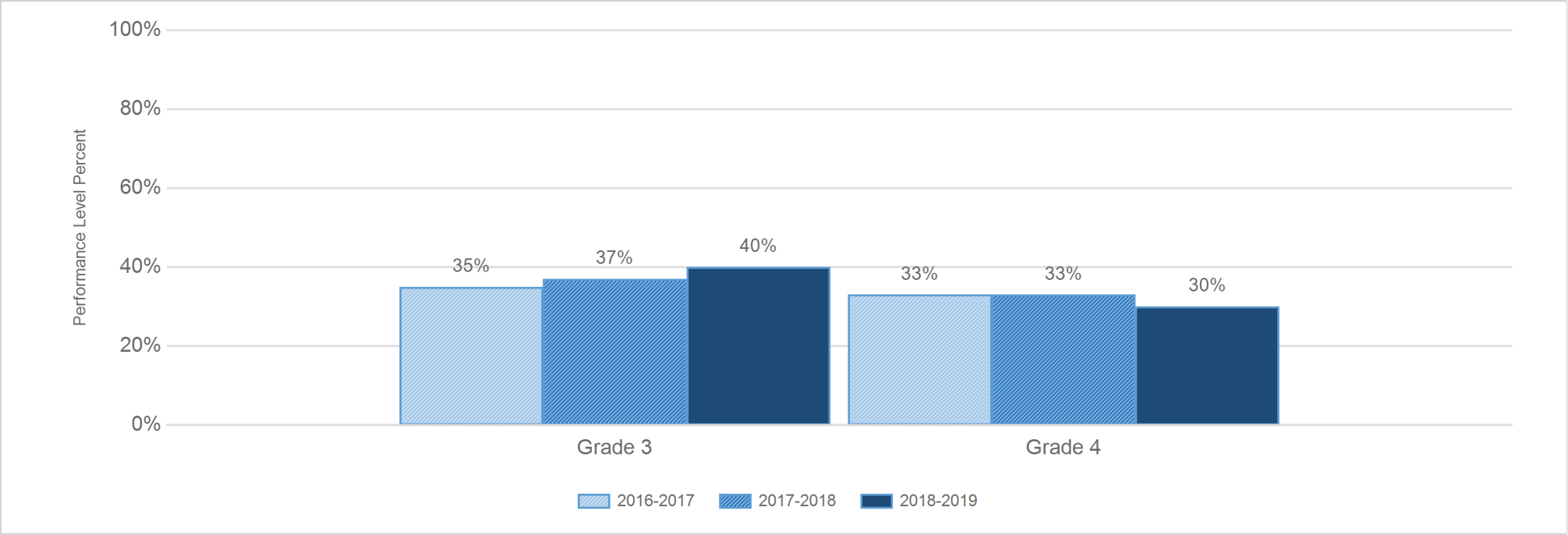


Ethel M Burke Elementary School
(07-0260-030)
Grades Offered: KG-04
2018-2019

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.



Ethel M Burke Elementary School

(07-0260-030)

Grades Offered: KG-04

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	57	742	747	752	*	21%	33%	*	*	40%	55%
White	35	741	748	760	*	*	31%	*	*	37%	66%
Hispanic	10	741	744	739	0%	*	*	*	*	40%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	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	26	747	749	751	*	*	*	*	*	38%	54%
Male	31	738	746	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	19	736	743	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	38	746	751	761	*	*	*	*	*	42%	67%
Students with Disabilities	15	718	733	731	*	*	*	*	*	13%	31%
Students without Disabilities	42	751	752	756	*	*	*	*	*	50%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	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%



Ethel M Burke Elementary School

(07-0260-030)

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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	56	731	732	749	20%	21%	29%	*	*	30%	51%
White	30	726	731	757	*	*	*	*	*	27%	62%
Hispanic	11	732	732	737	*	*	*	*	*	18%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	746	*	776	*	*	*	*	*	60%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	733	733	749	*	*	*	*	*	26%	50%
Male	33	730	732	749	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	26	726	729	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	30	735	737	759	*	*	*	*	*	33%	63%
Students with Disabilities	11	699	708	726	*	*	*	*	*	*	25%
Students without Disabilities	45	739	738	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	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%



Ethel M Burke Elementary 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	N	N
4	*	*

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



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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 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

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
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Ethel M Burke Elementary School

(07-0260-030)

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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.

