



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Florence V Evans
2016-2017
Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	57	72	0
1	81	68	58
2	78	80	49
3	76	83	68
4	89	78	82
5	81	89	69
Ungraded	29	35	25
Total	491	505	351

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	53%	52%
Male	49%	48%	48%
Economically Disadvantaged Students	12%	11%	10%
Students with Disabilities	21%	20%	24%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	76.9%
Asian	12.8%
Black or African American	4.3%
Hispanic	2.6%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	2.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	34	36	0
KG - Full Day	20	36	0

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. All other students are included in Other Languages.

Home Language	% of Students
English	85.2%
Spanish	3.1%
Telugu	1.7%
Italian	1.7%
Gujarati	1.4%
Other	7.2%



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	220	96.1	68.20	62.60	54.90	68.2	51.6	Met Target
White	171	95.5	65.50	62.50	63.90	65.5	50.5	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	90.00	*	80.70	90	61.7	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	116	96.7	75.00	71.10	62.20	75		
Male	104	95.4	60.60	54.80	48.10	60.6		
Economically Disadvantaged Students	23	95.8	26.10	49.50	36.20	26.1	33.5	Met Target†
Non-Economically Disadvantaged Students	197	96.1	73.10	64.50	65.80	73.1		
Students with Disabilities	51	91.1	37.30	35.90	20.50	35.7	24.2	Met Target
Students without Disabilities	169	97.7	77.50	71.70	61.90	77.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	62.50	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	763	752	749	*	*	20%	53%	*	64%	50%
White	51	762	753	759	*	*	22%	57%	*	65%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	781	762	775	0%	*	*	*	*	75%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	779	761	754	*	*	*	64%	*	79%	55%
Male	37	749	744	745	*	*	*	43%	*	51%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	11	725	731	720	*	*	*	*	*	27%	24%
Students without Disabilities	59	770	758	755	*	*	*	*	*	71%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	70	763	752	752	*	*	20%	53%	*	64%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	760	757	753	*	*	15%	56%	15%	71%	56%
White	61	757	756	762	*	*	16%	57%	*	67%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	47	762	760	758	*	*	*	60%	*	75%	61%
Male	32	757	753	749	*	*	*	50%	*	66%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	23	743	738	725	*	*	*	44%	*	57%	25%
Students without Disabilities	56	767	764	759	*	*	*	61%	*	77%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	760	*	755	*	*	15%	56%	15%	71%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

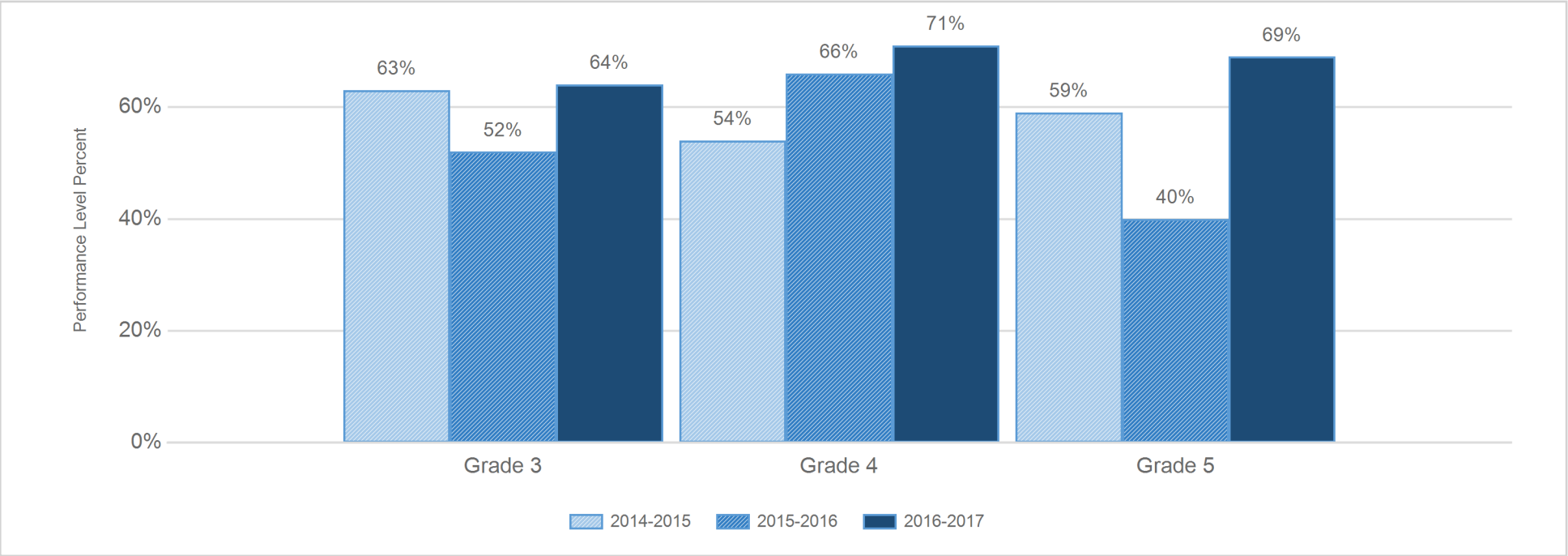
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	760	759	756	*	*	14%	58%	*	69%	59%
White	59	756	760	763	*	*	*	54%	*	64%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	36	763	765	761	*	*	*	58%	*	72%	66%
Male	35	757	753	750	*	*	*	57%	*	66%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	17	720	*	725	*	*	*	*	*	18%	22%
Students without Disabilities	54	773	*	762	*	*	*	*	*	85%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	220	96.1	51.80	52.20	43.50	51.8	49.3	Met Target
White	171	95.5	50.30	52.40	52.40	50.3	47	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	73.40	*	75.60	73.4	71.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	116	96.7	52.60	52.50	44.10	52.6		
Male	104	95.4	51.00	51.90	42.90	51		
Economically Disadvantaged Students	23	95.8	21.70	38.50	25.10	21.7	33.5	Met Target†
Non-Economically Disadvantaged Students	197	96.1	55.30	54.20	54.30	55.3		
Students with Disabilities	51	91.1	27.50	30.00	16.50	26.3	25.6	Met Target
Students without Disabilities	169	97.7	59.20	59.70	48.80	59.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	760	754	751	*	*	23%	46%	17%	63%	53%
White	51	758	754	759	*	*	26%	53%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	779	769	779	0%	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	33	768	757	751	*	*	*	46%	*	70%	52%
Male	37	752	751	751	*	*	*	46%	*	57%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	735	739	729	*	*	*	*	*	36%	29%
Students without Disabilities	59	765	759	755	*	*	*	*	*	68%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	70	760	754	753	*	*	23%	46%	17%	63%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	751	753	747	*	*	33%	49%	*	53%	47%
White	61	749	753	755	*	*	31%	54%	0%	54%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	47	750	750	747	*	*	*	45%	*	47%	47%
Male	32	753	755	747	*	*	*	56%	*	63%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	23	736	738	724	*	*	*	*	*	39%	22%
Students without Disabilities	56	757	758	751	*	*	*	*	*	59%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	751	753	749	*	*	33%	49%	*	53%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

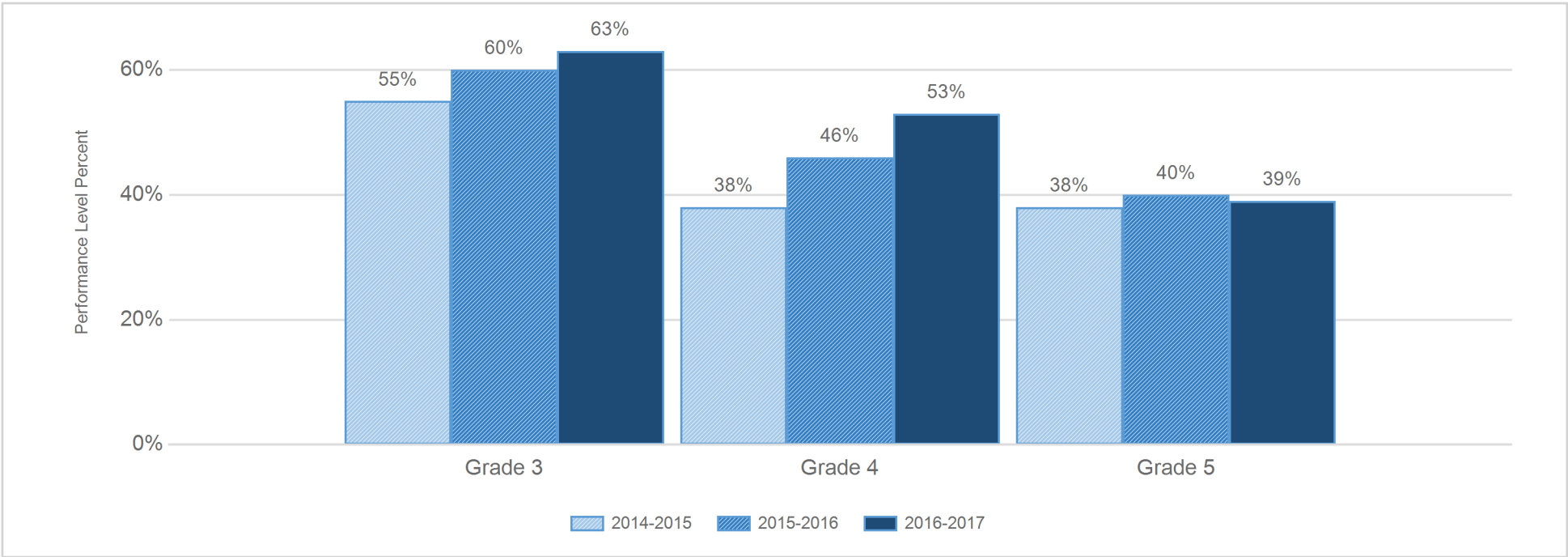
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	747	747	747	*	*	47%	35%	*	39%	46%
White	59	743	747	754	*	*	48%	36%	0%	36%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	36	746	748	747	*	*	42%	*	*	44%	47%
Male	35	747	745	746	*	*	51%	*	*	34%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	17	720	725	725	*	*	*	*	*	*	19%
Students without Disabilities	54	755	753	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

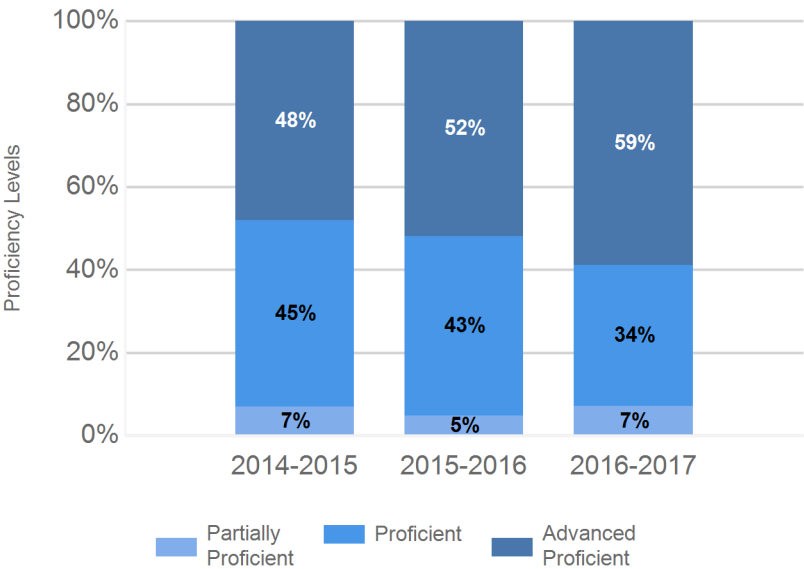
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	34%	7%
White	53%	*	*
Hispanic	N	N	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	N	N
American Indian or Alaska Native	*	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	38%	43%	19%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	49	50	Met Target	52	52	50	Met Target
White	51	49	50	Met Target	52	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	*	46	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	59.5	57	60	**	60	59.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	25.5	44	47	**	33.5	46	46	**
Students with Disabilities	46	46	41	Met Target	46	43	43	Met Target
English Learners	*	71	53	**	*	63.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

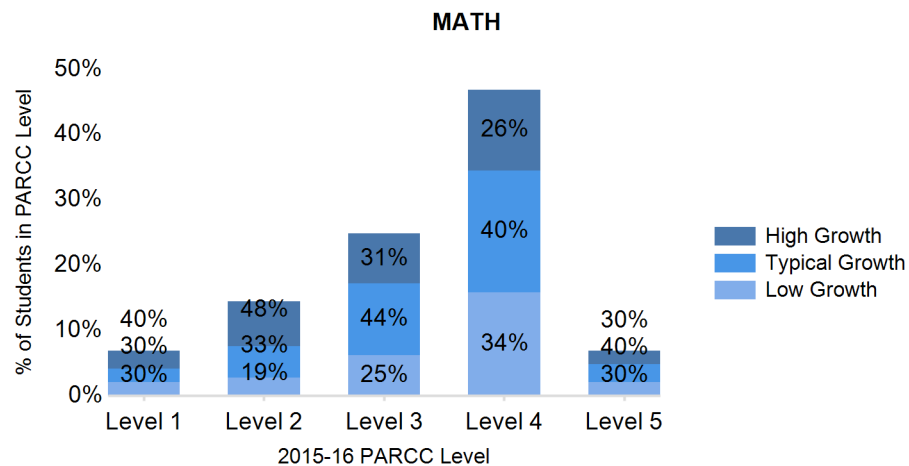
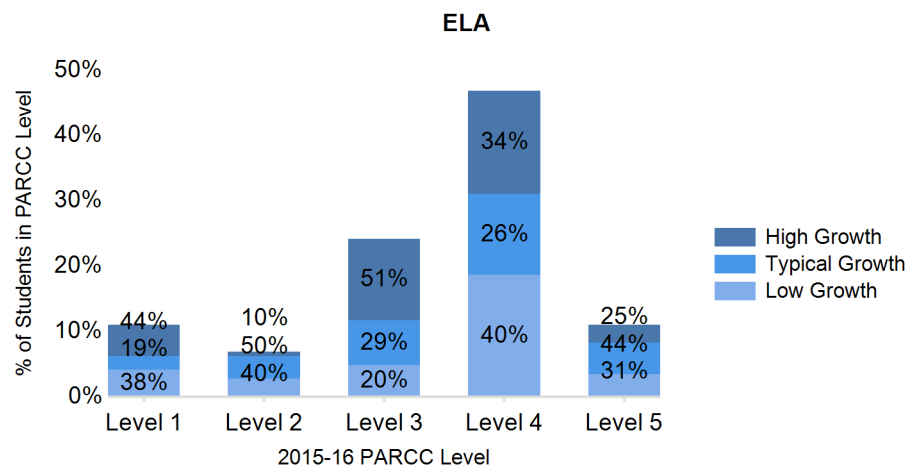
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

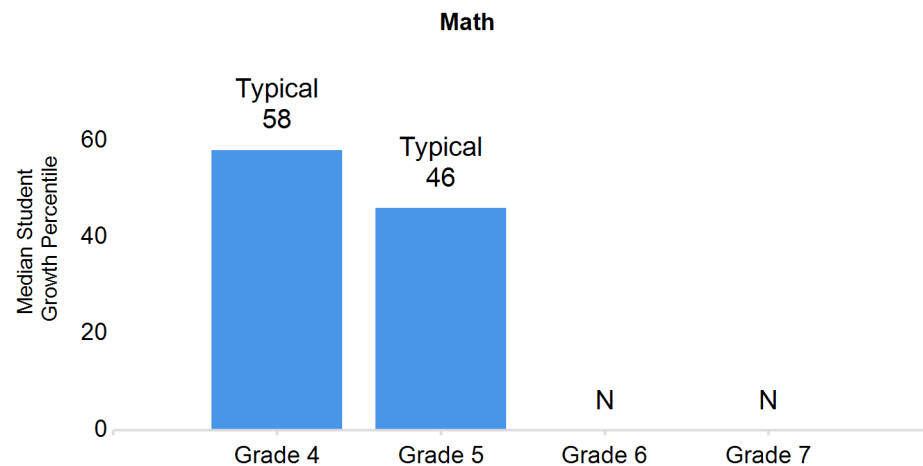
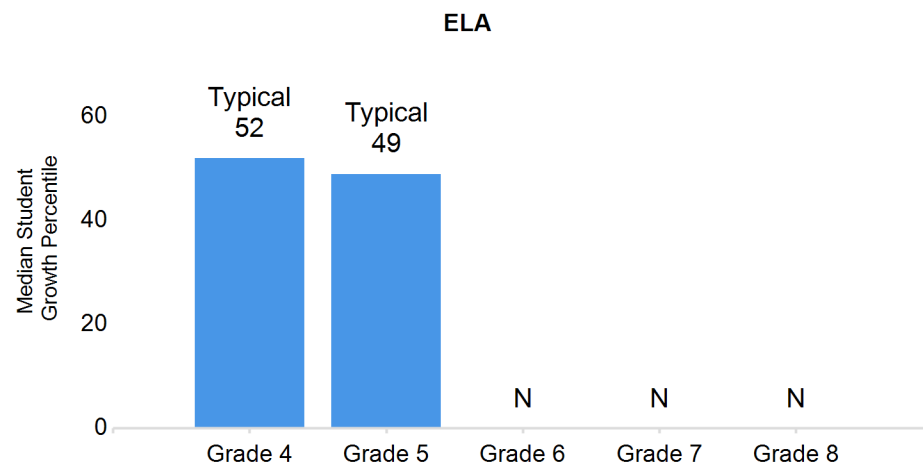
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Florence V Evans
2016-2017
Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

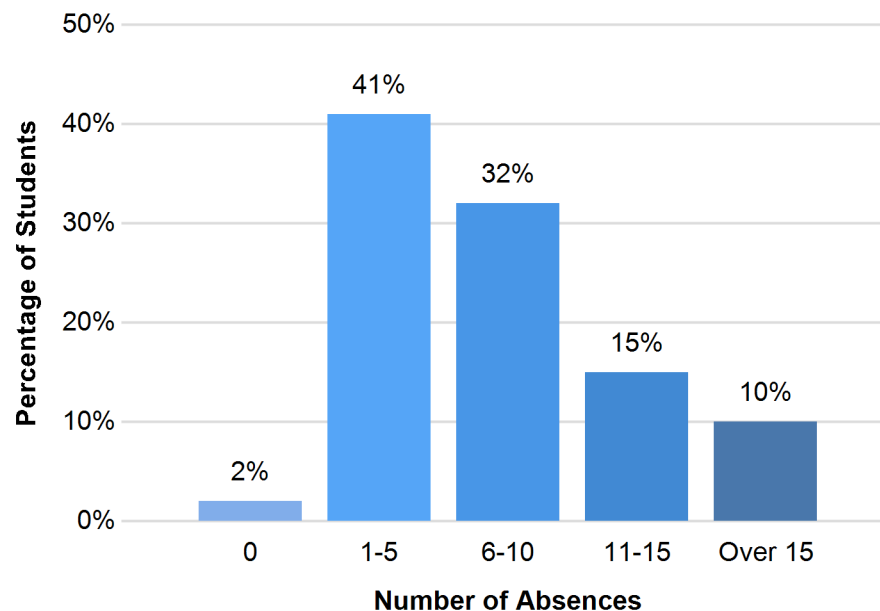
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	8.40	Met Target
White	7.80	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.30	8.40	Not Met
Students with Disabilities	11.80	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

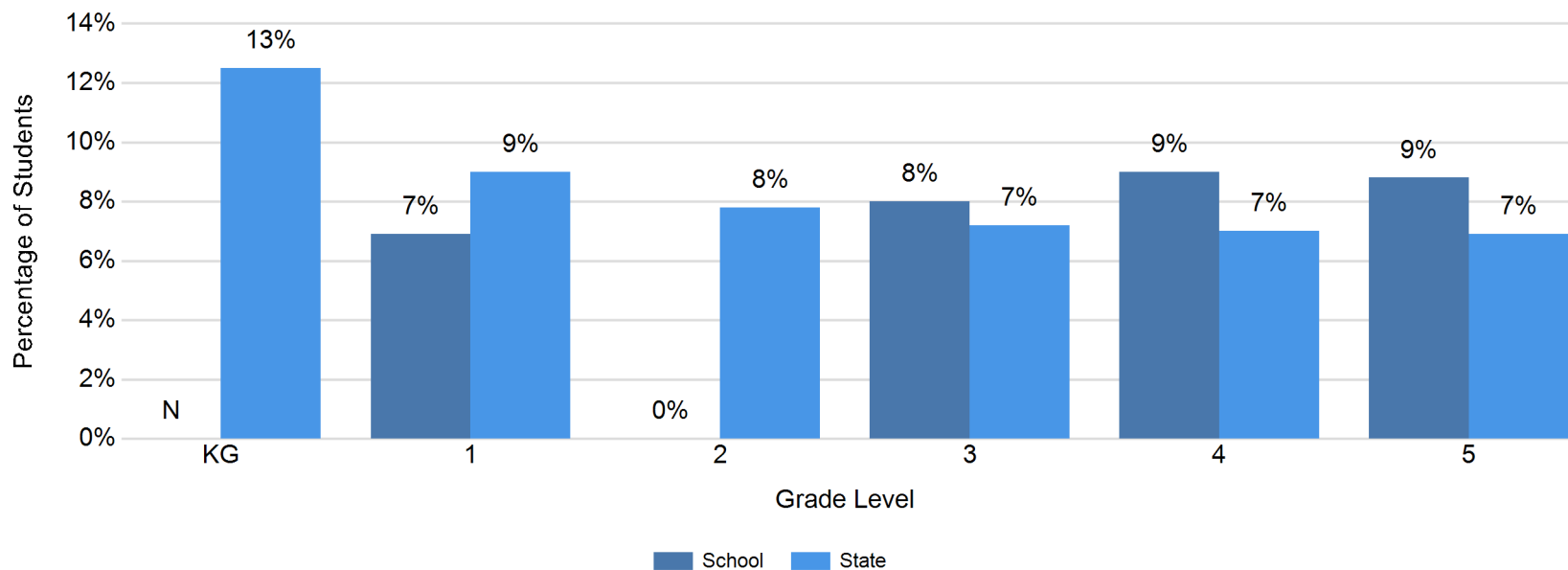
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Florence V Evans
2016-2017
Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	N	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Florence V Evans
2016-2017
Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	351:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Florence V Evans
2016-2017
Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Florence V Evans
2016-2017
Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	62.4	17.5%
Mathematics Proficiency	47.8	17.5%
English Language Arts Growth	52.9	25.0%
Mathematics Growth	53.5	25.0%
Chronic Absenteeism	43.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.4
Summative Rating: Percentile rank of Summative Score		53.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	52.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	44.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Students with Disabilities	64.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Florence V Evans
2016-2017

Grade Span KG-05

05-1420-050
BURLINGTON
EVESHAM TWP
400 SOUTH ROUTE 73
MARLTON, NJ 08053

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 your school directly.

No narrative was submitted.



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Frances DeMasi Elementary School

2016-2017

Grade Span KG-05

05-1420-030

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	38	37	34
1	44	44	43
2	53	40	55
3	39	59	57
4	59	40	75
5	57	64	47
Ungraded	2	6	0
Total	292	290	311

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	22	19	16
KG - Full Day	16	18	18

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	50%
Male	53%	51%	50%
Economically Disadvantaged Students	8%	9%	8%
Students with Disabilities	13%	13%	18%
English Learners	7%	9%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	73.3%
Asian	17.0%
Hispanic	3.5%
Black or African American	2.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.5%

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. All other students are included in Other Languages.