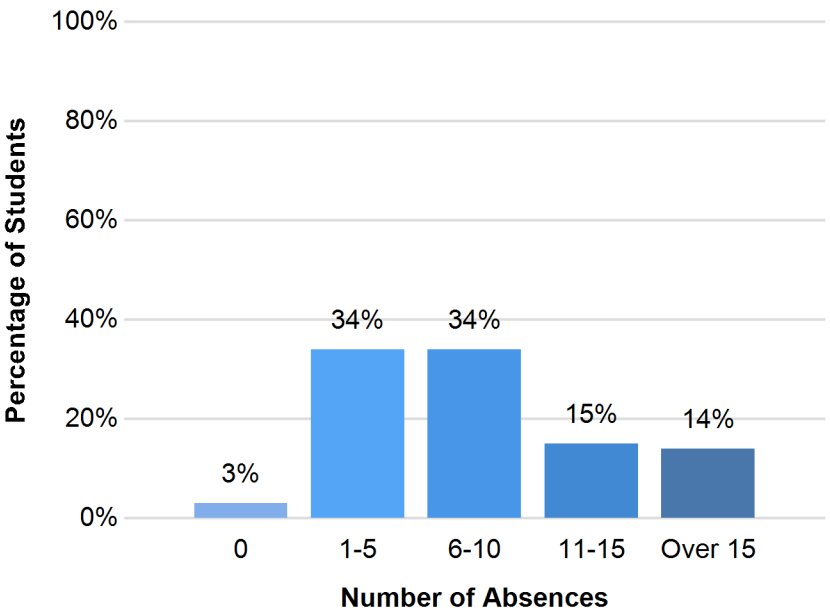
Chronic Absenteeism

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	29	11.9	9.2	Not Met
White	18	13.0	9.2	Not Met
Hispanic	6	12.0	9.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.6	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	15	12.8		
Male	14	11.1		
Economically Disadvantaged Students	17	17.7	9.2	Not Met
Students with Disabilities	5	12.5	9.2	Not Met
English Learners	1	7.1	**	**
Homeless Students	*	*		
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.





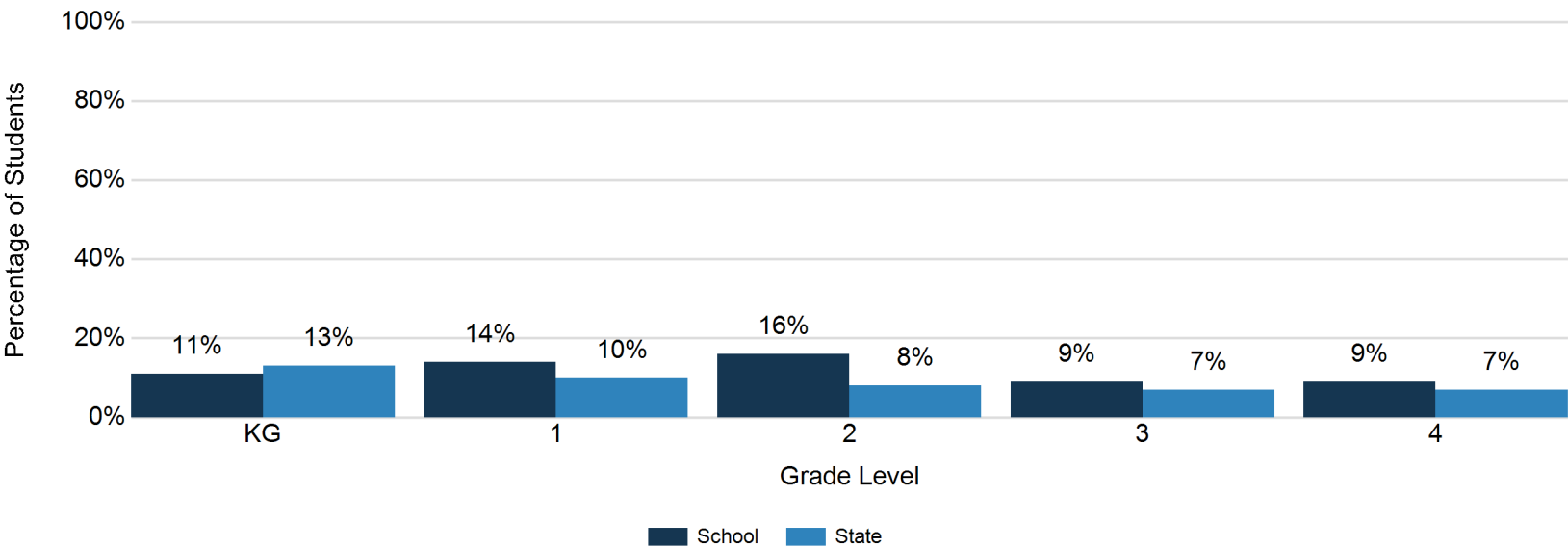
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Chronic Absenteeism by Grade