Home Language	% of Students
English	78.1%
Chinese	3.5%
Spanish	2.6%
Turkish	2.3%
Gujarati	1.9%
Other	11.3%



Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	160	93.4	58.20	62.60	54.90	56.9	61.8	Met Target†
White	113	91.7	53.10	62.50	63.90	50.9	59.8	Not Met
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	74.20	*	80.70	74.2	73.4	Met Target
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	78	91.1	66.60	71.10	62.20	63.6		
Male	82	95.7	50.00	54.80	48.10	50		
Economically Disadvantaged Students	16	94.4	43.80	49.50	36.20	*	**	**
Non-Economically Disadvantaged Students	144	93.3	59.70	64.50	65.80	*		
Students with Disabilities	38	89.1	23.70	35.90	20.50	22	28.2	Met Target†
Students without Disabilities	122	94.9	68.90	71.70	61.90	68.6		
English Learners	12	100.0	33.30	44.80	25.20	33.3	**	**
Non-English Learners	148	92.9	60.10	62.80	57.40	58.5		
Homeless Students	N	N	N	62.50	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	751	752	749	*	*	27%	45%	*	50%	50%
White	39	750	753	759	*	*	33%	39%	*	44%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	18	766	761	754	*	*	*	*	*	67%	55%
Male	38	744	744	745	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	14	731	731	720	*	*	*	*	*	21%	24%
Students without Disabilities	42	758	758	755	*	*	*	*	*	60%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	756	757	753	*	*	24%	56%	*	65%	56%
White	48	754	756	762	*	*	*	58%	*	65%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	15	767	770	777	0%	0%	*	*	*	67%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	41	759	760	758	*	*	*	51%	*	63%	61%
Male	30	753	753	749	*	*	*	63%	*	67%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	738	738	725	*	*	*	*	*	39%	25%
Students without Disabilities	58	761	764	759	*	*	*	*	*	71%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	41	753	759	756	*	*	*	49%	*	56%	59%
White	32	751	760	763	*	*	*	41%	*	50%	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	23	758	765	761	*	*	*	*	*	65%	66%
Male	18	747	753	750	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	12	716	*	725	*	*	*	*	*	*	22%
Students without Disabilities	29	768	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

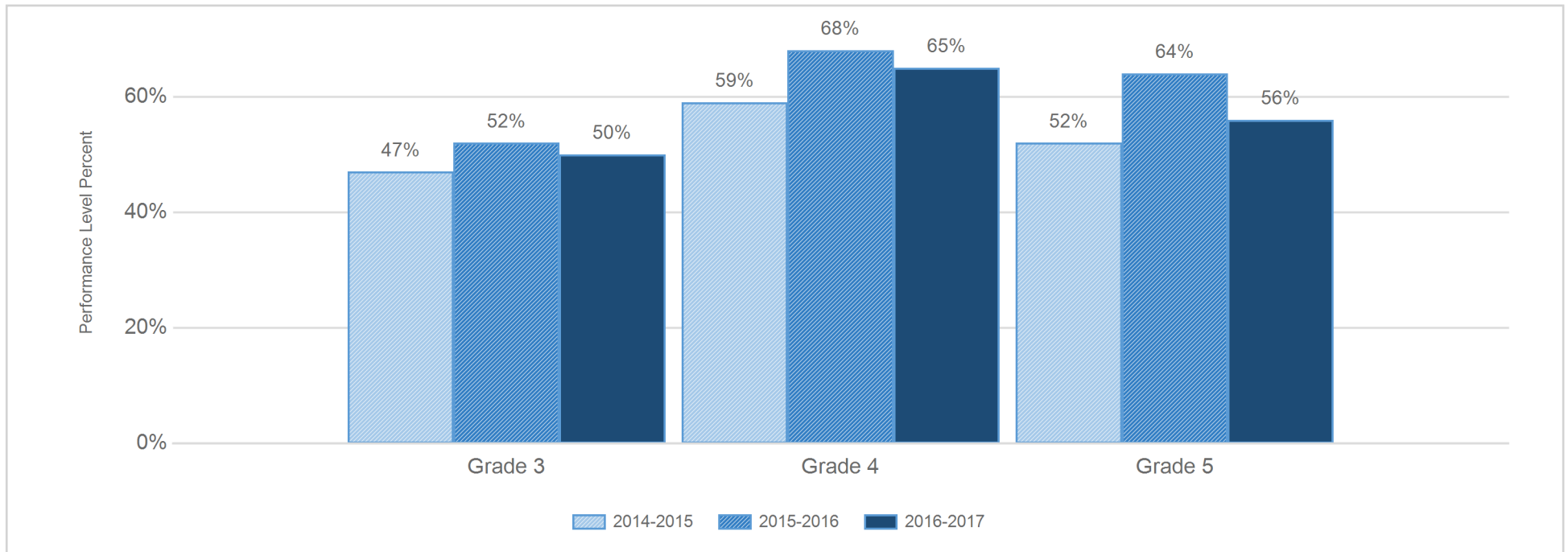


Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	163	93.0	54.60	52.20	43.50	53.5	57.2	Met Target†
White	114	91.7	51.70	52.40	52.40	49.7	57.2	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	97.0	65.70	*	75.60	65.7	65.1	Met Target
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	10	100.0	60.00	57.70	44.90	60	**	**
Female	79	90.2	54.40	52.50	44.10	52		
Male	84	95.7	54.80	51.90	42.90	54.8		
Economically Disadvantaged Students	16	94.4	37.50	38.50	25.10	*	**	**
Non-Economically Disadvantaged Students	147	92.9	56.50	54.20	54.30	*		
Students with Disabilities	38	89.1	23.70	30.00	16.50	22	34.3	Not Met
Students without Disabilities	125	94.3	64.00	59.70	48.80	63.8		
English Learners	15	93.7	40.00	38.20	23.30	40	**	**
Non-English Learners	148	92.9	56.10	52.40	45.20	54.6		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	752	754	751	*	*	32%	44%	*	54%	53%
White	40	752	754	759	*	*	38%	43%	*	53%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	18	755	757	751	*	*	*	*	*	61%	52%
Male	39	751	751	751	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	731	739	729	*	*	*	*	*	21%	29%
Students without Disabilities	43	759	759	755	*	*	*	*	*	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	753	753	747	*	*	31%	54%	*	57%	47%
White	48	751	753	755	*	*	33%	52%	*	54%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	15	766	768	774	0%	*	*	67%	*	73%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	749	750	747	*	*	*	44%	*	46%	47%
Male	31	759	755	747	*	*	*	68%	*	71%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	736	738	724	*	*	*	*	*	39%	22%
Students without Disabilities	59	757	758	751	*	*	*	*	*	61%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	42	743	747	747	*	*	31%	50%	0%	50%	46%
White	32	741	747	754	*	*	*	50%	0%	50%	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	24	746	748	747	*	*	*	*	0%	58%	47%
Male	18	739	745	746	*	*	*	*	0%	39%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	718	725	725	*	*	*	*	*	*	19%
Students without Disabilities	30	753	753	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



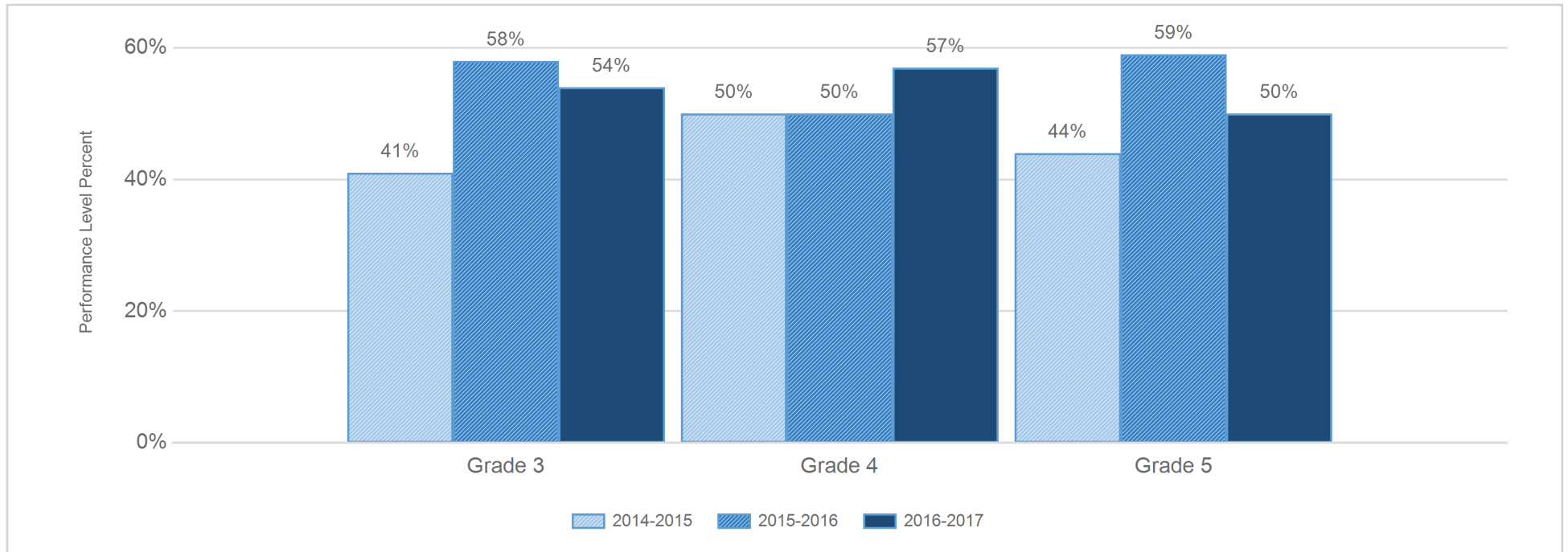
Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps 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	*	*
5	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

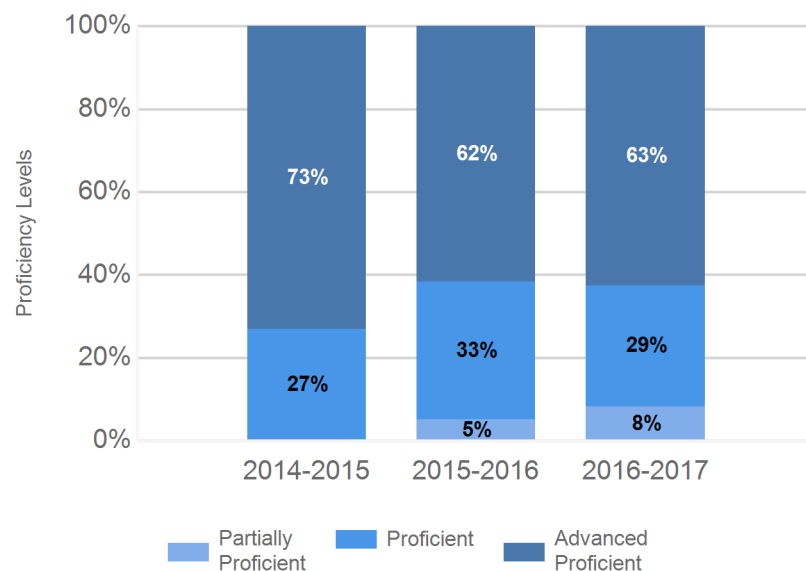
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	63%	29%	8%
White	65%	25%	*
Hispanic	*	N	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	67%	33%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	39%	39%	23%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Frances DeMasi Elementary School
2016-2017

Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48.5	49	50	Met Target	57	52	50	Met Target
White	48	49	50	Met Target	54	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	*	46	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	67	57	60	Exceeds Target	65	59.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	44	47	**	*	46	46	**
Students with Disabilities	23	46	41	Not Met	30	43	43	Not Met
English Learners	*	71	53	**	*	63.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Frances DeMasi Elementary School 2016-2017

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Grade Span KG-05

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

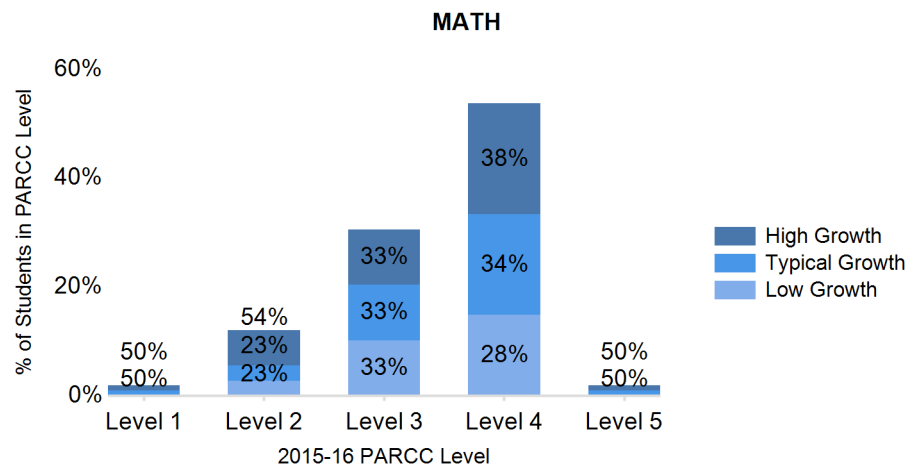
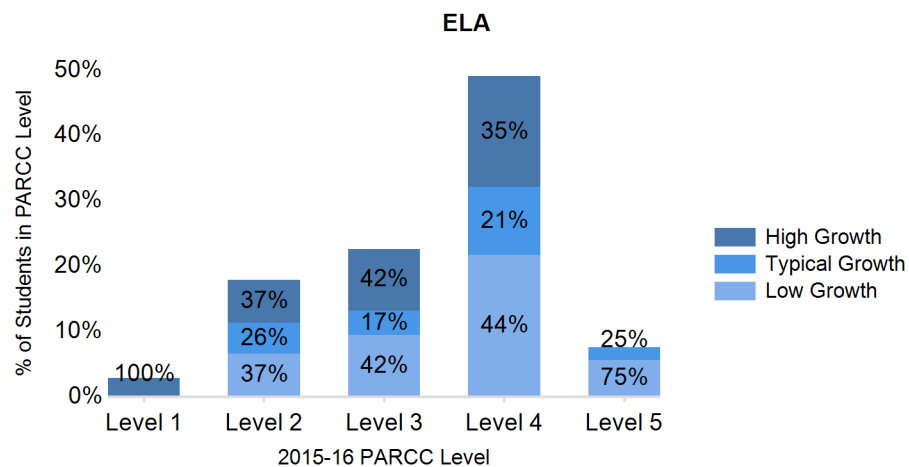
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

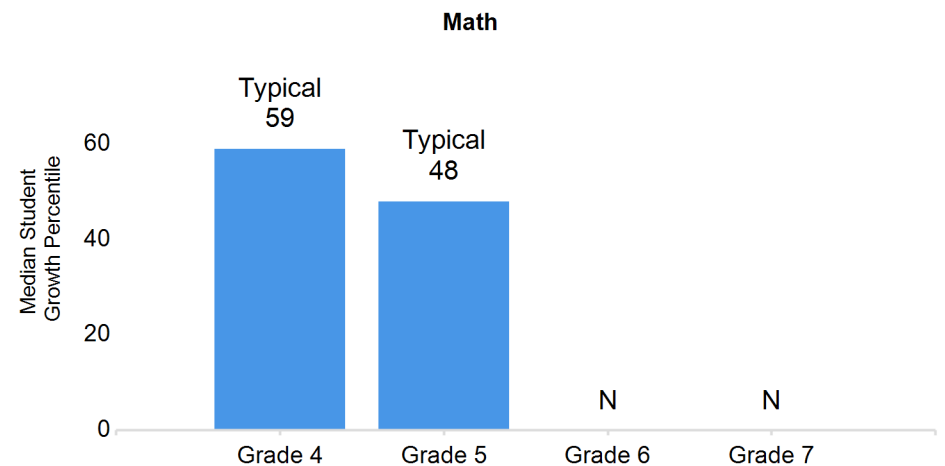
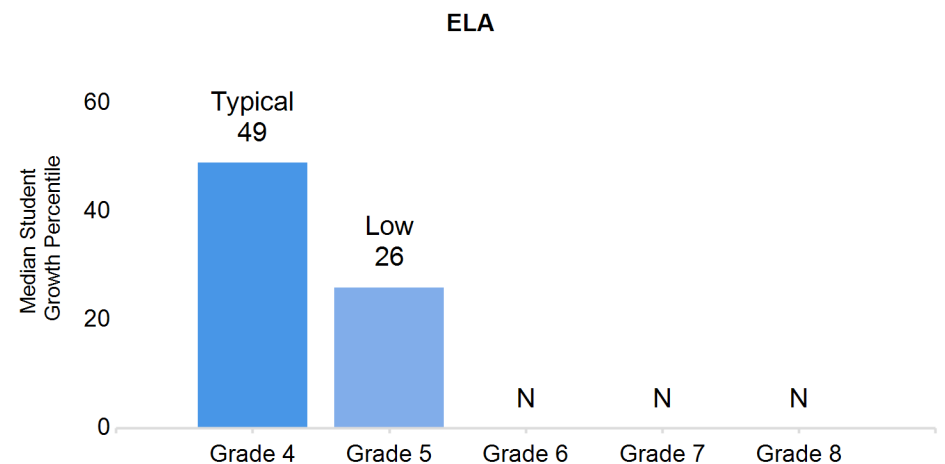
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

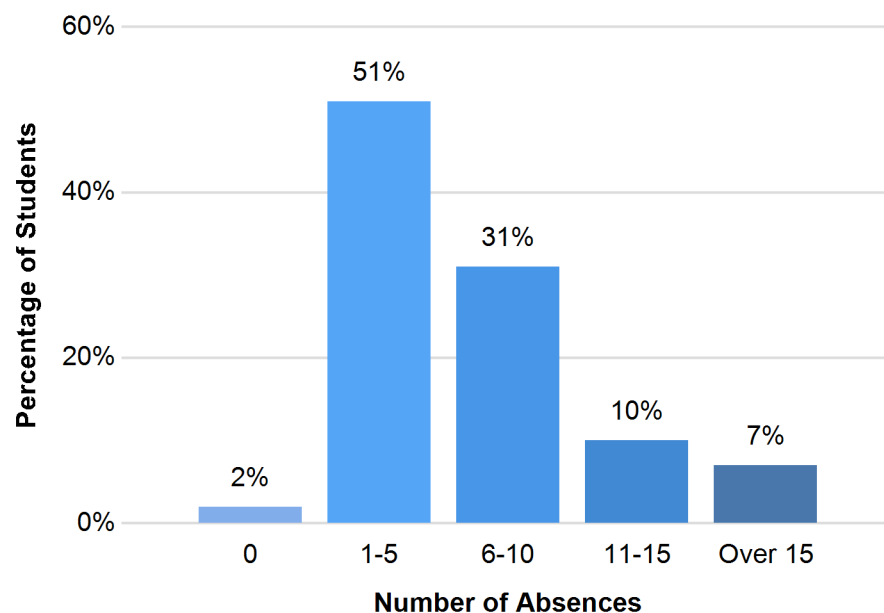
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.80	8.40	Met Target
White	4.80	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	5.70	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.40	8.40	Met Target
Students with Disabilities	8.80	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

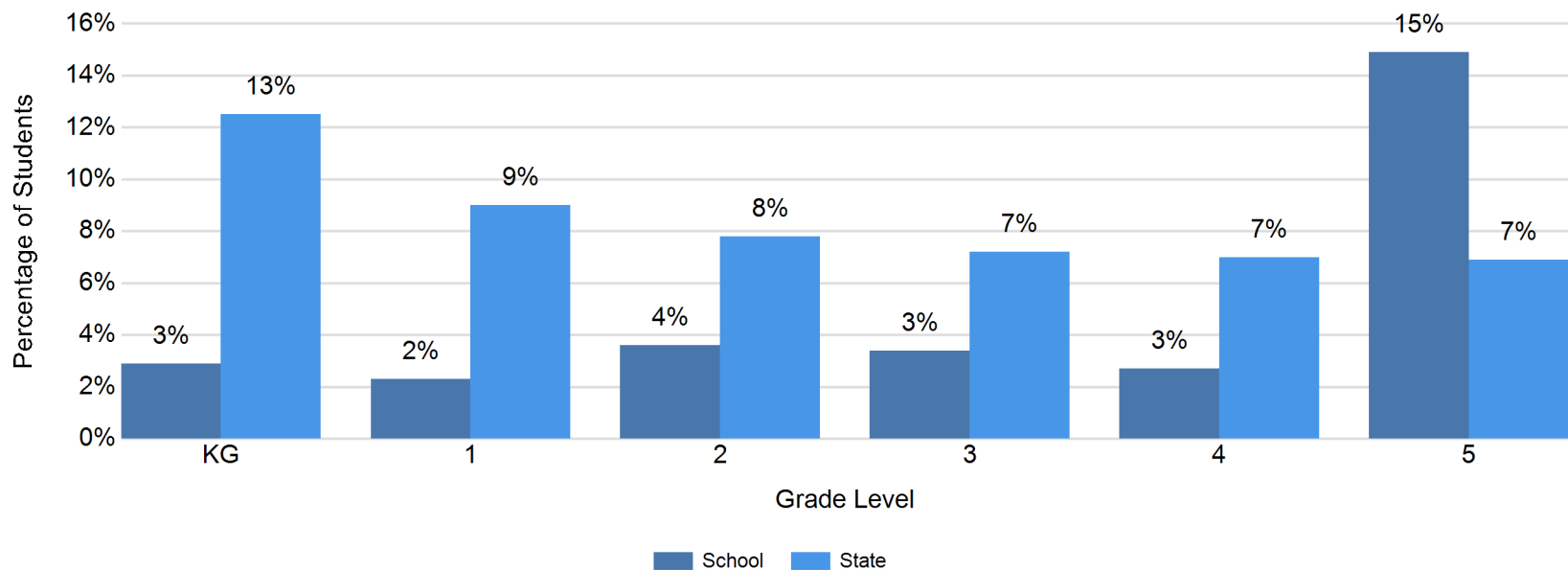
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Frances DeMasi Elementary School

2016-2017

Grade Span KG-05

05-1420-030

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Frances DeMasi Elementary School

2016-2017

Grade Span KG-05

05-1420-030

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	311:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Frances DeMasi Elementary School

2016-2017

Grade Span KG-05

05-1420-030

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

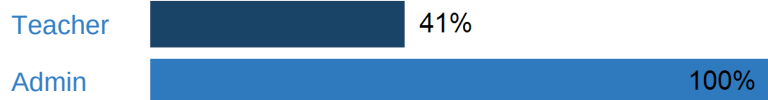
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.2	17.5%
Mathematics Proficiency	46.5	17.5%
English Language Arts Growth	35.8	25.0%
Mathematics Growth	58.1	25.0%
Chronic Absenteeism	63.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.8
Summative Rating: Percentile rank of Summative Score		46.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	41.7	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	45.8	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	34.8	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

School General Info

Principal:	Ms. Romanelli	Email Address:	romanellii@evesham.k12.nj.us
Address:	199 EVESBORO MEDFORD RD MARLTON, NJ 08053	Website:	Evesham.k12.nj.us
Phone:	(856)988-0777	Facebook:	https://www.facebook.com/pages/Evesham-Township-District/165948526939773

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 your school directly.

 Highlights:	• There are approximately 300 children enrolled at DeMasi Elementary School • Class size averages 20 in grades K-5 • DeMasi C.A.R.E.S. is our character education program utilized to extend and deepen the themes of Responsive Classroom.
 Mission, Vision, Theme:	The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families and community, the District provides a strong educational foundation that will empower our students throughout their formal education and beyond.



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

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 your school directly.

 Courses, Curriculum, Instruction:	At DES,a balanced literacy program is provided that includes Reader's and Writer's Workshop, Guided Reading, Core Literature and Word Study. In mathematics, emphasis is placed on problem solving and application. Social Studies, Science and Health units are implemented via rigorous units of study. A full complement of related arts courses are provided including art, music, computer, library media, and physical education. DES also has world language and instrumental music programs.
 Clubs and Activities:	DeMasi provides a variety of after-school clubs and programs. These include Art, Chorus, Drama, Student Council, Homework, Safety Patrol and Science Club.
 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend DES.



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

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 your school directly.

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



Frances DeMasi Elementary School
2016-2017
Grade Span KG-05

05-1420-030
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	DeMasi is a kindergarten through eighth grade complex housing almost 1100 students. Opened in 1993, our facility consists of two middle school wings and one elementary wing. Our library media center is state of the art. Our school is named for Frances S. Demasi, a beloved educator who spent thirty three years here in Evesham helping students and staff become joyful lifelong learners.
--	---



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	251	246	267
7	263	248	261
8	262	267	252
Ungraded	6	21	5
Total	782	782	785

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	45%	46%
Male	53%	55%	54%
Economically Disadvantaged Students	11%	13%	10%
Students with Disabilities	18%	19%	21%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	78.5%
Asian	10.8%
Black or African American	6.1%
Hispanic	4.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

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. All other students are included in Other Languages.

Home Language	% of Students
English	87.3%
Spanish	2.5%
Gujarati	1.7%
Chinese	1.1%
Other	7.5%



Frances DeMasi Middle School
2016-2017

Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	719	95.1	64.30	62.60	54.90	64.3	58.1	Met Target
White	566	94.5	63.50	62.50	63.90	63.2	56.9	Met Target
Hispanic	28	100.0	39.30	47.30	39.80	39.3	35.6	Met Target
Black or African American	42	94.0	57.20	45.30	35.20	56.1	41	Met Target
Asian, Native Hawaiian, or Pacific Islander	81	98.8	81.50	*	80.70	81.5	80	Met Goal
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	337	94.3	74.20	71.10	62.20	73.5		
Male	382	95.9	55.50	54.80	48.10	55.5		
Economically Disadvantaged Students	71	93.4	42.20	49.50	36.20	42.2	34.8	Met Target
Non-Economically Disadvantaged Students	648	95.3	66.70	64.50	65.80	66.7		
Students with Disabilities	150	93.2	30.70	35.90	20.50	30.4	28.8	Met Target
Students without Disabilities	569	95.7	73.10	71.70	61.90	73.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	750	752	752	5%	15%	26%	48%	7%	55%	54%
White	204	750	752	758	*	14%	27%	48%	*	54%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	12	730	734	736	*	*	*	*	0%	42%	32%
Asian, Native Hawaiian, or Pacific Islander	23	765	766	776	0%	*	*	48%	*	70%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	122	758	761	758	*	*	21%	54%	*	66%	61%
Male	129	743	745	746	*	*	30%	42%	*	44%	46%
Economically Disadvantaged Students	21	740	742	737	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	230	751	754	761	*	*	*	*	*	57%	65%
Students with Disabilities	58	725	726	722	21%	36%	22%	*	*	21%	17%
Students without Disabilities	193	758	760	758	0%	8%	26%	*	*	65%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	251	750	752	753	5%	15%	26%	48%	7%	55%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	261	757	756	756	7%	8%	19%	48%	18%	66%	59%
White	196	757	757	764	6%	8%	21%	49%	17%	66%	69%
Hispanic	12	723	733	742	*	*	*	*	0%	33%	44%
Black or African American	18	743	743	737	*	*	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	34	773	773	784	*	0%	*	47%	32%	79%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	124	765	764	764	*	*	15%	53%	23%	76%	68%
Male	137	750	749	749	*	*	23%	43%	13%	56%	51%
Economically Disadvantaged Students	31	733	741	739	*	*	*	42%	*	45%	40%
Non-Economically Disadvantaged Students	230	760	758	766	*	*	*	49%	*	68%	70%
Students with Disabilities	55	724	725	719	*	*	*	27%	*	31%	19%
Students without Disabilities	206	766	765	763	*	*	*	53%	*	75%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	261	757	756	758	7%	8%	19%	48%	18%	66%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Frances DeMasi Middle School

2016-2017

Grade Span 06-08

05-1420-040

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	232	765	764	757	*	*	20%	55%	17%	72%	59%
White	179	764	764	764	*	*	23%	54%	16%	70%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	17	753	747	738	*	*	*	59%	*	65%	39%
Asian, Native Hawaiian, or Pacific Islander	27	780	781	786	0%	0%	*	70%	*	96%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	100	771	770	766	*	*	15%	60%	21%	81%	68%
Male	132	761	759	749	*	*	24%	52%	14%	66%	50%
Economically Disadvantaged Students	19	741	744	739	*	*	*	*	0%	42%	40%
Non-Economically Disadvantaged Students	213	767	766	766	*	*	*	*	19%	75%	69%
Students with Disabilities	37	745	745	718	*	*	32%	35%	*	46%	18%
Students without Disabilities	195	769	768	764	*	*	18%	59%	*	77%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	232	765	764	759	*	*	20%	55%	17%	72%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

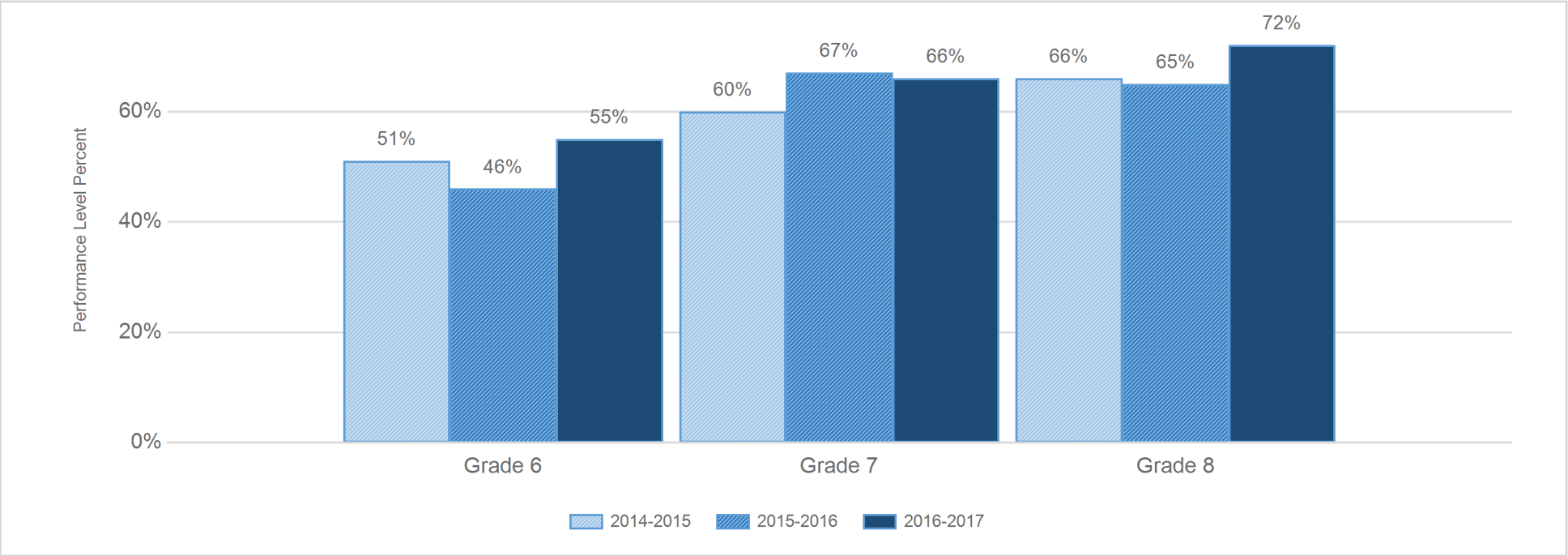


Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Frances DeMasi Middle School
2016-2017

Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	719	95.1	47.50	52.20	43.50	47.5	45.7	Met Target
White	566	94.5	46.10	52.40	52.40	46	43	Met Target
Hispanic	28	100.0	25.00	29.80	27.60	25	23.8	Met Target
Black or African American	42	94.0	23.80	23.30	21.70	23.4	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	81	98.8	76.60	*	75.60	76.6	77.2	Met Target†
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	337	94.3	47.70	52.50	44.10	47.4		
Male	382	95.9	47.40	51.90	42.90	47.4		
Economically Disadvantaged Students	71	93.4	23.90	38.50	25.10	23.9	17.2	Met Target
Non-Economically Disadvantaged Students	648	95.3	50.20	54.20	54.30	50.2		
Students with Disabilities	150	93.2	18.70	30.00	16.50	18.5	21	Met Target†
Students without Disabilities	569	95.7	55.20	59.70	48.80	55.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Frances DeMasi Middle School
2016-2017

Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	251	747	747	743	6%	15%	34%	37%	8%	45%	44%
White	204	746	746	751	6%	15%	33%	40%	5%	45%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	23	771	772	771	*	0%	*	*	*	74%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	122	748	750	745	*	12%	35%	37%	*	47%	45%
Male	129	745	745	742	*	17%	33%	37%	*	43%	43%
Economically Disadvantaged Students	21	732	733	728	*	*	48%	*	0%	24%	24%
Non-Economically Disadvantaged Students	230	748	749	752	*	*	33%	*	9%	47%	56%
Students with Disabilities	58	727	723	717	*	*	26%	*	*	21%	13%
Students without Disabilities	193	753	755	748	*	*	36%	*	*	52%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	251	747	747	745	6%	15%	34%	37%	8%	45%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	261	745	747	741	5%	17%	37%	36%	7%	42%	40%
White	196	745	747	748	*	16%	39%	36%	*	41%	49%
Hispanic	12	721	729	730	*	*	*	*	0%	17%	23%
Black or African American	18	728	732	726	*	*	*	*	0%	17%	19%
Asian, Native Hawaiian, or Pacific Islander	34	763	763	764	*	*	*	50%	*	74%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	124	748	748	743	*	15%	35%	41%	*	48%	41%
Male	137	742	745	740	*	18%	39%	31%	*	37%	38%
Economically Disadvantaged Students	31	726	733	729	*	*	52%	*	*	13%	22%
Non-Economically Disadvantaged Students	230	747	748	749	*	*	35%	*	*	46%	50%
Students with Disabilities	55	722	725	716	22%	35%	31%	*	*	13%	11%
Students without Disabilities	206	751	753	746	0%	12%	38%	*	*	50%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	261	745	747	742	5%	17%	37%	36%	7%	42%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Frances DeMasi Middle School

2016-2017

Grade Span 06-08

05-1420-040

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	181	742	745	728	*	17%	29%	41%	*	43%	28%
White	144	741	745	736	*	19%	30%	41%	*	42%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	16	737	734	715	*	*	*	*	0%	31%	15%
Asian, Native Hawaiian, or Pacific Islander	12	759	*	747	0%	*	*	*	*	67%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	90	743	746	730	*	17%	34%	38%	*	40%	30%
Male	91	741	744	725	*	18%	24%	45%	*	46%	26%
Economically Disadvantaged Students	18	734	734	719	*	*	*	*	*	39%	19%
Non-Economically Disadvantaged Students	163	743	746	734	*	*	*	*	*	44%	34%
Students with Disabilities	34	719	729	705	*	38%	*	*	*	18%	*
Students without Disabilities	147	747	749	734	*	12%	*	*	*	49%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	181	742	*	729	*	17%	29%	41%	*	43%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Frances DeMasi Middle School
2016-2017

Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

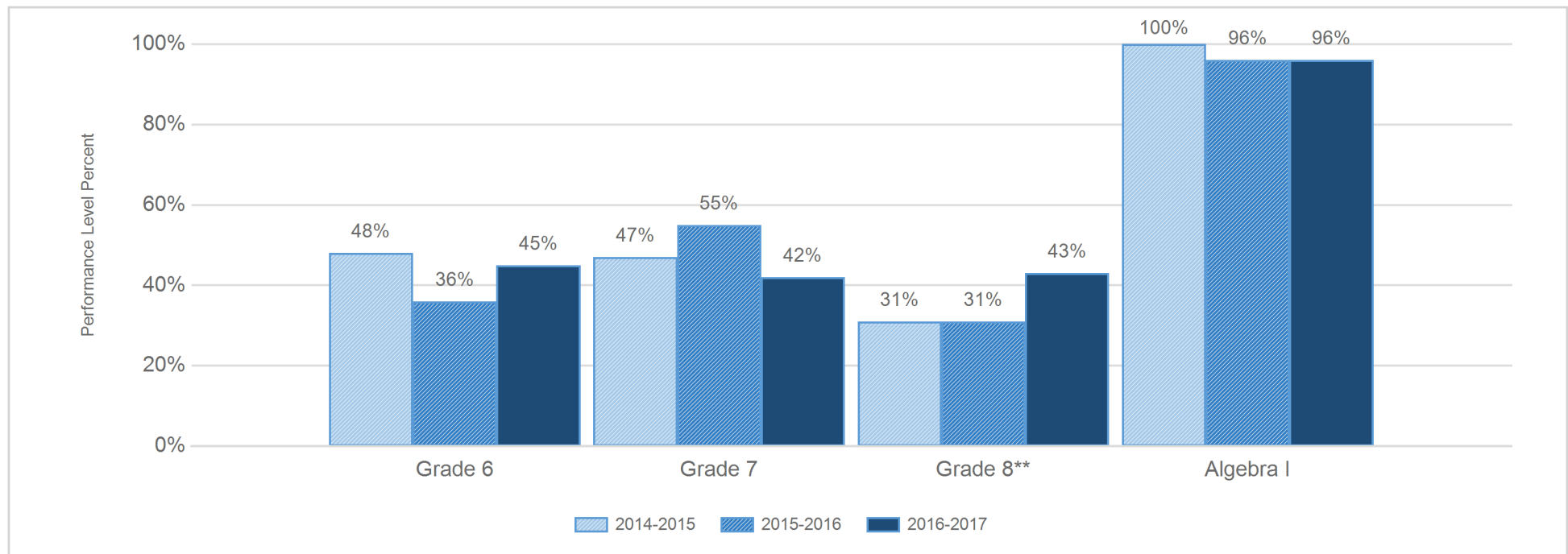
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	51	786	786	743	0%	0%	*	82%	*	96%	42%
White	35	783	782	751	0%	0%	*	80%	*	94%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	794	*	774	*	*	*	87%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	10	784	785	744	0%	0%	*	*	*	100%	43%
Male	41	786	786	741	0%	0%	*	*	*	95%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	51	786	786	745	0%	0%	*	82%	*	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Frances DeMasi Middle School
 2016-2017
 Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

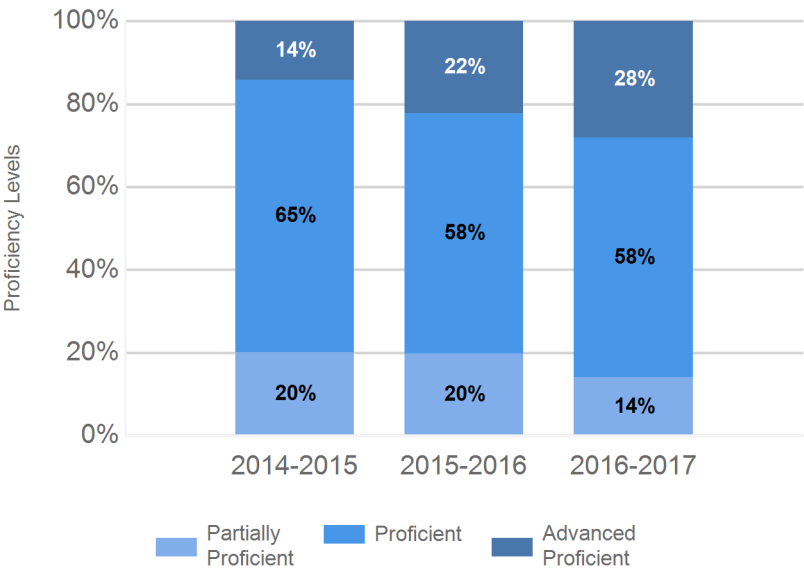
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	28%	58%	14%
White	26%	62%	12%
Hispanic	*	*	*
Black or African American	17%	39%	*
Asian, Native Hawaiian, or Pacific Islander	50%	46%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	16%	47%	37%
Students with Disabilities	16%	50%	34%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	49	50	Met Target	53	52	50	Met Target
White	51	49	50	Met Target	51.5	51	52	Met Target
Hispanic	*	52	49	Met Target	34	48	47	**
Black or African American	54	46	45	Met Target	54	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	57.5	57	60	Met Target	56	59.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	48	44	47	Met Target	46.5	46	46	Met Target
Students with Disabilities	50.5	46	41	Met Target	44	43	43	Met Target
English Learners	*	71	53	**	*	63.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Frances DeMasi Middle School
2016-2017

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Grade Span 06-08

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

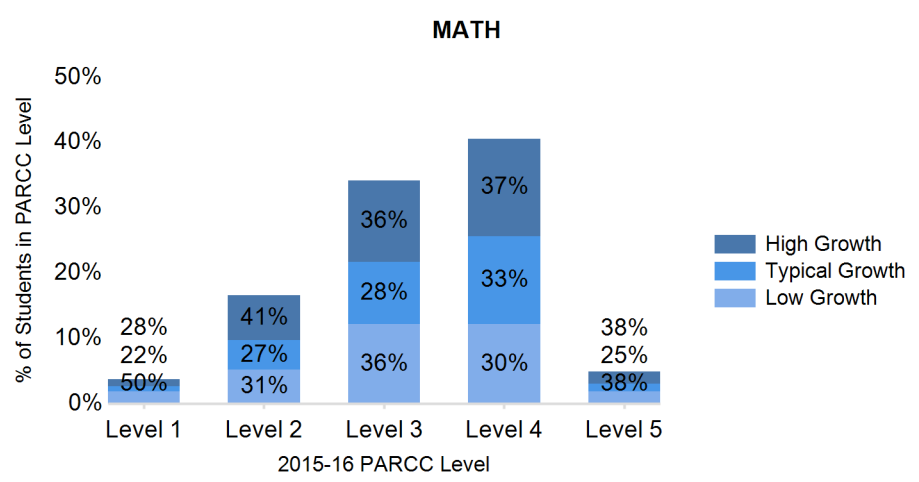
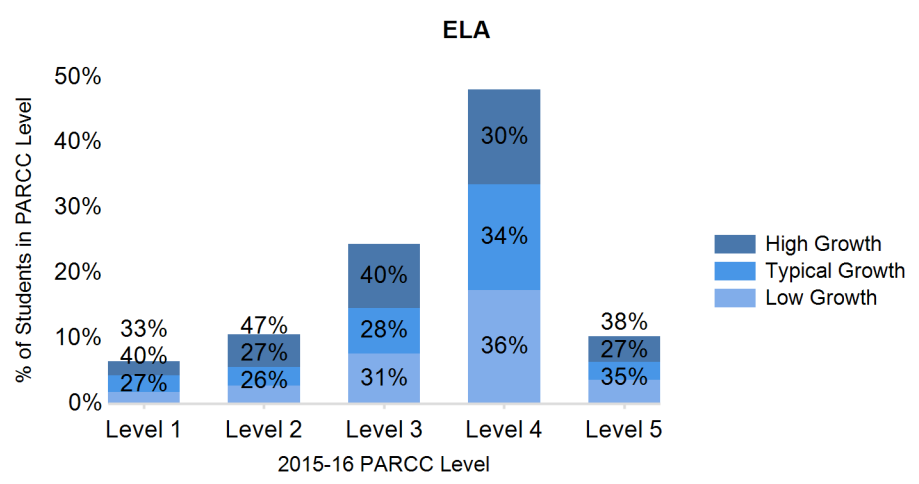
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

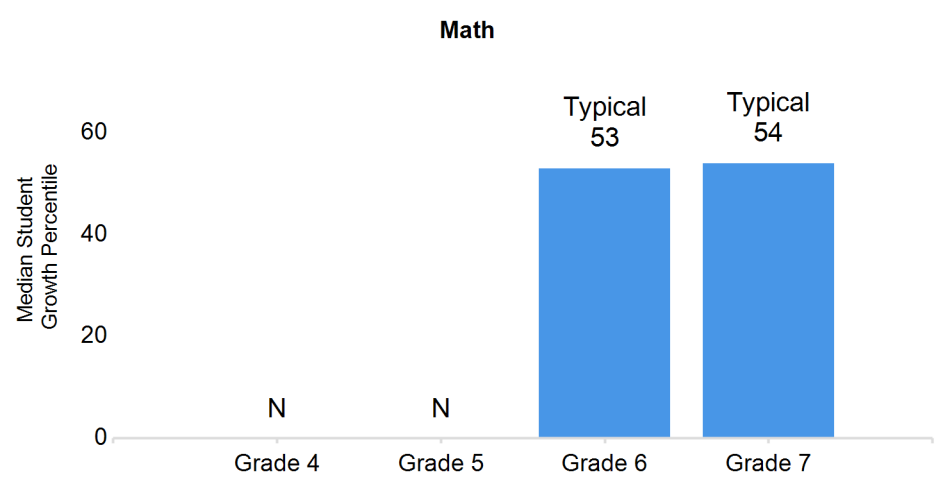
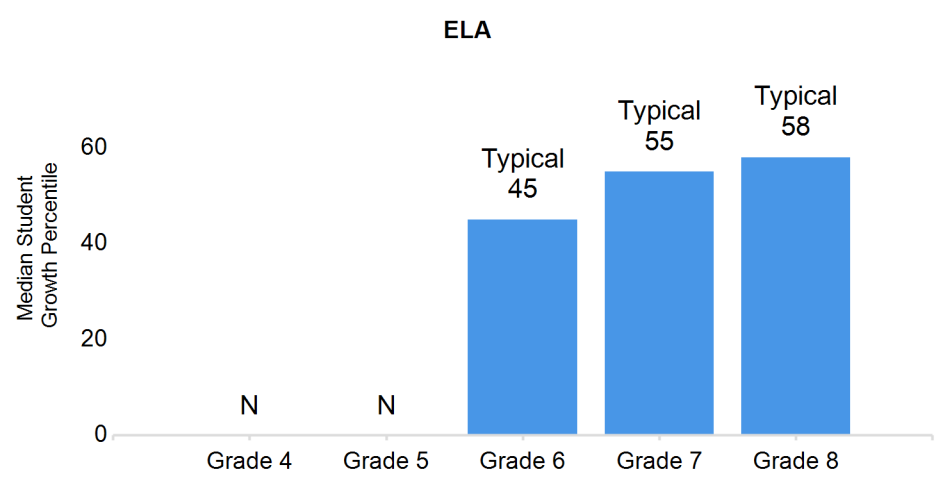
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	273
7	0	0	270
8	56	37	201
Schoolwide	56	37	744

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	269	0	0	0	0	0	0
7	262	0	0	0	0	0	0
8	217	0	0	0	0	0	0
Schoolwide	748	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

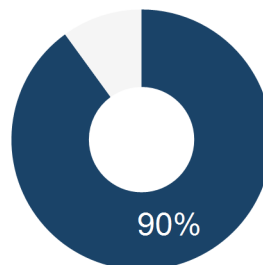
05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Visual and Performing Arts – Course Participation

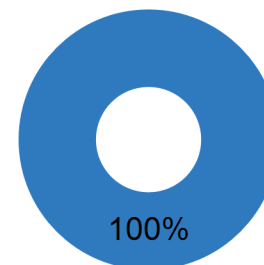
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

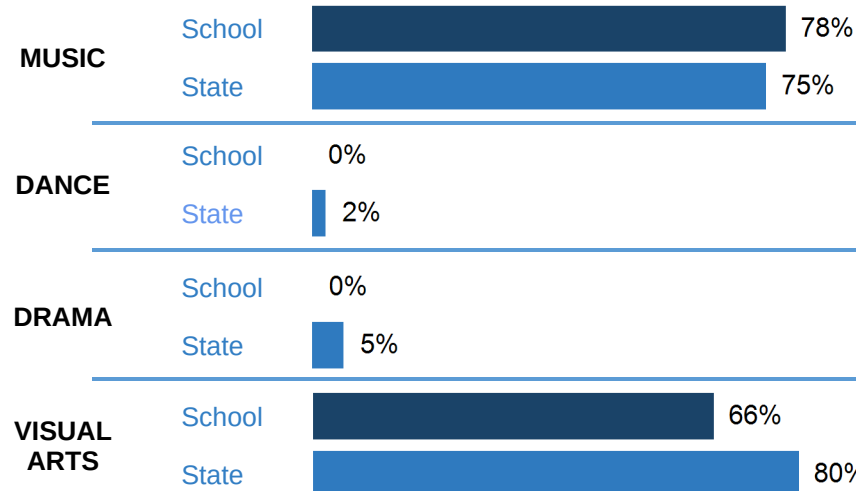


School



State

Students enrolled in one or more classes by discipline:





Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

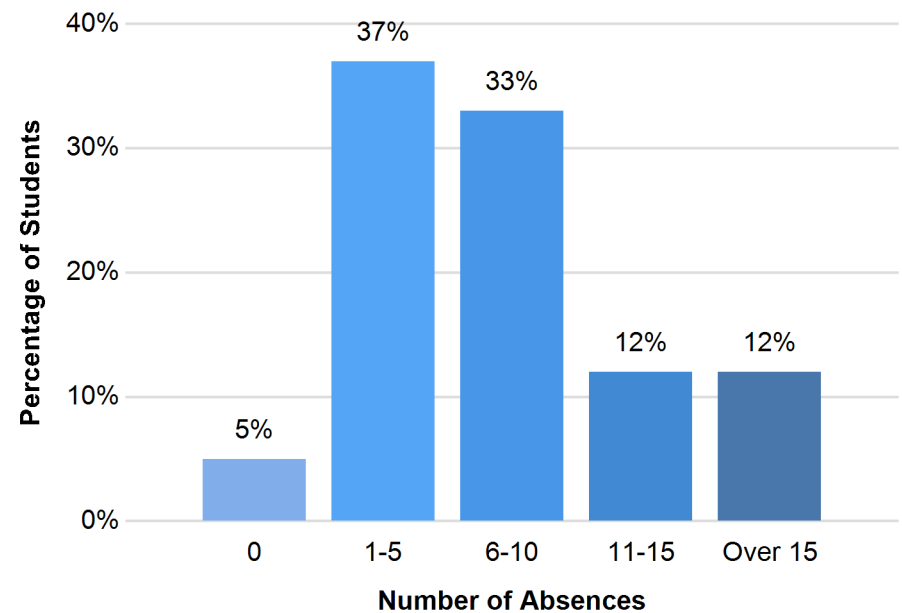
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.50	8.70	Met Target
White	9.60	8.70	Not Met
Hispanic	9.40	8.70	Not Met
Black or African American	4.20	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.20	8.70	Not Met
Students with Disabilities	15.20	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



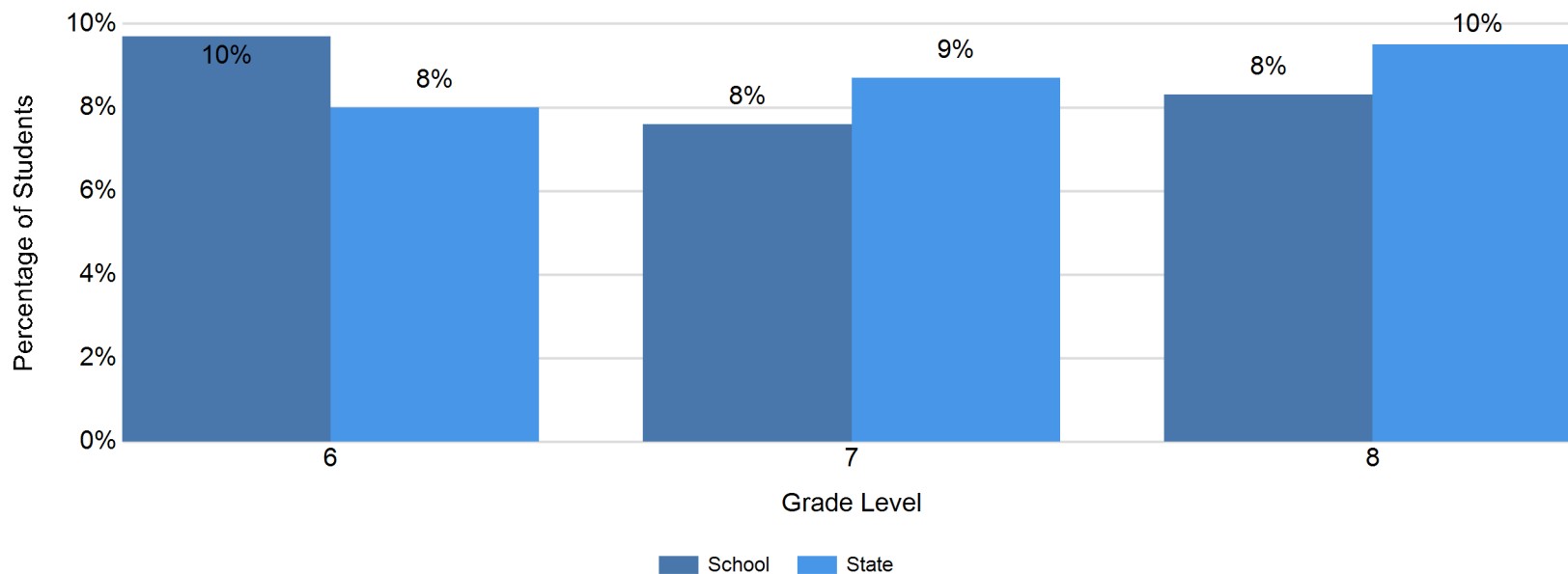


Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Frances DeMasi Middle School
2016-2017

Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	7:25AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 37 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.13

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.8%
Out-of-School Suspensions	2.4%
Any Suspension	5.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Frances DeMasi Middle School

2016-2017

Grade Span 06-08

05-1420-040

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	62	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	262:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Frances DeMasi Middle School

2016-2017

Grade Span 06-08

05-1420-040

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Frances DeMasi Middle School

2016-2017

Grade Span 06-08

05-1420-040

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	59.5	17.5%
Mathematics Proficiency	42.3	17.5%
English Language Arts Growth	56.7	25.0%
Mathematics Growth	56.3	25.0%
Chronic Absenteeism	38.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.9
Summative Rating: Percentile rank of Summative Score		52.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Frances DeMasi Middle School

2016-2017

Grade Span 06-08

05-1420-040

BURLINGTON

EVESHAM TWP

199 EVESBORO MEDFORD RD

MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	39.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	43.0	11.9	No	Met Target	Met Target	Not Met	Met Target	**	No
Black or African American	78.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	39.6	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	52.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	59.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

School General Info

Principal:	Ms. Romanelli	Email Address:	romanellii@evesham.k12.nj.us
Address:	199 EVESBORO MEDFORD RD MARLTON, NJ 08053	Website:	Evesham.k12.nj.us
Phone:	(856)988-0777	Facebook:	https://www.facebook.com/pages/Evesham-Township-School-District/165948526939773

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 your school directly.

 Highlights:	• DeMasi Middle School enjoys strong support from our dedicated PTA. • Our parent organization provides funding for technology, guest speakers, assemblies, and field trips. • In addition, our PTA coordinates a variety of activities which promote a positive school climate.
 Mission, Vision, Theme:	The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families and community, the District provides a strong educational foundation that will empower our students.



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

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 your school directly.

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



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
 BURLINGTON
 EVESHAM TWP
 199 EVESBORO MEDFORD RD
 MARLTON, NJ 08053

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 your school directly.

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



Frances DeMasi Middle School
2016-2017
Grade Span 06-08

05-1420-040
BURLINGTON
EVESHAM TWP
199 EVESBORO MEDFORD RD
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	DeMasi is a kindergarten through eighth grade complex housing almost 1100 students. Opened in 1993, our facility consists of two middle school wings and one elementary wing. Our middle school students participate in our one-to-one Chromebook initiative. Our library media center is state of the art. Our STEM lab is chocked full of current technology, works space and materials for the school community to enjoy.
--	---



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	54	41	58
1	73	64	70
2	61	75	76
3	71	61	89
4	56	66	64
5	74	57	71
Ungraded	64	44	41
Total	453	408	469

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	32	22	40
KG - Full Day	19	19	18

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	53%
Male	51%	51%	47%
Economically Disadvantaged Students	20%	17%	15%
Students with Disabilities	27%	26%	25%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	74.4%
Black or African American	12.2%
Asian	9.2%
Hispanic	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

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. All other students are included in Other Languages.

Home Language	% of Students
English	88.7%
Spanish	1.7%
Gujarati	1.3%
Other	8.2%



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	220	99.2	54.10	62.60	54.90	54.1	50.8	Met Target
White	170	98.9	58.80	62.50	63.90	58.8	53.2	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	27	100.0	29.60	45.30	35.20	29.6	35.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	56.30	*	80.70	56.3	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	110	99.2	65.40	71.10	62.20	65.4		
Male	110	99.1	42.70	54.80	48.10	42.7		
Economically Disadvantaged Students	34	100.0	41.20	49.50	36.20	41.2	27.2	Met Target
Non-Economically Disadvantaged Students	186	99.0	56.50	64.50	65.80	56.5		
Students with Disabilities	62	100.0	24.20	35.90	20.50	24.2	32.4	Met Target†
Students without Disabilities	158	98.8	65.90	71.70	61.90	65.9		
English Learners	N	N	N	44.80	25.20	N	**	**
Non-English Learners	220	99.2	54.10	62.80	57.40	54.1		
Homeless Students	N	N	N	62.50	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	747	752	749	*	13%	38%	38%	*	42%	50%
White	67	749	753	759	*	*	37%	43%	*	46%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	753	761	754	*	*	31%	43%	*	51%	55%
Male	41	740	744	745	*	*	46%	32%	*	32%	46%
Economically Disadvantaged Students	10	729	734	731	*	*	*	*	*	20%	31%
Non-Economically Disadvantaged Students	80	750	754	762	*	*	*	*	*	45%	63%
Students with Disabilities	21	722	731	720	*	*	*	*	*	24%	24%
Students without Disabilities	69	755	758	755	*	*	*	*	*	48%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	90	747	752	752	*	13%	38%	38%	*	42%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	75	746	757	753	13%	*	23%	44%	*	52%	56%
White	57	749	756	762	*	*	21%	46%	*	56%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	35	750	760	758	*	*	*	49%	*	60%	61%
Male	40	743	753	749	*	*	*	40%	*	45%	51%
Economically Disadvantaged Students	14	744	748	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	61	747	758	764	*	*	*	*	*	53%	69%
Students with Disabilities	27	721	738	725	37%	*	*	*	*	22%	25%
Students without Disabilities	48	760	764	759	0%	*	*	*	*	69%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	75	746	*	755	13%	*	23%	44%	*	52%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

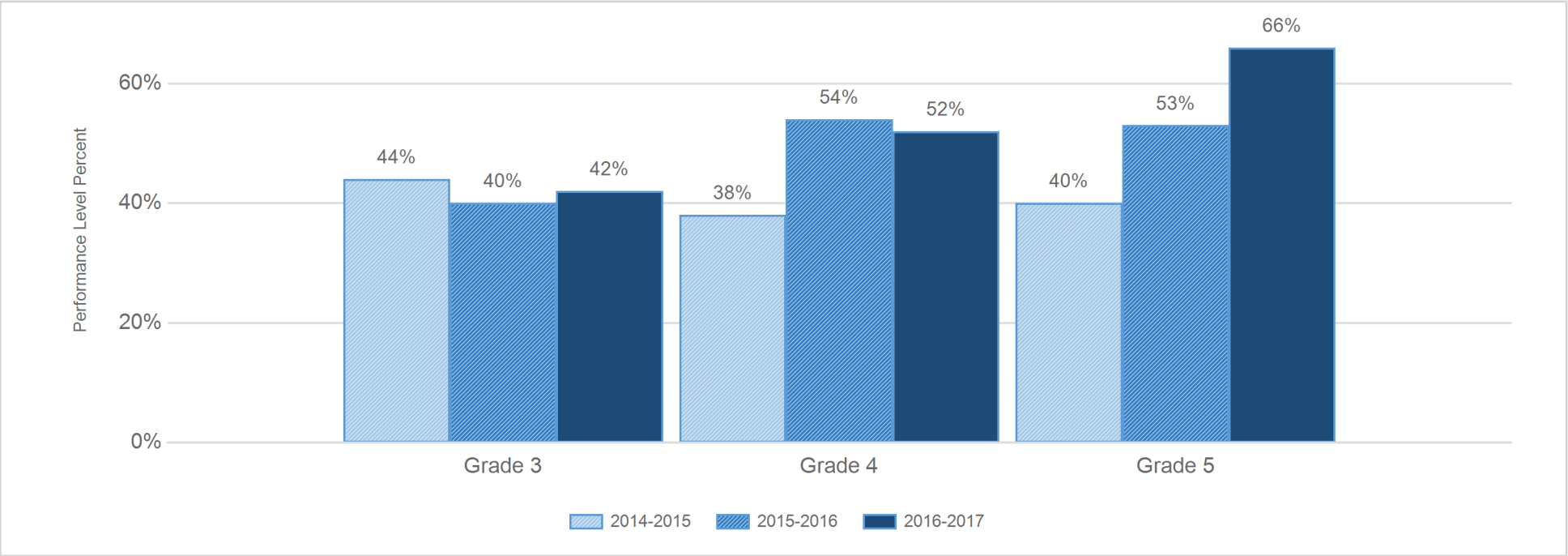
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	757	759	756	*	*	23%	59%	*	66%	59%
White	56	760	760	763	*	*	20%	63%	*	71%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	36	765	765	761	*	*	*	67%	*	78%	66%
Male	35	749	753	750	*	*	*	51%	*	54%	53%
Economically Disadvantaged Students	11	746	743	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	60	759	761	765	*	*	*	*	*	70%	71%
Students with Disabilities	17	735	*	725	*	*	*	*	*	24%	22%
Students without Disabilities	54	764	*	762	*	*	*	*	*	80%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	71	757	759	757	*	*	23%	59%	*	66%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	220	99.2	43.60	52.20	43.50	43.6	46.2	Met Target†
White	170	98.9	44.70	52.40	52.40	44.7	49.2	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	27	100.0	14.80	23.30	21.70	14.8	19.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	87.50	*	75.60	87.5	**	**
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	110	99.2	46.40	52.50	44.10	46.4		
Male	110	99.1	40.90	51.90	42.90	40.9		
Economically Disadvantaged Students	34	100.0	23.50	38.50	25.10	23.5	25.1	Met Target†
Non-Economically Disadvantaged Students	186	99.0	47.30	54.20	54.30	47.3		
Students with Disabilities	62	100.0	19.30	30.00	16.50	19.3	25.3	Met Target†
Students without Disabilities	158	98.8	53.20	59.70	48.80	53.2		
English Learners	N	N	N	38.20	23.30	N	**	**
Non-English Learners	220	99.2	43.60	52.40	45.20	43.6		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	750	754	751	*	*	32%	44%	*	52%	53%
White	67	748	754	759	*	*	33%	46%	*	52%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	753	757	751	*	*	27%	53%	*	59%	52%
Male	41	746	751	751	*	*	39%	34%	*	44%	53%
Economically Disadvantaged Students	10	741	741	736	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	80	751	755	761	*	*	*	*	*	55%	65%
Students with Disabilities	21	729	739	729	*	*	*	*	*	33%	29%
Students without Disabilities	69	756	759	755	*	*	*	*	*	58%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	90	750	754	753	*	*	32%	44%	*	52%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	75	743	753	747	*	23%	27%	33%	*	41%	47%
White	57	745	753	755	*	21%	26%	37%	*	44%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	35	740	750	747	*	*	29%	*	*	34%	47%
Male	40	746	755	747	*	*	25%	*	*	48%	48%
Economically Disadvantaged Students	14	733	737	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	61	746	754	757	*	*	*	*	*	46%	61%
Students with Disabilities	27	723	738	724	*	*	*	*	*	19%	22%
Students without Disabilities	48	755	758	751	*	*	*	*	*	54%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	75	743	753	749	*	23%	27%	33%	*	41%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

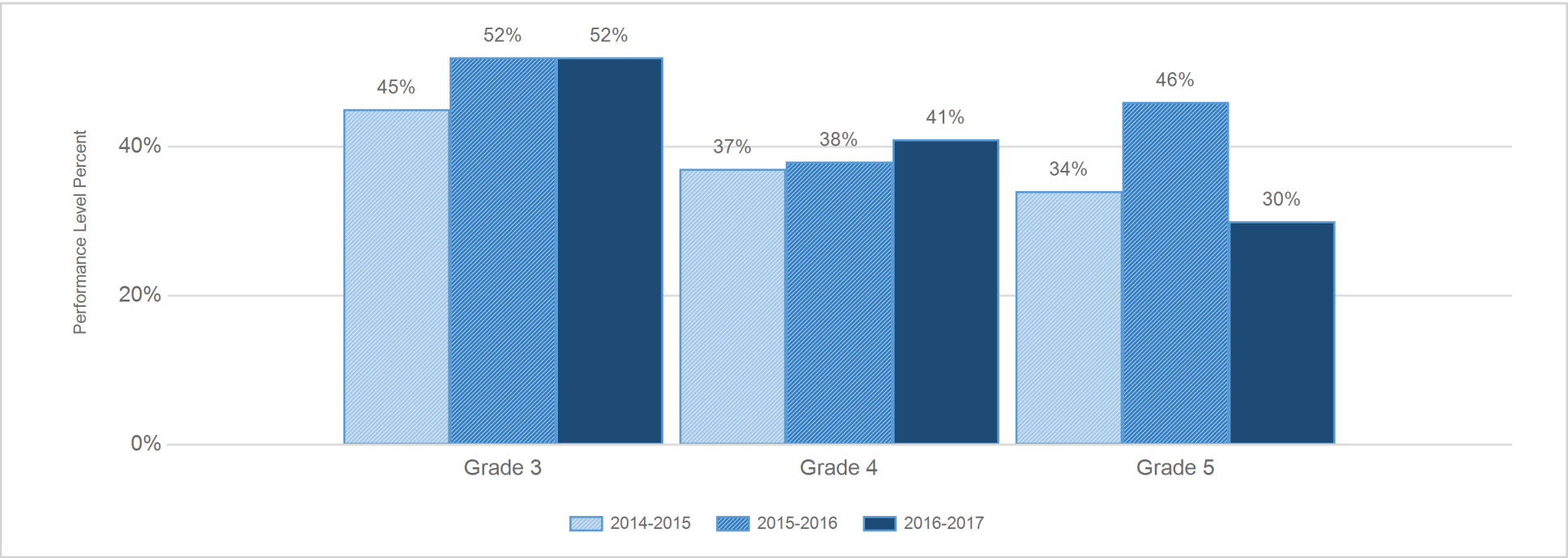
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	741	747	747	*	24%	42%	24%	*	30%	46%
White	56	742	747	754	*	25%	41%	29%	*	32%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	36	748	748	747	*	*	47%	*	*	33%	47%
Male	35	733	745	746	*	*	37%	*	*	26%	46%
Economically Disadvantaged Students	11	729	735	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	60	743	748	756	*	*	*	*	*	32%	59%
Students with Disabilities	17	715	725	725	*	*	*	*	*	*	19%
Students without Disabilities	54	749	753	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	71	741	747	748	*	24%	42%	24%	*	30%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

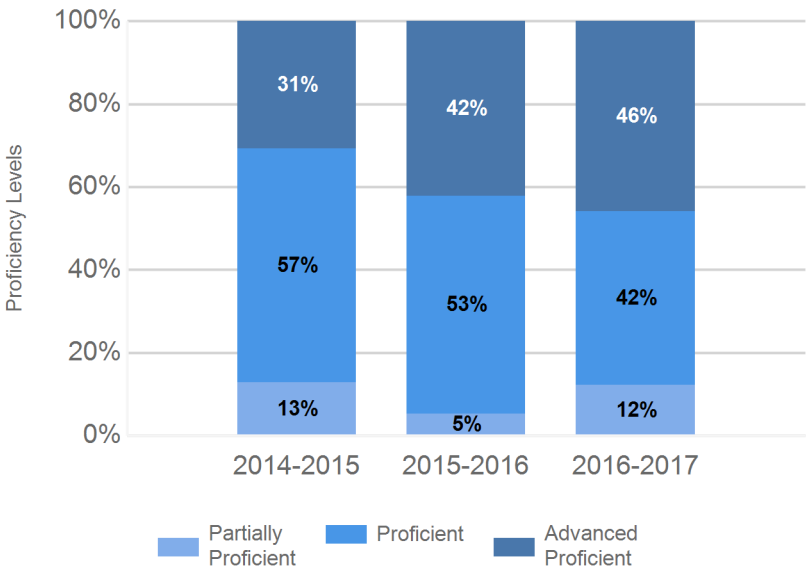
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	42%	12%
White	48%	43%	9%
Hispanic	N	*	N
Black or African American	*	40%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	29%	50%	21%
Students with Disabilities	28%	64%	8%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47.5	49	50	Met Target	42	52	50	Met Target
White	49	49	50	Met Target	42	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	41.5	46	45	**	35.5	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57	60	**	*	59.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	54	44	47	Met Target	42	46	46	Met Target
Students with Disabilities	37	46	41	Not Met	23	43	43	Not Met
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student’s **SGP** falls between 1 and 99 and can be grouped into three levels:

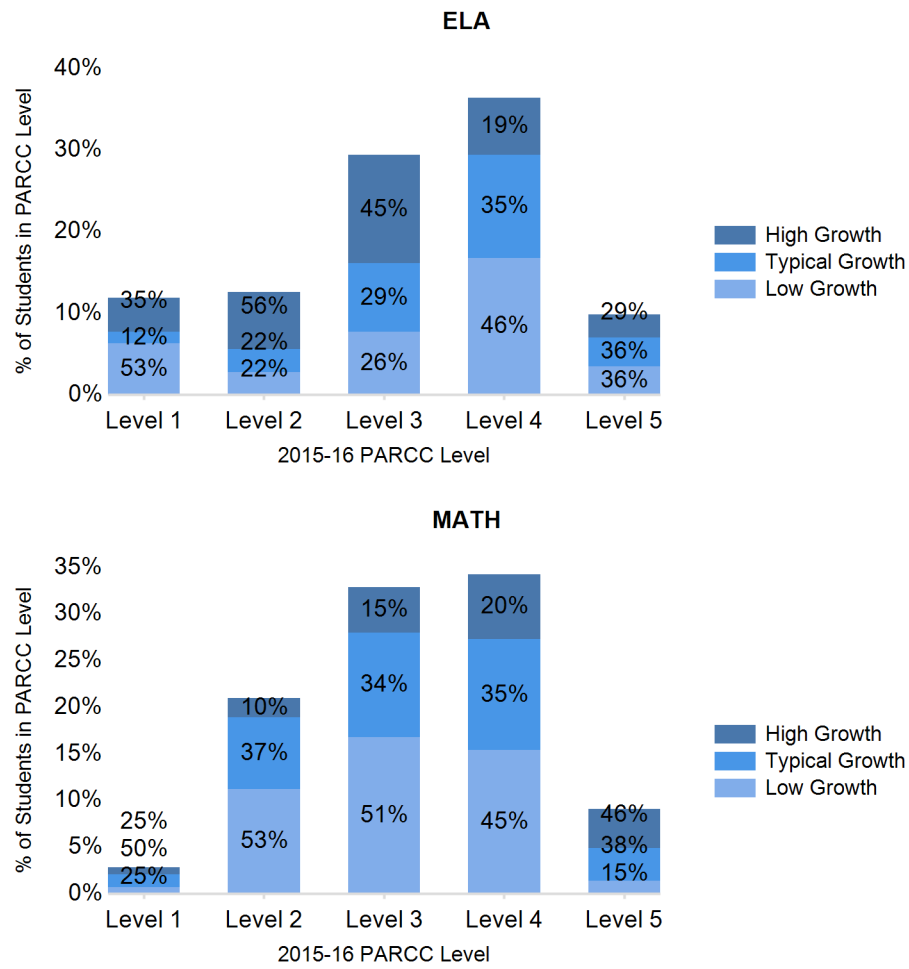
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