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





Ethel M Burke Elementary School

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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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	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

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



Ethel M Burke Elementary School

(07-0260-030)

Grades Offered: KG-04

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	8:35 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

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	24	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	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	10	9,530
Average years experience in public schools	18.3	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	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	11:1	13:1
Students to Administrators	260:1	122:1
Teachers to Administrators	24:1	10:1
Students to Librarians/Media Specialists		1219:1
Students to Nurses		1219:1
Students to Counselors		610:1
Students to Child Study Team Members		610:1



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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	44.6%	91.7%	0.0%	48.4%	77.1%	54.9%
Male	55.4%	8.3%	100.0%	51.6%	22.9%	45.1%
White	55.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	15.8%	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	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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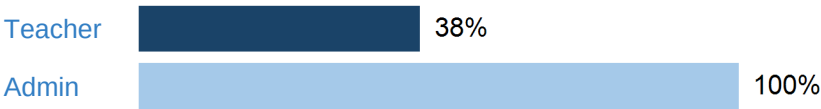
Teachers and Administrators - Level of Education

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.

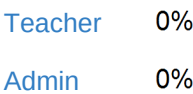
Bachelor's Degree



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	92.3%	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	95.4%



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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	45.8%	50.4%	50.5%
Math Proficiency	35.5%	34.0%	35.5%
ELA Growth	54	56	44
Math Growth	46	38	28
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.6%	*
Chronic Absenteeism	11.2%	15.0%	11.9%

† 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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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	Not Met	**	Not Met	No
White	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	N	N	**	**	n/a	Not Met	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	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	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:	Technology is a large part of each school day, with a 1:1 Chromebook initiative in Grades 3 and 4
 Mission, Vision, Theme:	The Ethel M. Burke Elementary School is a student-centered neighborhood school serving students from the Bellmawr School District in grades Kindergarten through fourth grade. The success of our school continues to be driven by our vision: to develop a learning community that will help to foster students' academic and social-emotional growth. Ethel Burke students and staff were thrilled about the building renovations planned for our old school. The final project would include the complete renovation of many of our antiquated classrooms along with the creation of a Quad-D Learning Lab. We will integrate STEAM activities into the instructional day during the 2019/20 school year. Staff PLC meetings: teachers participated in a book study, Architects of Deeper Learning. Teachers were excited to learn more about how to use intentional design for high-impact (Quad D) instruction. We were also fortunate to have the author of the book visit us to provide professional development.



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 Courses, Curriculum, Instruction:	We are proud of our outstanding teaching staff as they continue to revise current curricula based upon the revised New Jersey Core Curriculum Content Standards and the Common Core. Teachers in grades K to 4 continue to collect and analyze data and assessments in order to monitor student growth. Also, all grade level teachers use teacher-created, grade level appropriate writing rubrics to assess student progress.
 Clubs and Activities:	Character education has always been a vital part of our total school program. Starting each day with our student-read "Words of Wisdom" during morning announcements helps us to develop a school environment that is based in tolerance and responsibility. This activity, combined with our Bucketfiller Program and new Penguin Pride program, allows us to promote meaningful character values amongst our student body.



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Parent and Community Involvement:	Burke School students continue to benefit from the dedicated efforts of our "One School" Parent-Teacher organization. Through fundraising efforts, assemblies, and various mini grant projects, our PTO always help to ensure that our students receive the best possible educational experience.
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 School Safety:	The Bellmawr School District takes a serious and pointed approach to school safety via our emergency management protocols and procedures. All administrative staff are involved in their own professional development throughout the school year, and turnkey as such to all stakeholders throughout our district. This professional development is part of our new teacher orientation, the beginning of the year meetings with staff, and during the school year during common planning time. The student body throughout our district are consistently engaged in programs to help support and promote school safety. We maintain a supportive working relationship with our local police department, who is regularly in all three district level buildings engaged in walk throughs. Members of the police force also meet with our students in a formal setting at different times in the school year.
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