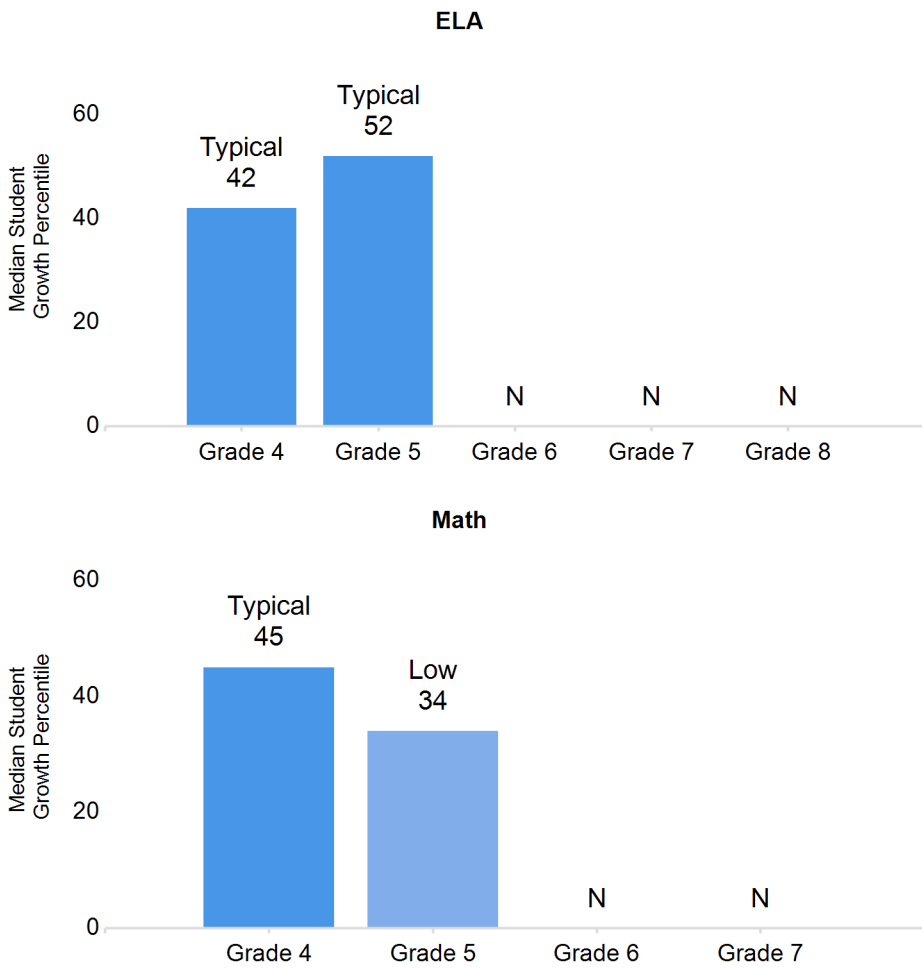
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

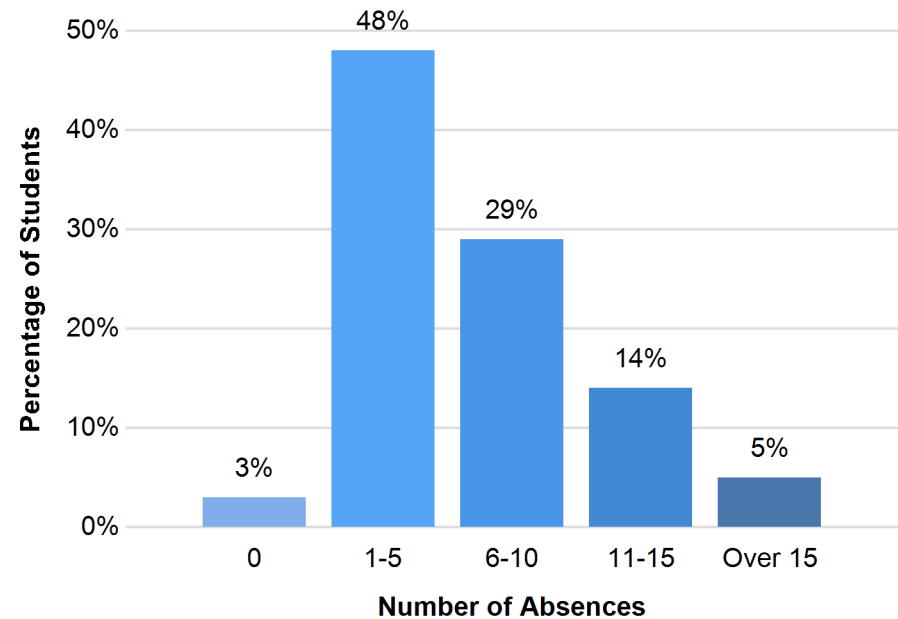
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.20	8.40	Met Target
White	3.40	8.40	Met Target
Hispanic	N	**	**
Black or African American	5.30	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.90	8.40	Met Target
Students with Disabilities	5.80	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

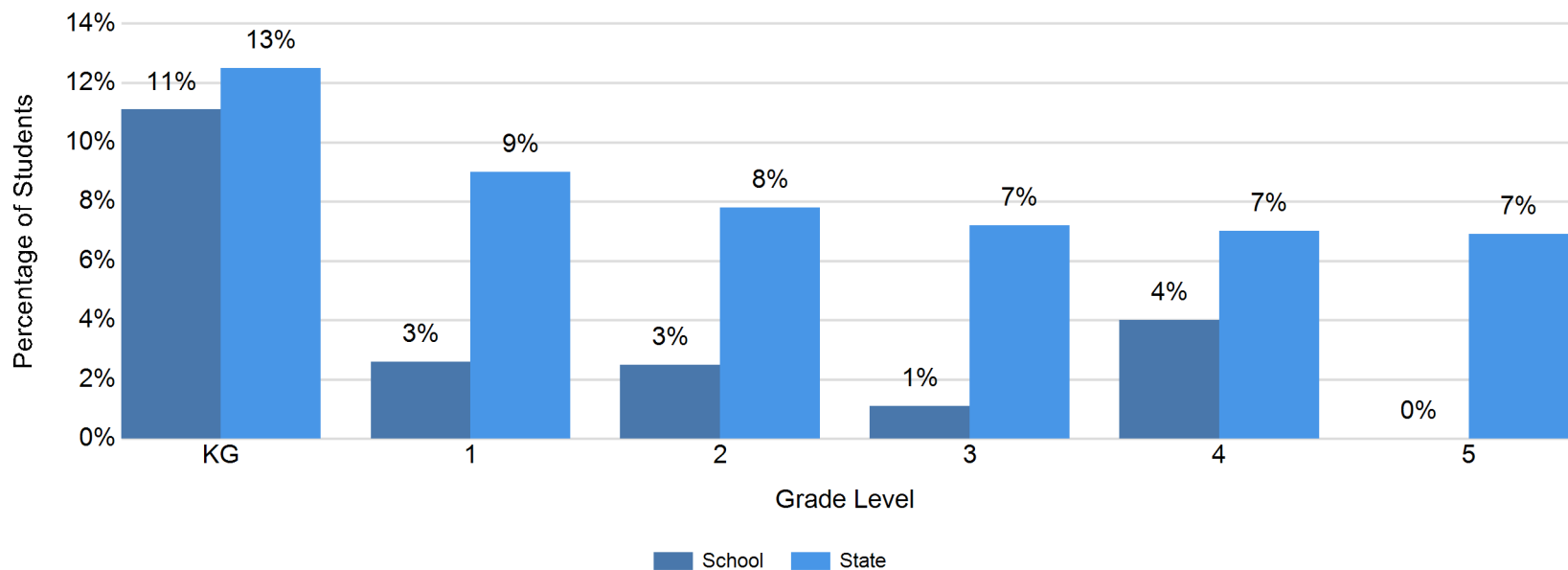
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.0%
Any Suspension	0.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	469:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.8	17.5%
Mathematics Proficiency	35.8	17.5%
English Language Arts Growth	43.1	25.0%
Mathematics Growth	17.3	25.0%
Chronic Absenteeism	88.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.0
Summative Rating: Percentile rank of Summative Score		37.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	37.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	56.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	42.6	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Helen L Beeler
2016-2017
Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

School General Info

Principal:	Mr. Boland	Email Address:	bolandj@evesham.k12.nj.us
Address:	60 CALDWELL AVE MARLTON, NJ 08053	Website:	www.evesham.k12.nj.us
Phone:	(856)988-0619	Facebook:	https://www.facebook.com/BeelerPTA/

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 your school directly.

 Highlights:	• The present enrollment in this K-5 school is 560 students • Annual literacy week celebration • Character Education - 4th & 5th Grade Buddies
 Mission, Vision, Theme:	At Helen L. Beeler Elementary School, we are committed to educating children through engaging and rigorous academic experiences that provide the foundation for life-long learning. The social, emotional, and academic well being of our students is supported in a safe and nurturing environment. Through collaboration with the community we guide students to develop to their fullest potential.

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 your school directly.

 Courses, Curriculum, Instruction:	Balanced literacy program - Reader’s and Writer’s Workshop, Guided Reading, Core Literature, and Word Study; Mathematics - with accelerated levels in 4th and 5th grade; Social Studies, Science and Health. Full related arts curriculum of art, music, physical education, computers, and library; world language and instrumental music; Gifted and Talented. Responsive Classroom - emphasizing social, emotional, and academic growth in a strong and safe school community
 Clubs and Activities:	In addition to academic areas, after school clubs are also offered such as: Band, Orchestra, Robotics, Board game, Book club, Homework/Study Skills, PE, Chorus, Scrapbooking, Student Council, Yearbook and Safeties.
 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Beeler.



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

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 your school directly.

 Staff and Professional Learning:	Classroom teachers (32); art, music, computer, library and physical education; four resource, two Spanish, nurse, guidance counselor, reading, literacy, and Intervention Specialists, two Reading Recovery, related services – speech, OT, PT; string and instrumental music; two teacher assistants and many paraprofessionals. All teachers follow district and school-level initiatives. Professional learning opportunities include building-based workshops, grade level/department meetings, PLC teams, etc.
 Student Supports and Services:	Five self-contained classes for students with special needs. In-class Resource settings are provided in grades 1-5. Pull-out Replacement services in grades 3-5. In order to meet the individual needs of students, the school has an I&RS team in place that meets monthly to provide educational supports to general education students, prior to any necessary child study team referrals. Supplemental services in math and language arts are also provided.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	Throughout the years, the PTA has been and continues to be a very active, positive and supportive organization providing activities that benefit the students, parents and the school. Among these activities are an annual Carnival, Book Fairs, Pumpkin Carving Night, Movie Night, Candy Bar Bingo, Basket Raffle and Science Fair. Partnerships with local organizations bring programs like L.E.A.D. and Book Mates to the school.



Helen L Beeler
2016-2017

Grade Span KG-05

05-1420-055
BURLINGTON
EVESHAM TWP
60 CALDWELL AVE
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	Beeler School officially opened in 1962. Over the years, additions were built to in various areas. In 1989, music and art rooms, media center, kitchen, cafeteria, three classrooms and five small instructional areas were added. The 1998 referendum added seven classrooms, lavatories and office facilities. In 2000, seven classrooms and a computer lab were built.
--	--



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	54	35	62
1	64	64	50
2	59	61	64
3	57	58	62
4	76	58	59
5	65	75	67
Ungraded	0	0	5
Total	375	351	369

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	50%
Male	49%	50%	50%
Economically Disadvantaged Students	11%	10%	10%
Students with Disabilities	17%	17%	23%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	77.8%
Asian	8.7%
Black or African American	7.0%
Hispanic	3.0%
American Indian or Alaska Native	1.1%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	16	17	27
KG - Full Day	39	18	35

Enrollment by Home Language

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

Home Language	% of Students
English	88.9%
Spanish	2.2%
Urdu	1.4%
Greek, Modern (1453-)	1.1%
Korean	1.1%
Other	5.5%



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	173	98.5	54.90	62.60	54.90	54.9	64.3	Not Met
White	139	98.7	53.30	62.50	63.90	53.3	67.1	Not Met
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	14	100.0	35.70	45.30	35.20	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	16	94.7	87.60	*	80.70	86.4	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	77	97.8	64.90	71.10	62.20	64.9		
Male	96	99.1	46.90	54.80	48.10	46.9		
Economically Disadvantaged Students	20	100.0	65.00	49.50	36.20	65	N	N
Non-Economically Disadvantaged Students	153	98.3	53.60	64.50	65.80	53.6		
Students with Disabilities	49	98.2	38.70	35.90	20.50	38.7	52.6	Not Met
Students without Disabilities	124	98.6	61.30	71.70	61.90	61.3		
English Learners	N	N	N	44.80	25.20	N	**	**
Non-English Learners	173	98.5	54.90	62.80	57.40	54.9		
Homeless Students	N	N	N	62.50	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	753	752	749	*	*	28%	52%	*	53%	50%
White	53	754	753	759	*	*	34%	49%	*	51%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	27	764	761	754	*	*	*	59%	*	63%	55%
Male	37	744	744	745	*	*	*	46%	*	46%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	22	744	731	720	*	*	*	46%	*	50%	24%
Students without Disabilities	42	758	758	755	*	*	*	55%	*	55%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	64	753	752	752	*	*	28%	52%	*	53%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	755	757	753	*	*	37%	48%	*	53%	56%
White	49	754	756	762	0%	*	39%	45%	*	51%	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	24	759	760	758	*	*	46%	50%	*	54%	61%
Male	38	752	753	749	*	*	32%	47%	*	53%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	734	738	725	*	*	*	*	*	31%	25%
Students without Disabilities	49	760	764	759	*	*	*	*	*	59%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	62	755	*	755	*	*	37%	48%	*	53%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	758	759	756	*	15%	21%	53%	*	62%	59%
White	52	762	760	763	*	*	23%	54%	*	64%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	37	770	765	761	*	*	*	60%	*	76%	66%
Male	31	744	753	750	*	*	*	45%	*	45%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	19	744	*	725	*	*	*	*	*	42%	22%
Students without Disabilities	49	764	*	762	*	*	*	*	*	69%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	68	758	759	757	*	15%	21%	53%	*	62%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



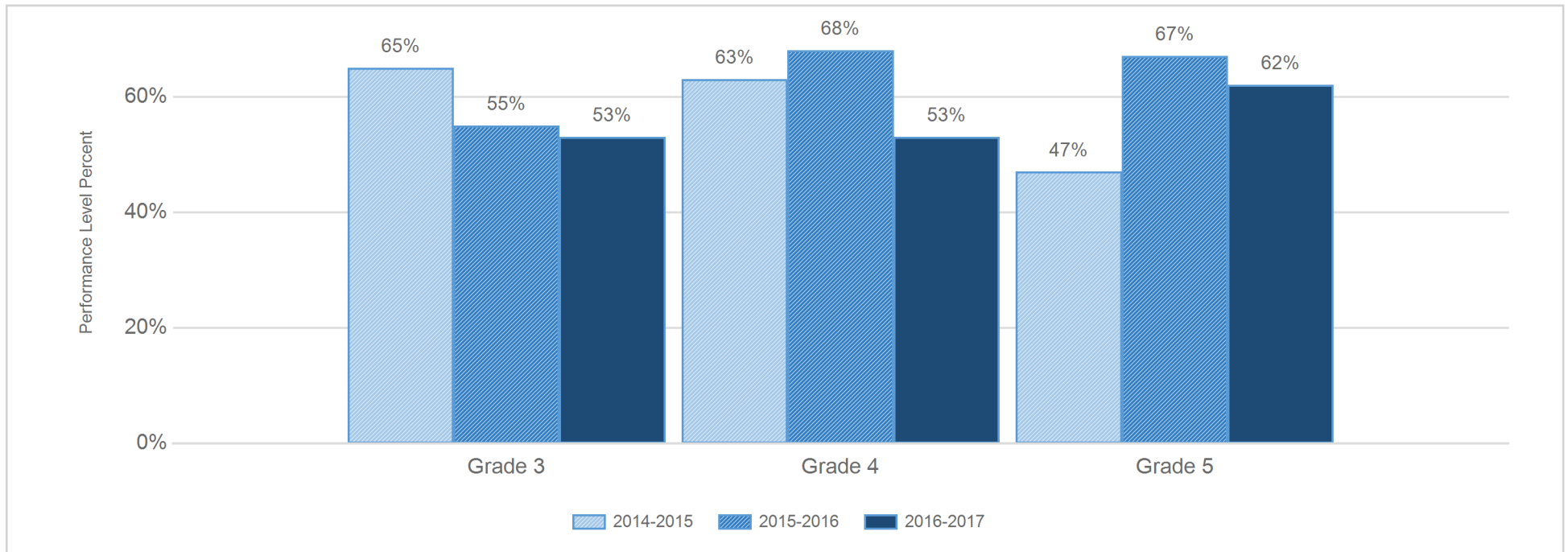
**J Harold Van Zant
2016-2017**

Grade Span KG-05

**05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053**

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	173	98.5	60.70	52.20	43.50	60.7	58.4	Met Target
White	139	98.7	61.90	52.40	52.40	61.9	58.8	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	14	100.0	21.40	23.30	21.70	21.4	**	**
Asian, Native Hawaiian, or Pacific Islander	16	95.0	87.50	*	75.60	87.5	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	77	97.8	66.20	52.50	44.10	66.2		
Male	96	99.1	56.30	51.90	42.90	56.3		
Economically Disadvantaged Students	20	100.0	65.00	38.50	25.10	65	N	N
Non-Economically Disadvantaged Students	153	98.3	60.20	54.20	54.30	60.2		
Students with Disabilities	49	98.2	44.90	30.00	16.50	44.9	52.6	Met Target†
Students without Disabilities	124	98.6	66.90	59.70	48.80	66.9		
English Learners	N	N	N	38.20	23.30	N	**	**
Non-English Learners	173	98.5	60.70	52.40	45.20	60.7		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	756	754	751	*	*	25%	52%	*	62%	53%
White	53	756	754	759	*	*	23%	57%	*	64%	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	27	762	757	751	*	*	*	63%	*	74%	52%
Male	38	752	751	751	*	*	*	45%	*	53%	53%
Economically Disadvantaged Students	10	759	741	736	*	*	*	*	*	70%	34%
Non-Economically Disadvantaged Students	55	756	755	761	*	*	*	*	*	60%	65%
Students with Disabilities	22	746	739	729	*	*	*	*	*	46%	29%
Students without Disabilities	43	761	759	755	*	*	*	*	*	70%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	755	753	747	*	*	27%	60%	*	64%	47%
White	50	754	753	755	*	*	28%	62%	*	64%	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	24	756	750	747	*	*	*	54%	*	58%	47%
Male	39	754	755	747	*	*	*	64%	*	67%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	748	738	724	*	*	*	*	*	46%	22%
Students without Disabilities	50	757	758	751	*	*	*	*	*	68%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

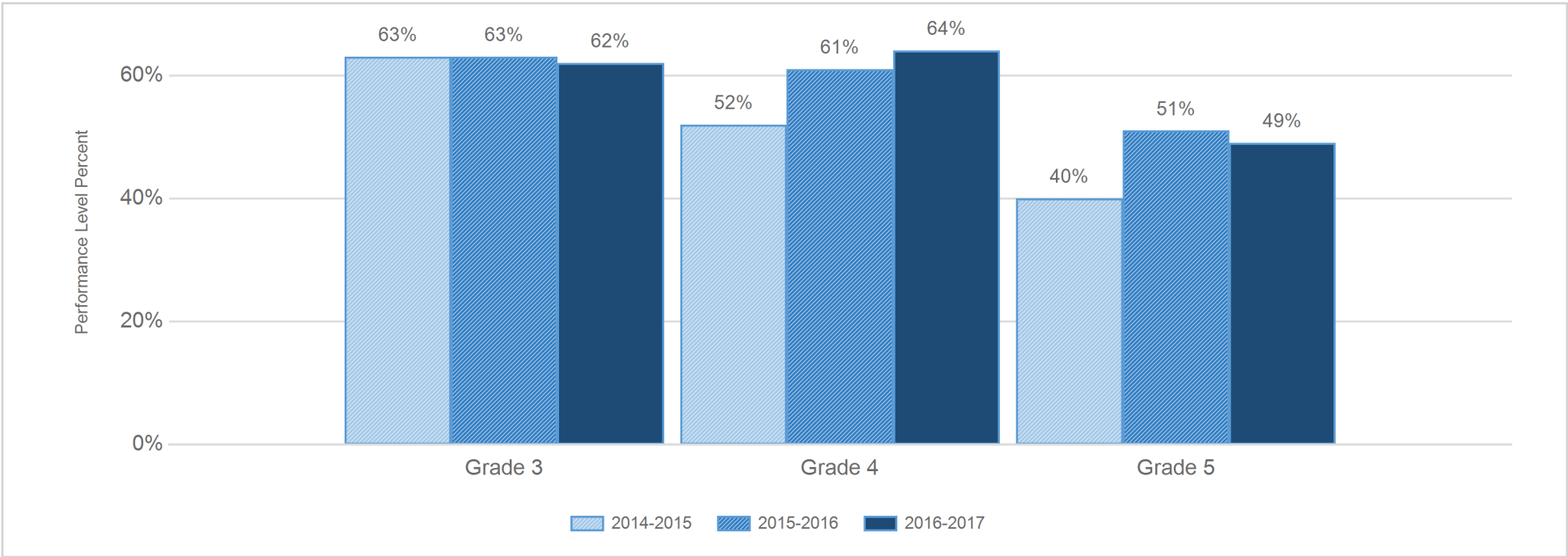
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	747	747	747	*	19%	28%	43%	*	49%	46%
White	52	749	747	754	*	*	27%	44%	*	50%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	37	751	748	747	*	*	*	*	*	60%	47%
Male	31	743	745	746	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	19	739	725	725	*	*	*	*	*	42%	19%
Students without Disabilities	49	750	753	751	*	*	*	*	*	51%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	68	747	747	748	*	19%	28%	43%	*	49%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

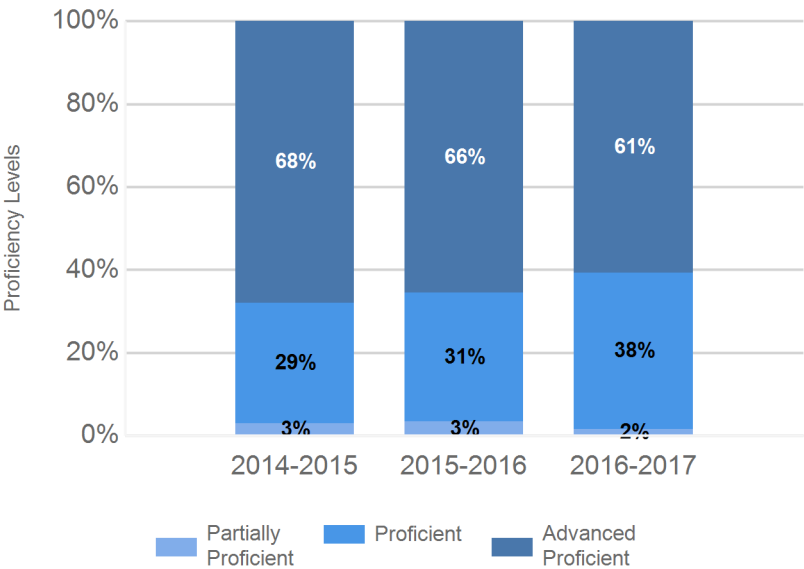
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	61%	38%	2%
White	60%	38%	2%
Hispanic	*	N	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	*	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	38%	56%	6%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	49	50	Met Target	47	52	50	Met Target
White	44	49	50	Met Target	48	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	*	46	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	60	57	60	**	41	59.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	57	44	47	**	21	46	46	**
Students with Disabilities	49	46	41	Met Target	52	43	43	Met Target
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

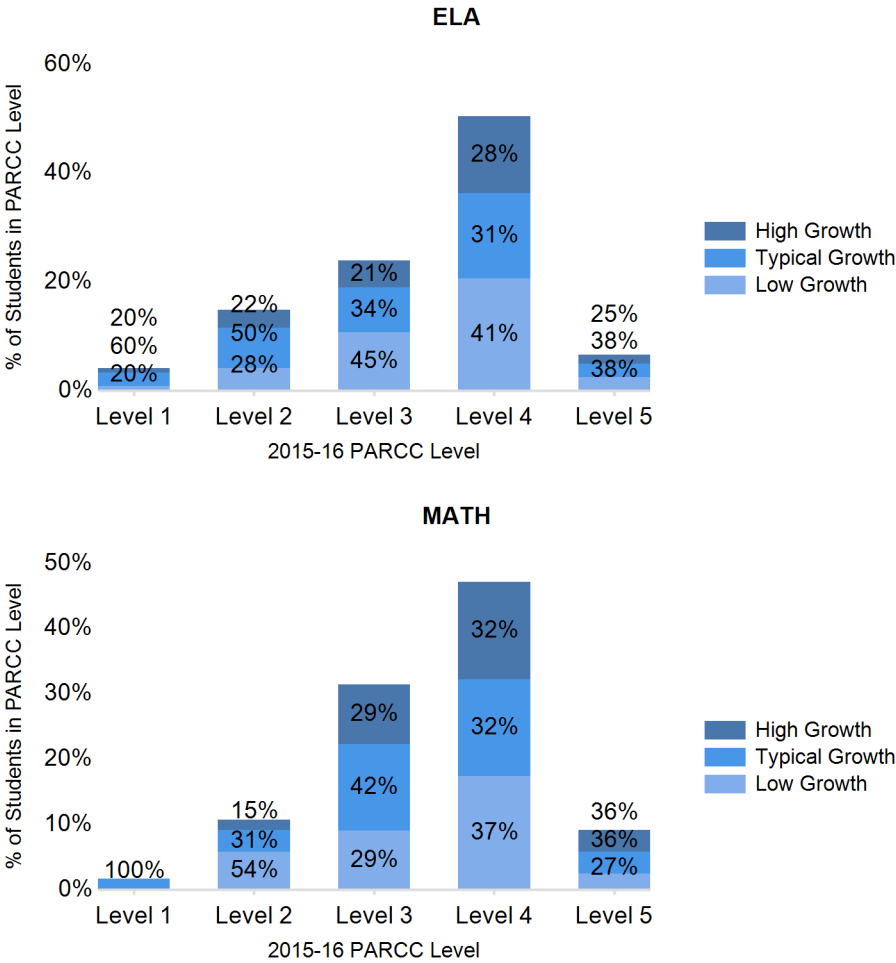
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

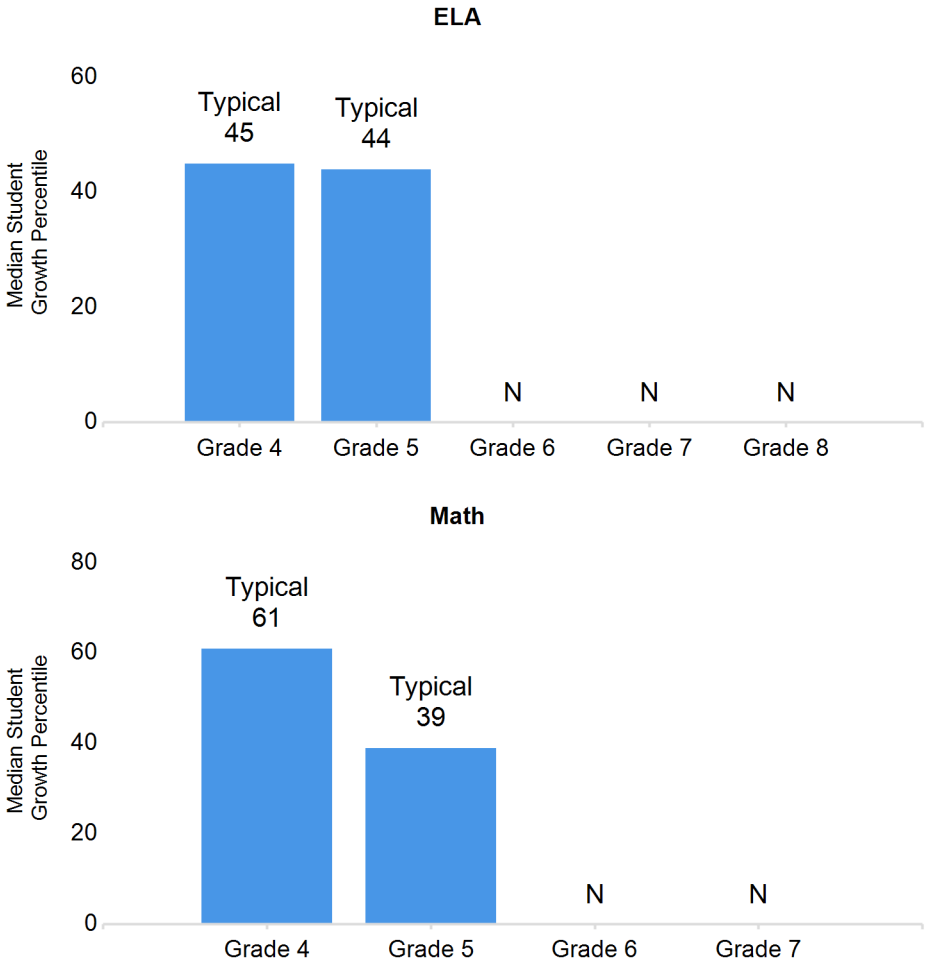
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

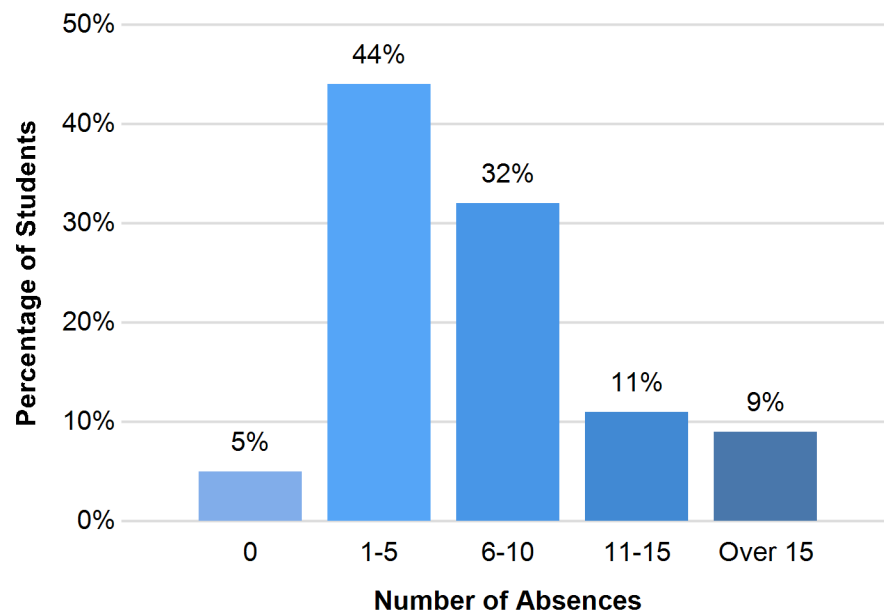
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	8.40	Met Target
White	6.60	8.40	Met Target
Hispanic	N	**	**
Black or African American	7.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.80	8.40	Not Met
Students with Disabilities	7.10	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

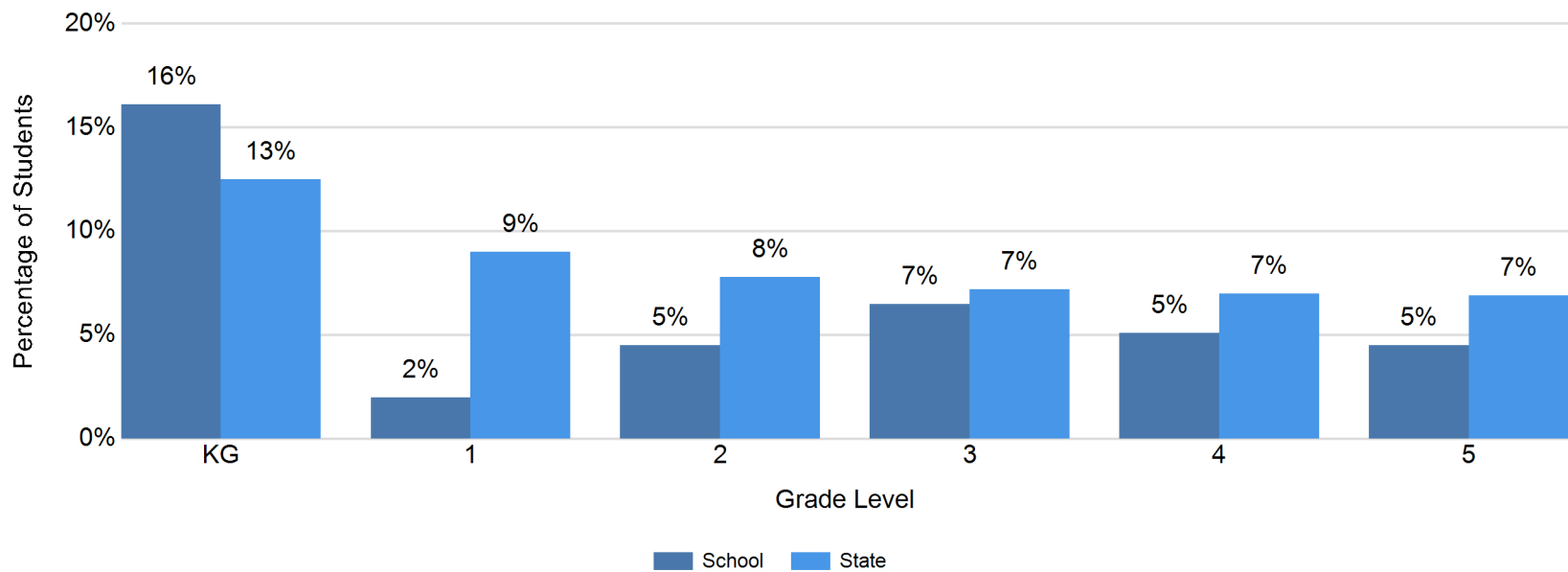
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	369:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	58.2	17.5%
Mathematics Proficiency	84.1	17.5%
English Language Arts Growth	37.4	25.0%
Mathematics Growth	46.2	25.0%
Chronic Absenteeism	51.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.6
Summative Rating: Percentile rank of Summative Score		54.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	53.6	11.9	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
White	35.7	11.9	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	80.4	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

School General Info

Principal:	Mr. DiBlasi	Email Address:	diblasin@evesham.k12.nj.us
Address:	270 CONESTOGA DRIVE MARLTON, NJ 08053	Website:	Evesham.k12.nj.us
Phone:	(856)988-0687	Facebook:	https://www.facebook.com/van.zant.pto/

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 your school directly.

 Highlights:	• Technology is part of each school day, with all students in grades 3-5 utilizing 1:1 personal Chromebooks. • We are a Responsive Classroom school and begin each day with Morning Meeting. • We are proud to offer a full music program to our students including orchestra and band.
 Mission, Vision, Theme:	The mission of the J. Harold Van Zant School is to provide a caring, compassionate, safe learning environment that respects each member of our community through integrated programs and also empowers each individual to reach their maximum potential socially, academically and emotionally.

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 your school directly.

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

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 your school directly.

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



J Harold Van Zant
2016-2017

Grade Span KG-05

05-1420-057
BURLINGTON
EVESHAM TWP
270 CONESTOGA DRIVE
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	The J. Harold Van Zant School officially opened in 1968. In 1989, the first addition was built at Van Zant School, which included a media center, kitchen, cafeteria, 10 new classrooms, six small instructional areas and additional student and staff lavatories. In September of 2000, a second addition was built. Included here were five large classrooms, two small instructional areas, storage, and student and staff lavatories. The All-Purpose Room now has a full size stage for school productions.
--	--



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	40	40	66
1	71	48	61
2	66	74	51
3	85	71	63
4	69	88	67
5	83	77	87
Ungraded	24	22	19
Total	438	420	414

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	20	22	35
KG - Full Day	18	18	31

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	42%
Male	52%	54%	58%
Economically Disadvantaged Students	9%	7%	8%
Students with Disabilities	17%	18%	22%
English Learners	4%	5%	5%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	81.9%
Asian	9.7%
Hispanic	4.3%
Black or African American	2.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

Enrollment by Home Language

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

Home Language	% of Students
English	83.6%
Spanish	3.6%
Russian	1.7%
Chinese	1.7%
Arabic	1.4%
Other	7.9%



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	198	94.1	54.00	62.60	54.90	53.6	53.1	Met Target
White	168	95.6	56.00	62.50	63.90	56	57.7	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	91.3	55.00	*	80.70	55	N	N
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	N	N	N	68.00	54.90	N	**	**
Female	88	93.0	60.30	71.10	62.20	59.3		
Male	110	95.0	49.10	54.80	48.10	49.1		
Economically Disadvantaged Students	10	68.7	30.00	49.50	36.20	21	**	**
Non-Economically Disadvantaged Students	188	96.1	55.30	64.50	65.80	55.3		
Students with Disabilities	52	91.4	30.80	35.90	20.50	29.5	32.2	Met Target†
Students without Disabilities	146	95.1	62.40	71.70	61.90	62.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	62.50	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
 BURLINGTON
 EVESHAM TWP
 190 TOMLINSON MILL ROAD
 MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	743	752	749	*	19%	25%	48%	*	48%	50%
White	51	740	753	759	*	22%	26%	45%	*	45%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	31	747	761	754	*	*	*	55%	0%	55%	55%
Male	33	738	744	745	*	*	*	42%	0%	42%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	18	734	731	720	*	*	*	*	0%	39%	24%
Students without Disabilities	46	746	758	755	*	*	*	*	0%	52%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	751	757	753	*	*	27%	56%	*	59%	56%
White	54	752	756	762	*	*	24%	59%	*	63%	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	28	757	760	758	*	*	*	64%	*	71%	61%
Male	36	746	753	749	*	*	*	50%	*	50%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	19	737	738	725	*	*	*	*	*	37%	25%
Students without Disabilities	45	756	764	759	*	*	*	*	*	69%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	64	751	*	755	*	*	27%	56%	*	59%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	753	759	756	*	*	37%	54%	*	56%	59%
White	68	755	760	763	*	*	35%	57%	*	59%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	34	757	765	761	*	*	35%	62%	*	62%	66%
Male	45	750	753	750	*	*	38%	49%	*	51%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	16	728	*	725	*	*	63%	*	*	13%	22%
Students without Disabilities	63	759	*	762	*	*	30%	*	*	67%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	79	753	759	757	*	*	37%	54%	*	56%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

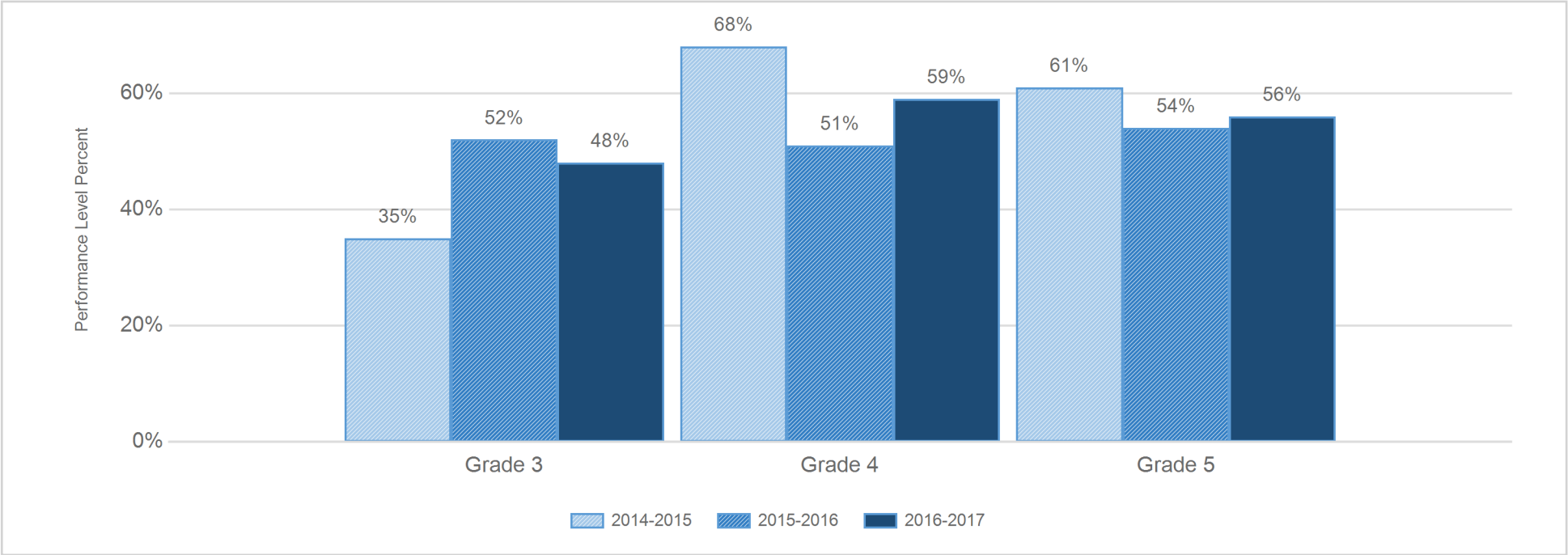


Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	199	94.6	52.70	52.20	43.50	52.6	54	Met Target†
White	168	95.6	54.80	52.40	52.40	54.8	55.2	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	95.8	52.40	*	75.60	52.4	N	N
American Indian or Alaska Native	N	N	N	25.00	42.50	N	**	**
Two or More Races	N	N	N	57.70	44.90	N	**	**
Female	89	94.1	43.80	52.50	44.10	43.6		
Male	110	95.0	60.00	51.90	42.90	60		
Economically Disadvantaged Students	11	76.5	27.30	38.50	25.10	21	**	**
Non-Economically Disadvantaged Students	188	96.1	54.20	54.20	54.30	54.2		
Students with Disabilities	52	91.4	32.70	30.00	16.50	31.4	36.6	Met Target†
Students without Disabilities	147	95.7	59.90	59.70	48.80	59.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	753	754	751	*	*	32%	50%	*	58%	53%
White	52	751	754	759	*	*	33%	46%	*	54%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	763	769	779	0%	0%	*	*	*	80%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	32	751	757	751	*	*	31%	44%	*	50%	52%
Male	34	755	751	751	*	*	32%	56%	*	65%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	18	747	739	729	*	*	*	*	*	39%	29%
Students without Disabilities	48	755	759	755	*	*	*	*	*	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	753	753	747	*	15%	31%	49%	*	52%	47%
White	54	756	753	755	0%	*	32%	54%	*	57%	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	748	750	747	*	*	35%	45%	*	45%	47%
Male	36	756	755	747	*	*	28%	53%	*	58%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	19	745	738	724	*	*	*	*	*	32%	22%
Students without Disabilities	46	756	758	751	*	*	*	*	*	61%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

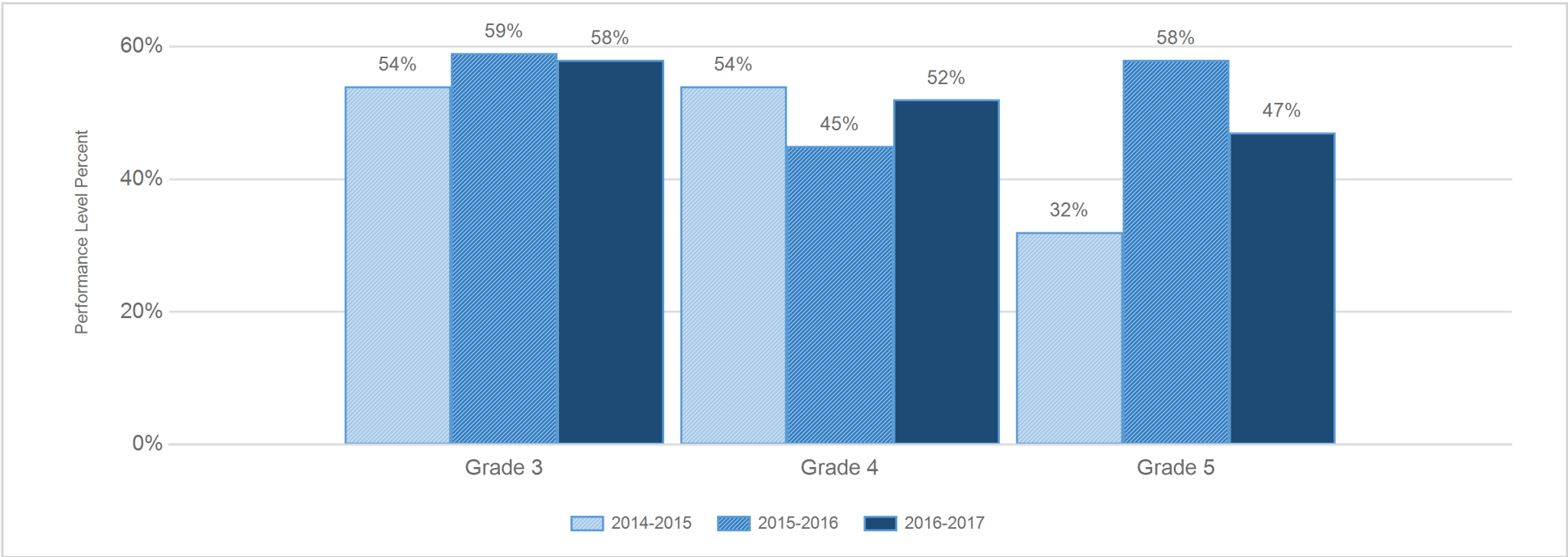
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	745	747	747	*	*	38%	43%	*	47%	46%
White	68	748	747	754	*	*	35%	49%	*	53%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	34	742	748	747	*	*	56%	35%	*	35%	47%
Male	45	747	745	746	*	*	24%	49%	*	56%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	16	723	725	725	*	*	*	*	*	25%	19%
Students without Disabilities	63	751	753	751	*	*	*	*	*	52%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	79	745	747	748	*	*	38%	43%	*	47%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Alternate Assessments - Participation

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

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

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. The table also shows 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
1	12	83.3%	16.7%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

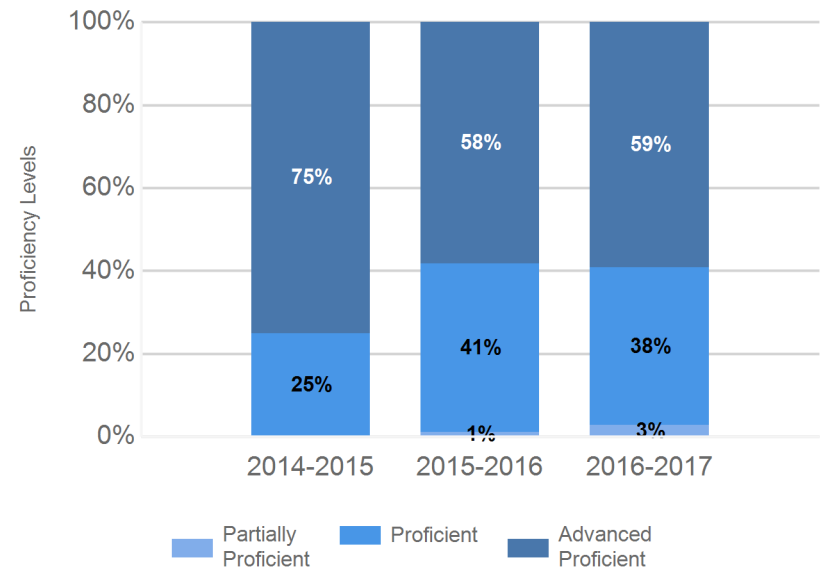
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	38%	3%
White	66%	30%	4%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	50%	45%	5%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	49	50	Met Target	43.5	52	50	Met Target
White	41	49	50	Met Target	46	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	*	46	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	51	57	60	**	41	59.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	44	47	**	*	46	46	**
Students with Disabilities	34	46	41	Not Met	49	43	43	Met Target
English Learners	*	71	53	**	*	63.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

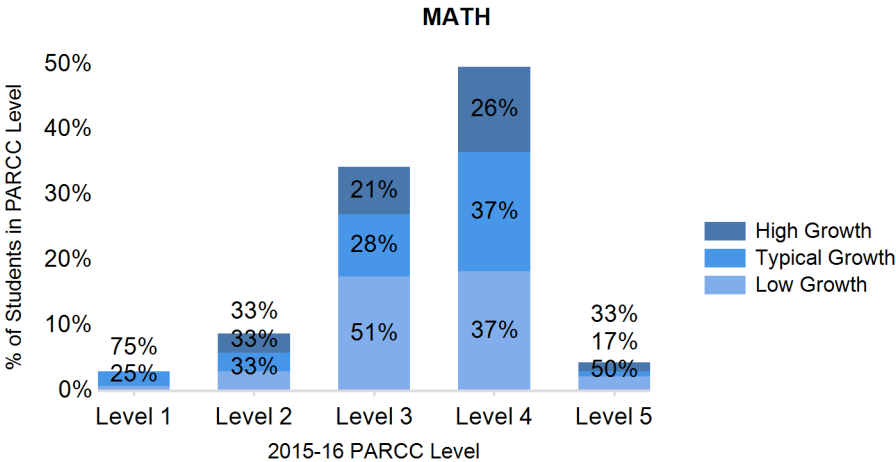
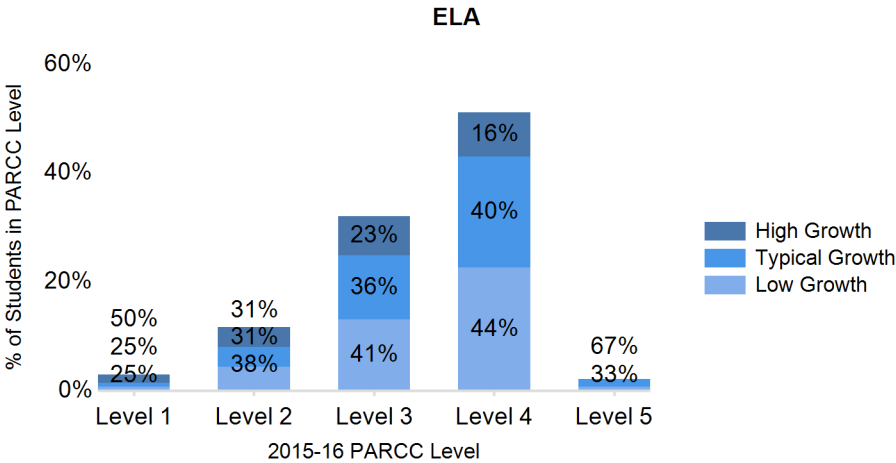
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

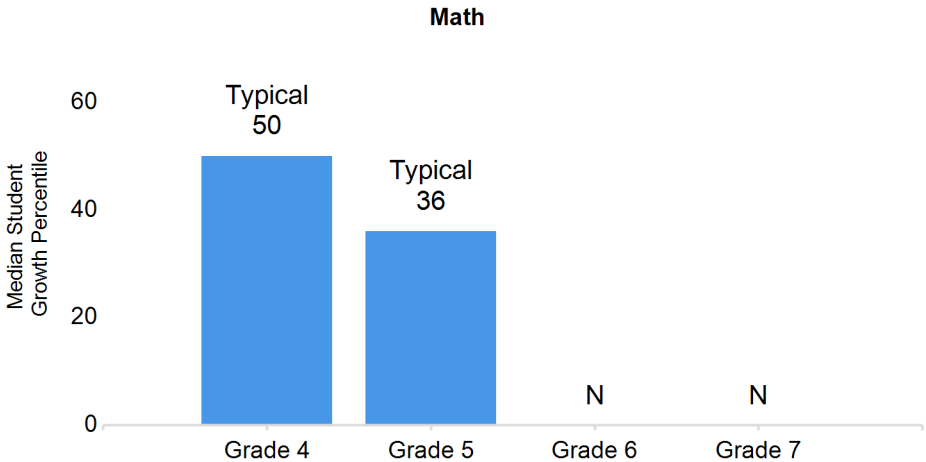
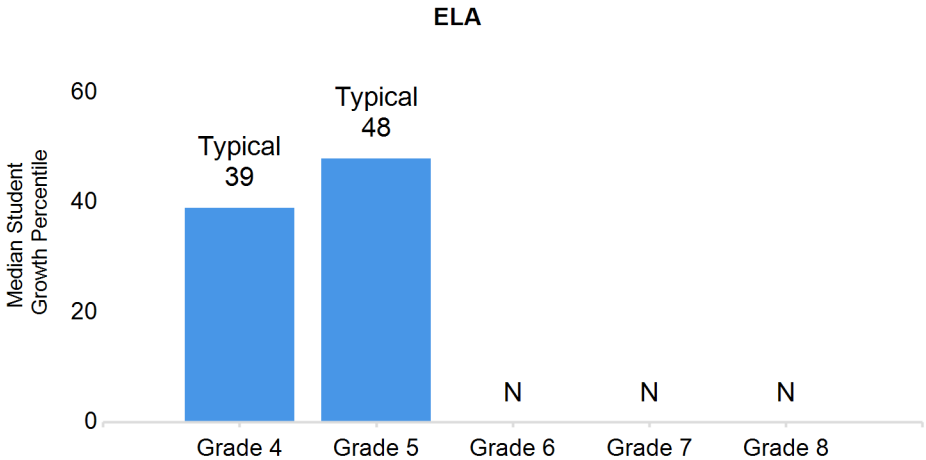
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

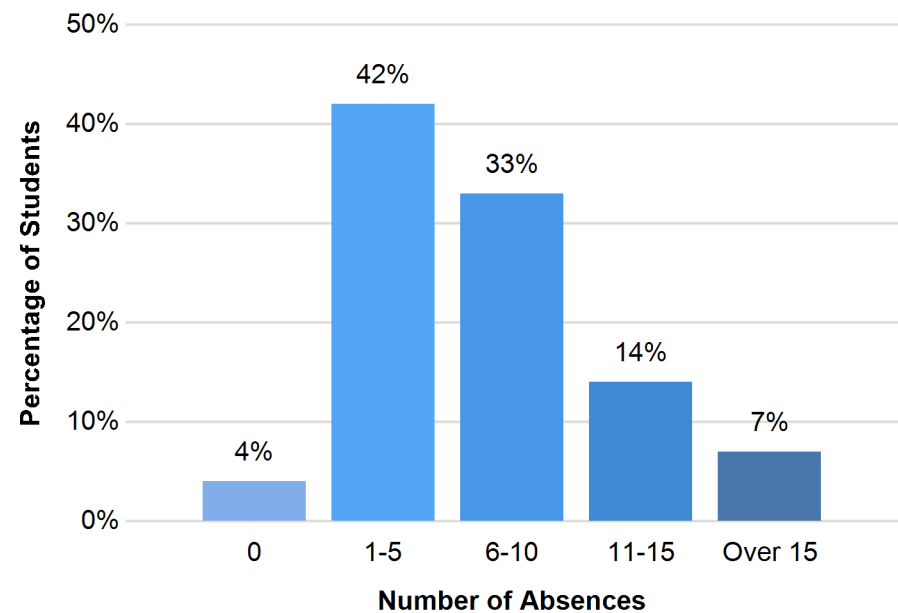
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.40	Met Target
White	3.60	8.40	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.50	8.40	Met Target
Students with Disabilities	9.80	8.40	Not Met
English Learners	4.50	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

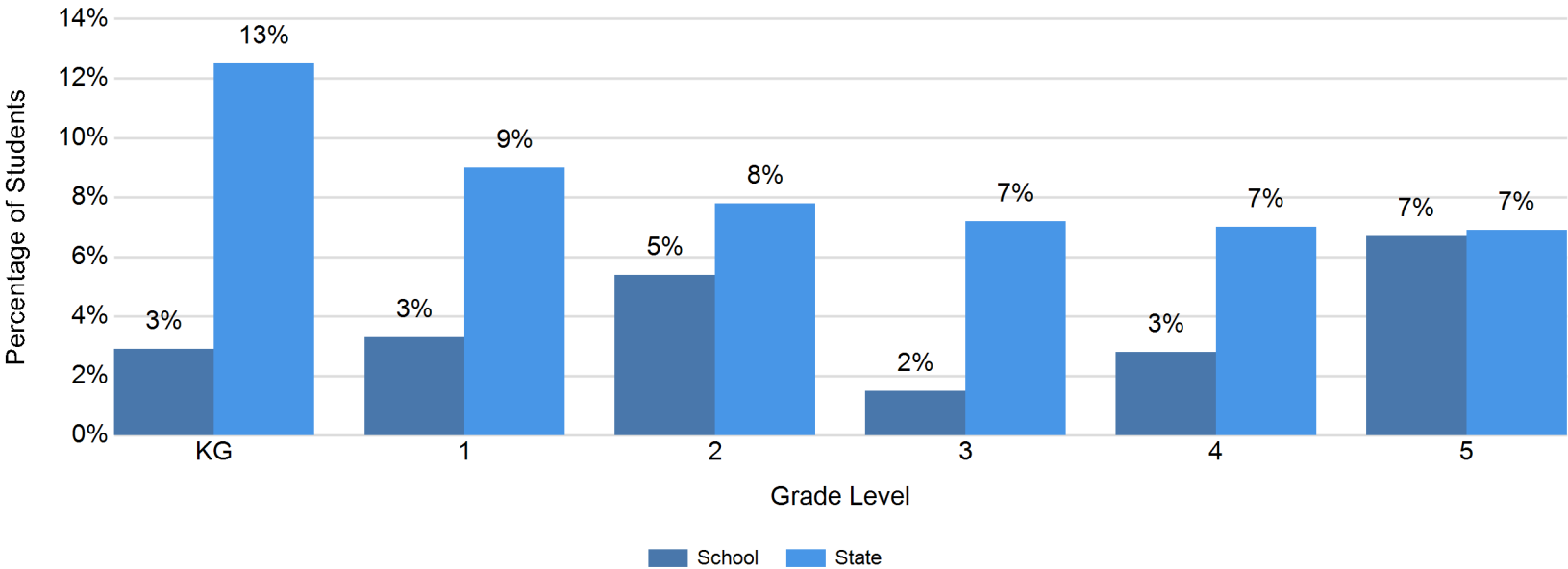
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.48

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.2%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
 BURLINGTON
 EVESHAM TWP
 190 TOMLINSON MILL ROAD
 MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	414:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.8	17.5%
Mathematics Proficiency	45.9	17.5%
English Language Arts Growth	17.1	25.0%
Mathematics Growth	35.0	25.0%
Chronic Absenteeism	73.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.5
Summative Rating: Percentile rank of Summative Score		29.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Marlton Elementary
2016-2017

Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	37.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	35.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	58.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Marlton Elementary
2016-2017
Grade Span KG-05

05-1420-058
BURLINGTON
EVESHAM TWP
190 TOMLINSON MILL ROAD
MARLTON, NJ 08053

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 your school directly.

No narrative was submitted.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	238	254	267
7	284	240	265
8	269	281	249
Ungraded	22	23	7
Total	813	798	788

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	49%
Male	50%	51%	51%
Economically Disadvantaged Students	15%	15%	11%
Students with Disabilities	22%	23%	22%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	84.8%
Asian	6.0%
Black or African American	5.1%
Hispanic	3.4%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	0.3%

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. All other students are included in Other Languages.

Home Language	% of Students
English	92.8%
Spanish	1.4%
Other	5.8%



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	695	94.3	64.90	62.60	54.90	64.4	61.5	Met Target
White	597	94.3	65.30	62.50	63.90	64.8	62.4	Met Target
Hispanic	25	92.9	52.00	47.30	39.80	52	48.1	Met Target
Black or African American	28	91.9	39.30	45.30	35.20	37.3	47.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	98.0	81.40	*	80.70	81.4	70.7	Met Goal
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	332	93.3	72.60	71.10	62.20	71		
Male	363	95.2	57.90	54.80	48.10	57.9		
Economically Disadvantaged Students	103	93.8	59.30	49.50	36.20	*	45.1	Met Target
Non-Economically Disadvantaged Students	592	94.4	65.80	64.50	65.80	*		
Students with Disabilities	177	91.5	39.50	35.90	20.50	38.2	29.9	Met Target
Students without Disabilities	518	95.3	73.50	71.70	61.90	73.5		
English Learners	N	N	N	44.80	25.20	N	**	**
Non-English Learners	695	94.3	64.90	62.80	57.40	64.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
 BURLINGTON
 EVESHAM TWP
 150 TOMLINSON MILL ROAD
 MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	241	754	752	752	5%	10%	26%	51%	9%	60%	54%
White	208	755	752	758	*	11%	25%	51%	*	61%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	11	737	734	736	*	0%	*	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	18	766	766	776	0%	*	*	56%	*	72%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	111	763	761	758	*	*	16%	59%	*	74%	61%
Male	130	747	745	746	*	*	34%	45%	*	49%	46%
Economically Disadvantaged Students	32	744	742	737	*	*	*	38%	*	50%	34%
Non-Economically Disadvantaged Students	209	756	754	761	*	*	*	53%	*	62%	65%
Students with Disabilities	55	726	726	722	*	*	29%	22%	0%	22%	17%
Students without Disabilities	186	763	760	758	*	*	25%	60%	12%	72%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	241	754	752	753	5%	10%	26%	51%	9%	60%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Marlton Middle

2016-2017

Grade Span 06-08

05-1420-060

BURLINGTON

EVESHAM TWP

150 TOMLINSON MILL ROAD

MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	227	755	756	756	*	*	20%	43%	18%	61%	59%
White	189	756	757	764	*	*	19%	44%	18%	62%	69%
Hispanic	12	743	733	742	*	*	*	*	*	42%	44%
Black or African American	12	743	743	737	*	*	*	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	13	774	773	784	0%	0%	*	*	*	92%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	113	763	764	764	*	17%	13%	43%	*	70%	68%
Male	114	748	749	749	*	13%	27%	43%	*	52%	51%
Economically Disadvantaged Students	23	752	741	739	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	204	756	758	766	*	*	*	*	*	61%	70%
Students with Disabilities	55	726	725	719	*	*	26%	20%	*	20%	19%
Students without Disabilities	172	765	765	763	*	*	19%	50%	*	74%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	227	755	756	758	*	*	20%	43%	18%	61%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	229	763	764	757	4%	8%	19%	52%	17%	69%	59%
White	193	764	764	764	*	*	20%	52%	17%	69%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	10	737	747	738	*	*	0%	*	0%	60%	39%
Asian, Native Hawaiian, or Pacific Islander	16	783	781	786	0%	*	*	*	*	81%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	113	769	770	766	*	*	17%	50%	24%	74%	68%
Male	116	757	759	749	*	*	22%	53%	10%	64%	50%
Economically Disadvantaged Students	21	746	744	739	*	*	*	52%	0%	52%	40%
Non-Economically Disadvantaged Students	208	765	766	766	*	*	*	51%	19%	70%	69%
Students with Disabilities	41	744	745	718	*	*	*	54%	*	59%	18%
Students without Disabilities	188	767	768	764	*	*	*	51%	*	71%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	229	763	764	759	4%	8%	19%	52%	17%	69%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

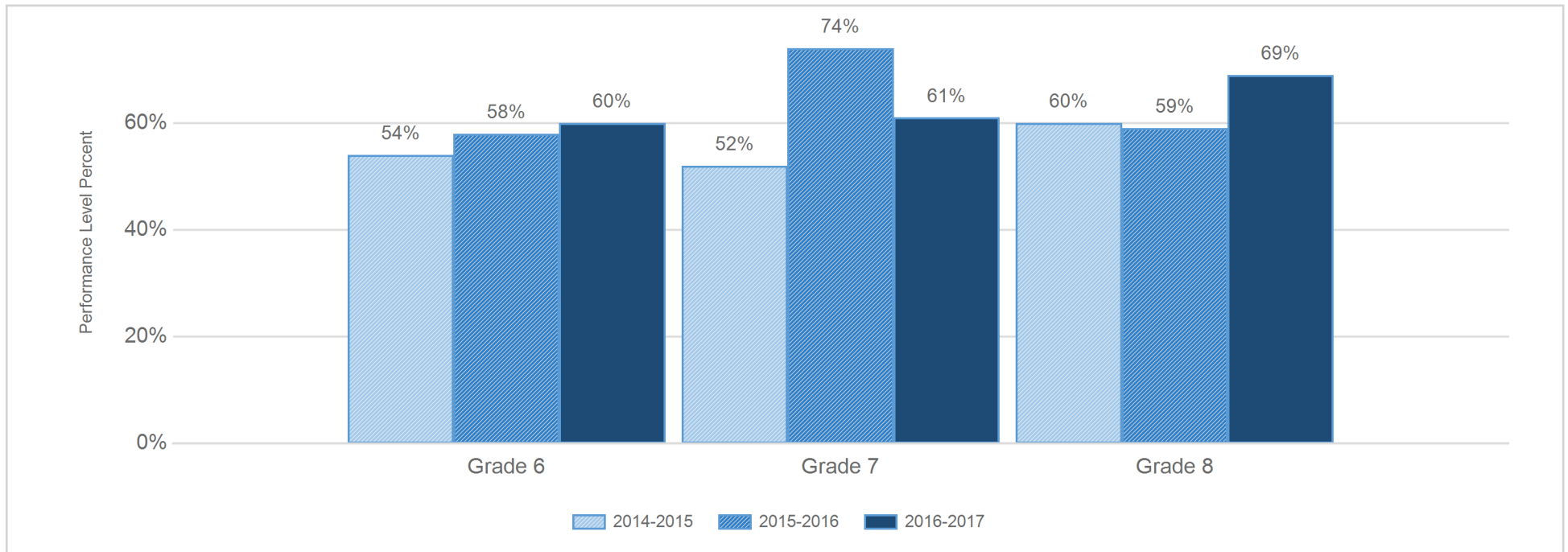


Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	695	94.2	52.50	52.20	43.50	52	49.8	Met Target
White	596	94.2	53.40	52.40	52.40	52.9	50.8	Met Target
Hispanic	26	93.1	34.60	29.80	27.60	34.6	39.3	Met Target†
Black or African American	28	91.9	14.30	23.30	21.70	13.6	23.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	98.0	74.50	*	75.60	74.5	68.3	Met Target
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	332	93.3	53.60	52.50	44.10	52.5		
Male	363	95.0	51.50	51.90	42.90	51.5		
Economically Disadvantaged Students	100	93.6	41.00	38.50	25.10	*	37.3	Met Target
Non-Economically Disadvantaged Students	595	94.3	54.50	54.20	54.30	*		
Students with Disabilities	176	91.0	29.60	30.00	16.50	28.4	24.6	Met Target
Students without Disabilities	519	95.3	60.30	59.70	48.80	60.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	66.70	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	243	748	747	743	8%	14%	32%	35%	12%	47%	44%
White	210	747	746	751	8%	14%	33%	35%	10%	45%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	11	721	*	724	*	*	*	*	0%	18%	20%
Asian, Native Hawaiian, or Pacific Islander	18	774	772	771	0%	0%	*	*	*	83%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	111	752	750	745	*	*	30%	38%	15%	53%	45%
Male	132	744	745	742	*	*	33%	33%	8%	42%	43%
Economically Disadvantaged Students	33	734	733	728	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	210	750	749	752	*	*	*	*	*	49%	56%
Students with Disabilities	57	718	723	717	*	*	21%	*	*	16%	13%
Students without Disabilities	186	757	755	748	*	*	35%	*	*	57%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	243	748	747	745	8%	14%	32%	35%	12%	47%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	227	749	747	741	*	13%	35%	42%	*	49%	40%
White	189	749	747	748	*	13%	32%	44%	*	51%	49%
Hispanic	12	736	729	730	0%	*	*	*	0%	17%	23%
Black or African American	12	738	732	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	762	763	764	0%	*	*	*	*	69%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	113	748	748	743	*	11%	36%	45%	*	49%	41%
Male	114	750	745	740	*	15%	34%	40%	*	48%	38%
Economically Disadvantaged Students	23	742	733	729	*	*	44%	*	*	30%	22%
Non-Economically Disadvantaged Students	204	749	748	749	*	*	34%	*	*	51%	50%
Students with Disabilities	55	727	725	716	*	*	38%	*	*	16%	11%
Students without Disabilities	172	756	753	746	*	*	34%	*	*	59%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	227	749	747	742	*	13%	35%	42%	*	49%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	187	748	745	728	*	12%	30%	48%	*	50%	28%
White	157	749	745	736	*	12%	31%	50%	*	52%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	10	729	734	715	*	*	*	*	*	30%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	94	749	746	730	*	11%	33%	49%	*	50%	30%
Male	93	746	744	725	*	14%	27%	47%	*	51%	26%
Economically Disadvantaged Students	20	735	734	719	*	*	*	*	*	40%	19%
Non-Economically Disadvantaged Students	167	749	746	734	*	*	*	*	*	52%	34%
Students with Disabilities	40	738	729	705	*	*	*	35%	*	43%	*
Students without Disabilities	147	750	749	734	*	*	*	52%	*	52%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	785	786	743	0%	0%	*	84%	*	98%	42%
White	37	782	782	751	0%	0%	*	89%	*	97%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	19	786	785	744	*	*	*	95%	*	100%	43%
Male	26	785	786	741	*	*	*	77%	*	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	45	785	786	745	0%	0%	*	84%	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

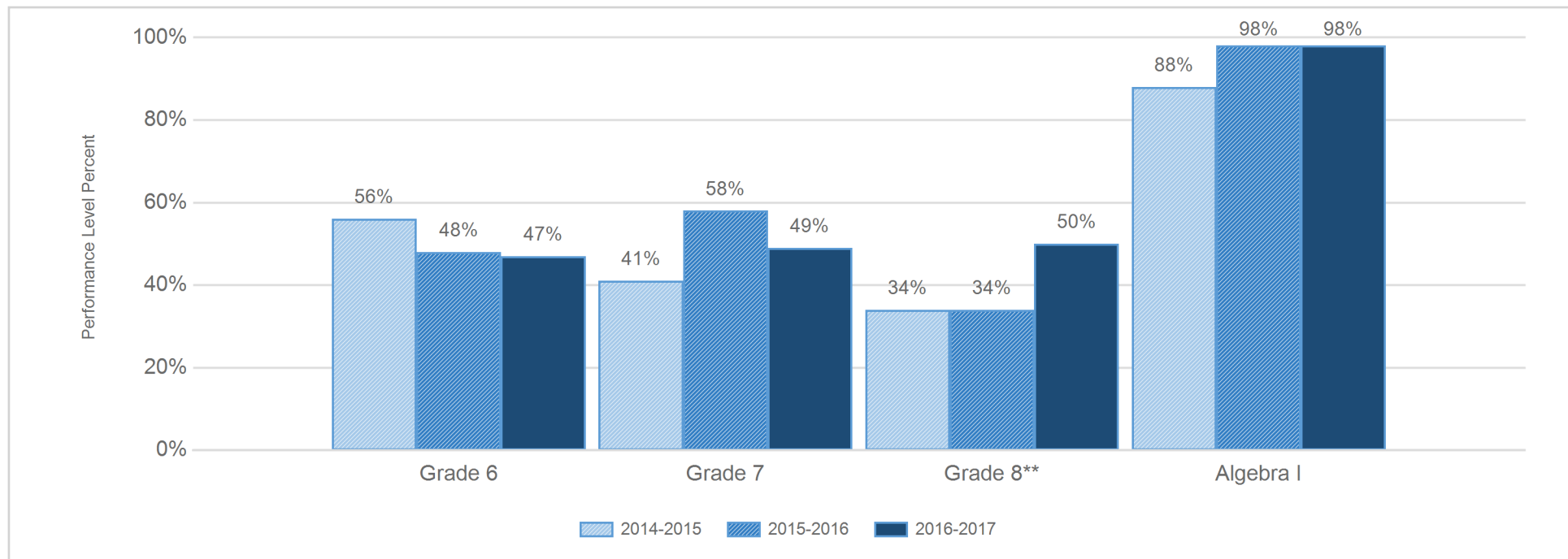


Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	10	*
8	15	13

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

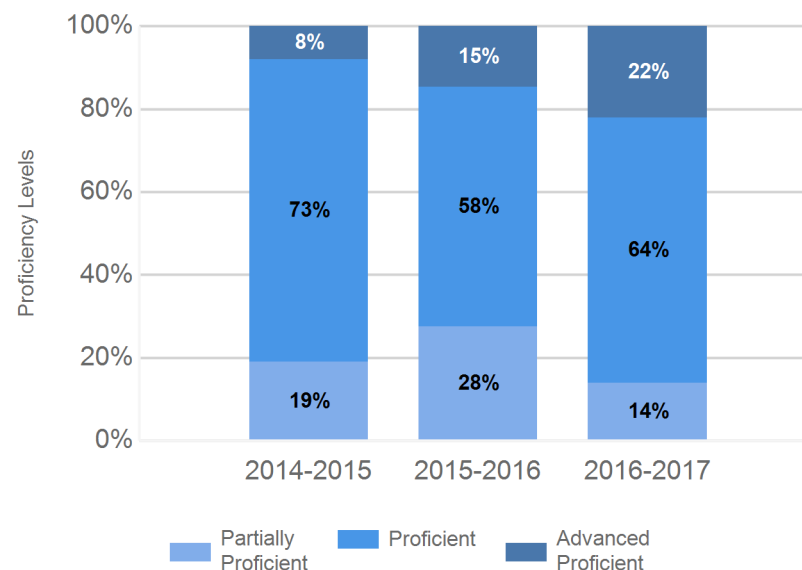
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	22%	64%	14%
White	22%	66%	12%
Hispanic	N	*	20%
Black or African American	9%	55%	36%
Asian, Native Hawaiian, or Pacific Islander	50%	31%	19%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	4%	58%	39%
Students with Disabilities	10%	60%	30%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	49	50	Met Target	57	52	50	Met Target
White	43	49	50	Met Target	56	51	52	Met Target
Hispanic	*	52	49	Met Target	*	48	47	**
Black or African American	33	46	45	Not Met	58	46	43	**
Asian, Native Hawaiian, or Pacific Islander	36	57	60	Not Met	66	59.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	39	44	47	Not Met	51	46	46	Met Target
Students with Disabilities	46	46	41	Met Target	40	43	43	Met Target
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student’s **SGP** falls between 1 and 99 and can be grouped into three levels:

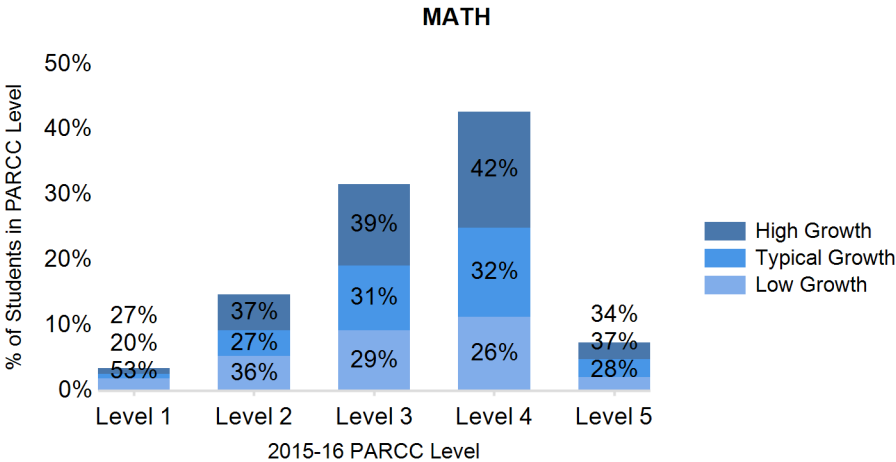
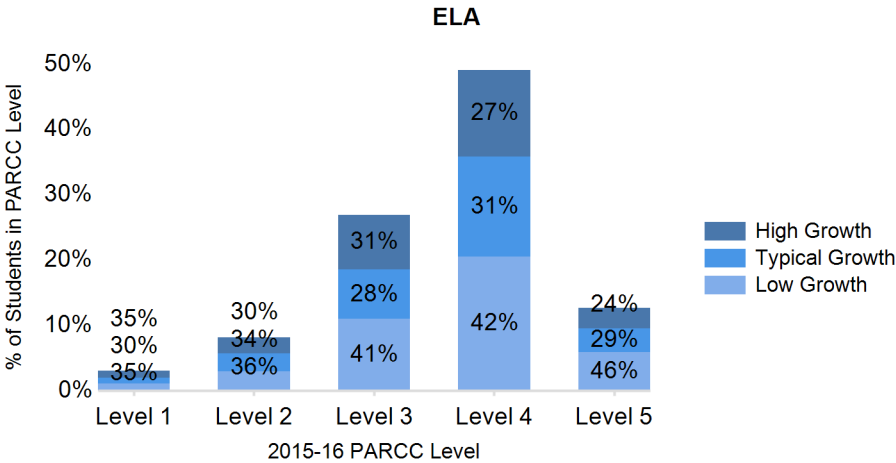
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

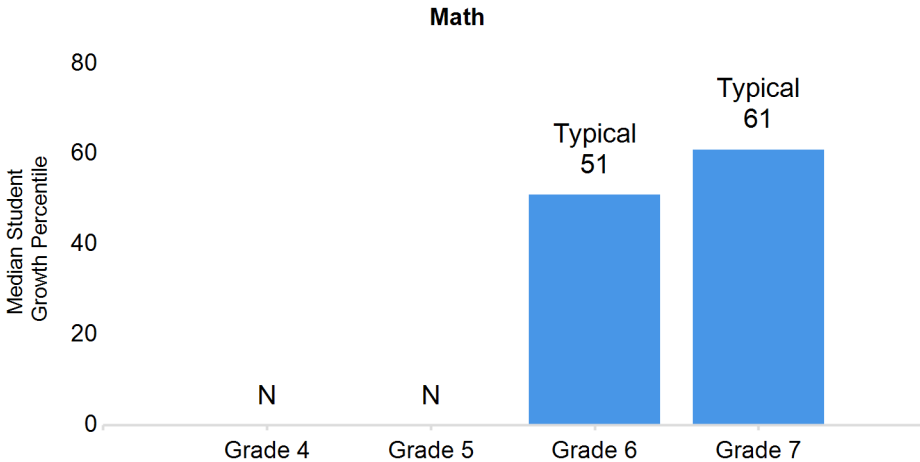
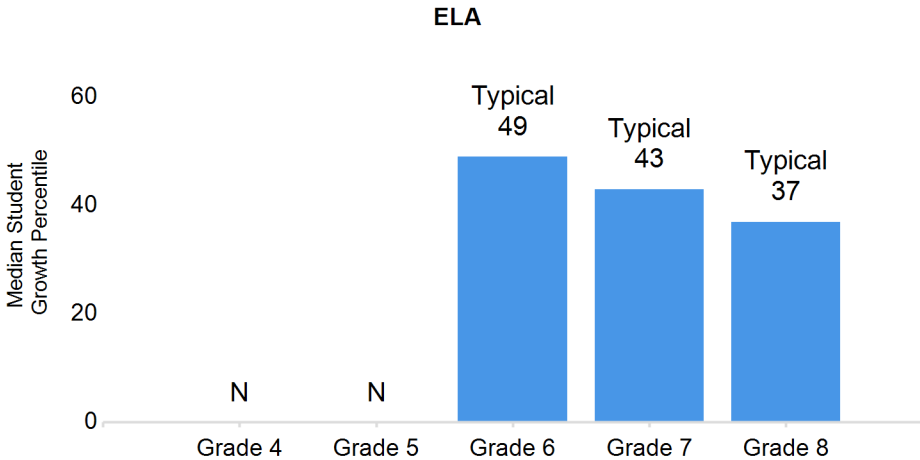
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	261
7	0	0	259
8	44	23	192
Schoolwide	44	23	712

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	270	0	0	0	0	0	0
7	266	0	0	0	0	0	0
8	224	0	0	0	0	0	0
Schoolwide	760	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Marlton Middle
2016-2017
Grade Span 06-08

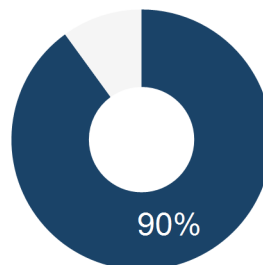
05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Visual and Performing Arts – Course Participation

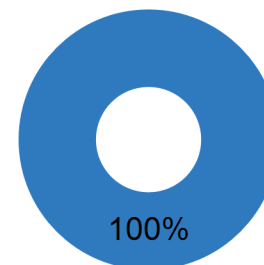
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

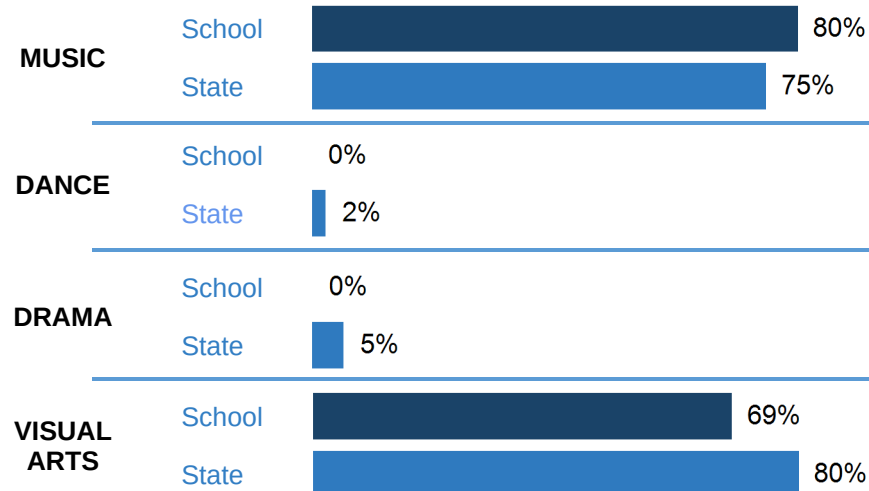


School



State

Students enrolled in one or more classes by discipline:





Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

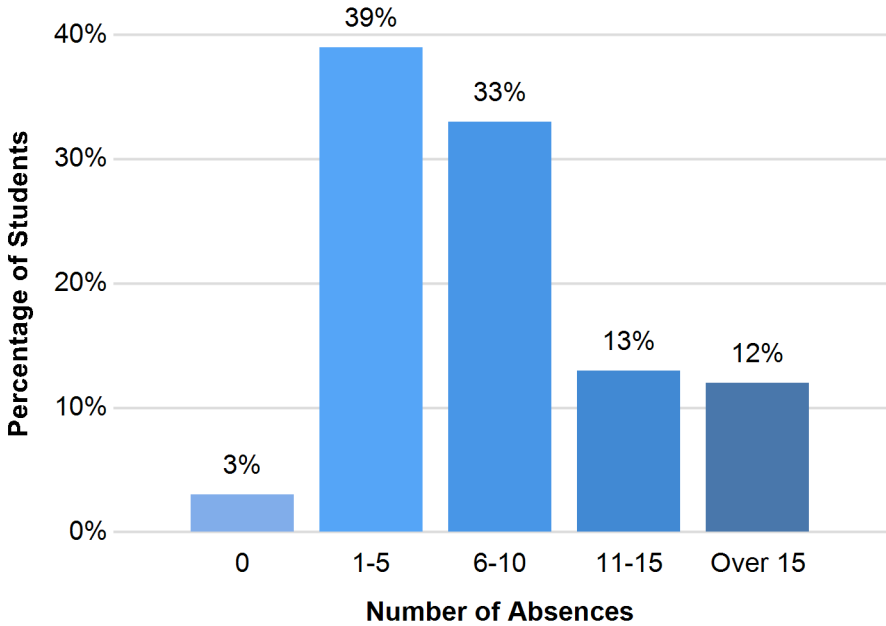
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.80	8.70	Not Met
White	9.90	8.70	Not Met
Hispanic	7.40	8.70	Met Target
Black or African American	2.50	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.20	8.70	Not Met
Students with Disabilities	13.40	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





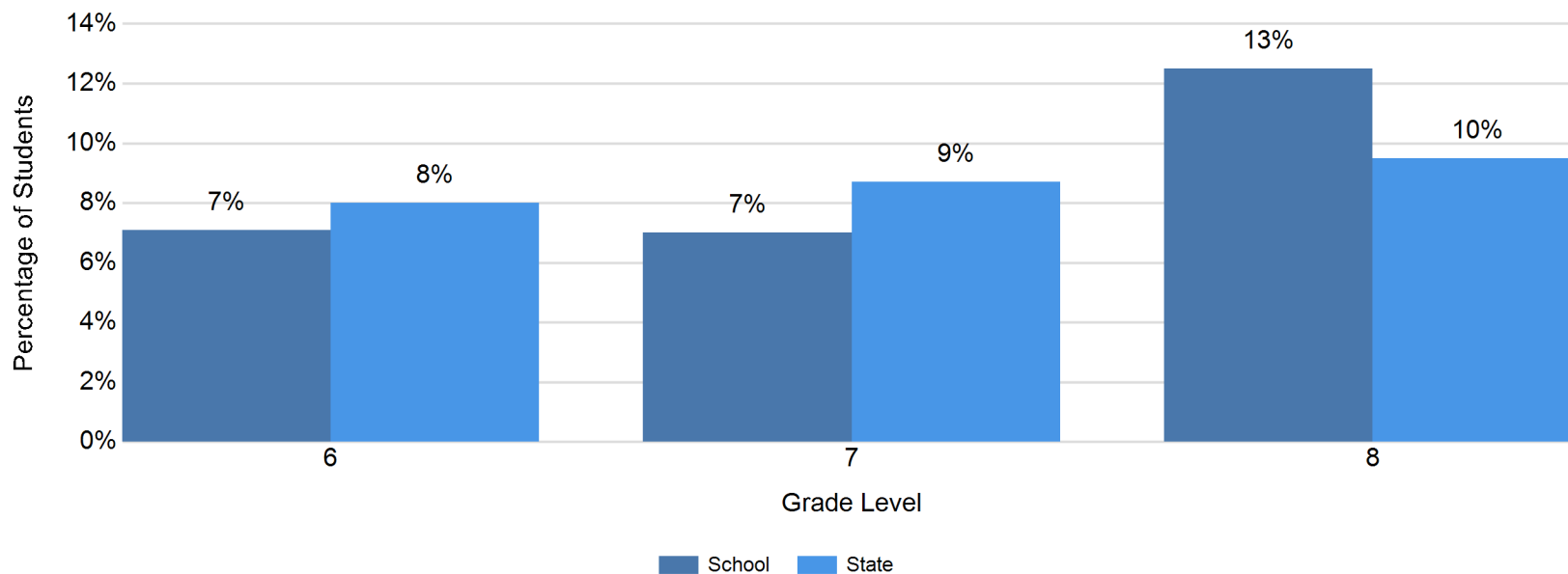
Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	7:25AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 37 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.79

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.3%
Out-of-School Suspensions	0.9%
Any Suspension	3.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	78%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	263:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

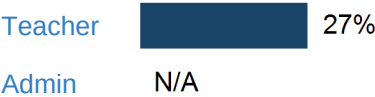
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

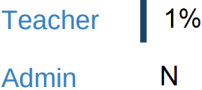
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	64.3	17.5%
Mathematics Proficiency	52.7	17.5%
English Language Arts Growth	21.0	25.0%
Mathematics Growth	66.7	25.0%
Chronic Absenteeism	42.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.8
Summative Rating: Percentile rank of Summative Score		47.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	39.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	62.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	**	No
Black or African American	39.3	11.9	No	Met Target†	Met Target†	Met Target	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	45.0	11.9	No	Met Goal	Met Target	Met Target	Not Met	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.0	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	60.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
 BURLINGTON
 EVESHAM TWP
 150 TOMLINSON MILL ROAD
 MARLTON, NJ 08053

School General Info

Principal:	Mr. Hoffman	Email Address:	hoffmang@evesham.k12.nj.us
Address:	150 TOMLINSON MILL ROAD MARLTON, NJ 08053	Website:	Evesham.k12.nj.us
Phone:	(856)988-0684	Facebook:	https://www.facebook.com/pages/Evesham-Township-School-District/165948526939773

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 your school directly.

 Highlights:	• The school is divided into two “houses” with smaller grade level teams supporting individual students. • Music, Art, Family and Consumer Science, Applied Design and Technology, Computers and Spanish • Our school maintains a 1:1 device educational environment with each student having a device at all classroom times
 Mission, Vision, Theme:	Promote excellence in an environment that engages students in meaningful learning experiences.



Marlton Middle
2016-2017
Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

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 your school directly.

 Courses, Curriculum, Instruction:	Students are offered comprehensive academic programs that focus on four content areas: Language Arts, Math, Science and Social Studies. Reader's and Writer's Workshop make reading and writing meaningful while providing lifetime skills. In addition, an extensive related arts program is provided.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) At MMS, various interscholastic and intramural sports are offered seasonally.
 Clubs and Activities:	The extra-curricular programs have a strong tradition and include vocal and instrumental music, interscholastic and intramural athletic programs and clubs such as Future Teachers of America, Animal Welfare, Renaissance, Student Council, Library Club, and others.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

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 your school directly.

 Staff and Professional Learning:	MMS has core academic area teachers, both general and special education. In addition, designated staff instruct in the related arts and specialty areas.
 Student Supports and Services:	In order to meet the individual needs of students, the school has an I&RS team in place that provides educational supports to general education students, prior to any necessary child study team referrals. A full compliment of Special Education programs are offered at the school.
 Student Health and Wellness:	Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	Parent conferences and visitations help parents understand and deal with adolescents. Similar activities provided for students include: Peer Leadership and Red Ribbon Week.



Marlton Middle
2016-2017

Grade Span 06-08

05-1420-060
BURLINGTON
EVESHAM TWP
150 TOMLINSON MILL ROAD
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	The Marlton Middle School was built in 1976. An addition was later added to accommodate student growth. This addition now houses Teddy Bear Academy, a District preschool/daycare program. We are a wired facility with access points throughout the facility.
--	---



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	33	65	44
KG	52	64	66
1	64	63	76
2	66	64	66
3	71	62	62
4	55	75	66
5	75	61	74
Ungraded	66	62	95
Total	482	516	549

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	44%	44%	41%
Male	56%	56%	59%
Economically Disadvantaged Students	12%	11%	10%
Students with Disabilities	29%	31%	36%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	83.2%
Black or African American	6.2%
Hispanic	5.1%
Asian	4.6%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	31	59	43
PK - Full Day	2	6	1
KG - Half Day	28	46	45
KG - Full Day	20	18	21

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. All other students are included in Other Languages.

Home Language	% of Students
English	90.5%
Spanish	2.6%
Other	7.0%



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
 BURLINGTON
 EVESHAM TWP
 50 CROWN ROYAL PARKWAY
 MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	202	97.7	66.30	62.60	54.90	66.3	56.8	Met Target
White	171	97.3	67.20	62.50	63.90	67.2	58.2	Met Target
Hispanic	10	100.0	60.00	47.30	39.80	60	**	**
Black or African American	16	100.0	56.30	45.30	35.20	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	*	*	*	68.00	54.90	N	**	**
Female	102	99.1	74.50	71.10	62.20	74.5		
Male	100	96.4	58.00	54.80	48.10	58		
Economically Disadvantaged Students	27	100.0	48.10	49.50	36.20	48.1	N	N
Non-Economically Disadvantaged Students	175	97.4	69.20	64.50	65.80	69.2		
Students with Disabilities	59	98.3	44.10	35.90	20.50	44.1	34.6	Met Target
Students without Disabilities	143	97.5	75.50	71.70	61.90	75.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	762	752	749	*	*	17%	63%	*	68%	50%
White	53	764	753	759	*	*	*	66%	*	70%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	23	775	761	754	*	*	*	78%	*	87%	55%
Male	37	754	744	745	*	*	*	54%	*	57%	46%
Economically Disadvantaged Students	10	740	734	731	*	*	*	*	*	50%	31%
Non-Economically Disadvantaged Students	50	766	754	762	*	*	*	*	*	72%	63%
Students with Disabilities	13	749	731	720	*	*	*	*	*	62%	24%
Students without Disabilities	47	766	758	755	*	*	*	*	*	70%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	60	762	752	752	*	*	17%	63%	*	68%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	759	757	753	*	*	19%	53%	14%	67%	56%
White	60	760	756	762	*	*	18%	53%	*	68%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	36	759	760	758	*	*	*	56%	*	67%	61%
Male	37	759	753	749	*	*	*	51%	*	68%	51%
Economically Disadvantaged Students	12	752	748	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	61	761	758	764	*	*	*	*	*	71%	69%
Students with Disabilities	28	744	738	725	*	*	*	39%	*	50%	25%
Students without Disabilities	45	769	764	759	*	*	*	62%	*	78%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	73	759	*	755	*	*	19%	53%	14%	67%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

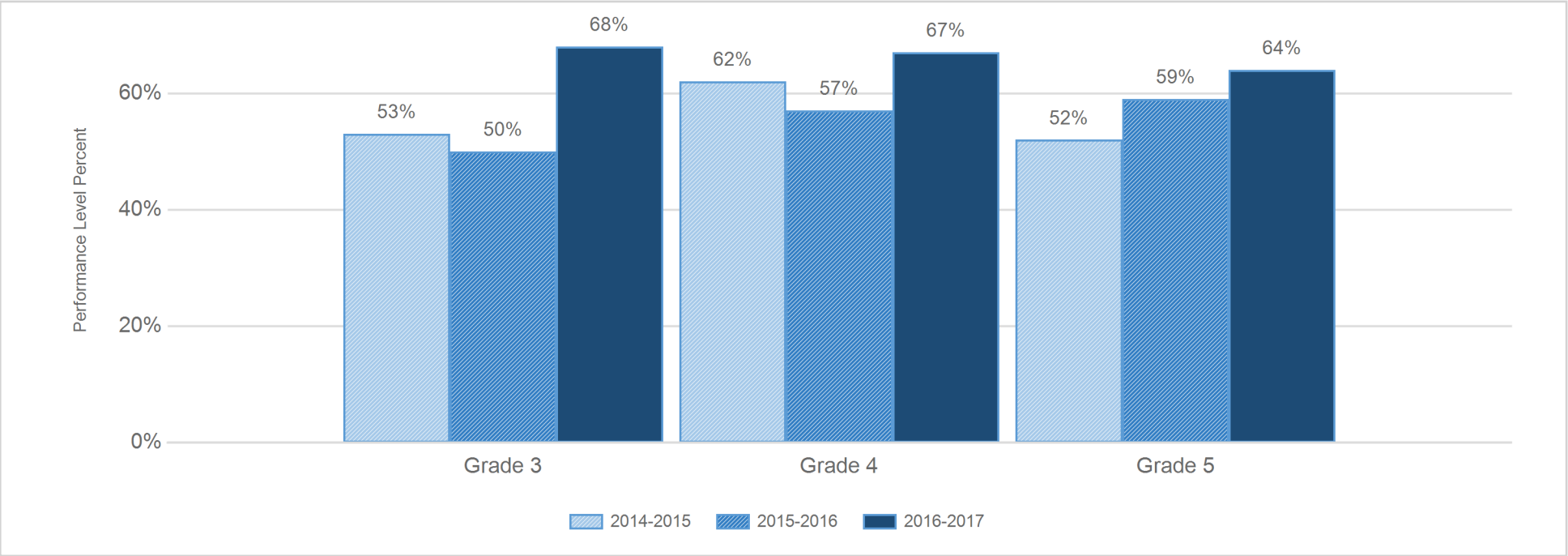
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	78	760	759	756	*	*	24%	55%	*	64%	59%
White	64	762	760	763	*	*	27%	53%	*	64%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	46	765	765	761	*	*	*	61%	*	74%	66%
Male	32	753	753	750	*	*	*	47%	*	50%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	17	731	*	725	*	*	*	*	*	24%	22%
Students without Disabilities	61	768	*	762	*	*	*	*	*	75%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	202	97.7	55.00	52.20	43.50	55	51.5	Met Target
White	171	97.3	57.90	52.40	52.40	57.9	52.5	Met Target
Hispanic	10	100.0	30.00	29.80	27.60	30	**	**
Black or African American	16	100.0	37.50	23.30	21.70	37.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	25.00	42.50	N	**	**
Two or More Races	*	*	*	57.70	44.90	N	**	**
Female	102	99.1	53.90	52.50	44.10	53.9		
Male	100	96.4	56.00	51.90	42.90	56		
Economically Disadvantaged Students	27	100.0	51.80	38.50	25.10	51.8	N	N
Non-Economically Disadvantaged Students	175	97.4	55.40	54.20	54.30	55.4		
Students with Disabilities	59	98.3	37.30	30.00	16.50	37.3	26.4	Met Target
Students without Disabilities	143	97.5	62.20	59.70	48.80	62.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**Richard L Rice School
2016-2017**

Grade Span PK-05

**05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053**

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	60	760	754	751	*	*	17%	50%	18%	68%	53%
White	53	761	754	759	*	*	*	53%	19%	72%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	23	765	757	751	*	*	*	44%	*	70%	52%
Male	37	757	751	751	*	*	*	54%	*	68%	53%
Economically Disadvantaged Students	10	752	741	736	*	*	*	*	*	70%	34%
Non-Economically Disadvantaged Students	50	762	755	761	*	*	*	*	*	68%	65%
Students with Disabilities	13	760	739	729	*	*	*	*	*	69%	29%
Students without Disabilities	47	760	759	755	*	*	*	*	*	68%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	60	760	754	753	*	*	17%	50%	18%	68%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Richard L Rice School
2016-2017

Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	753	753	747	*	*	25%	49%	*	58%	47%
White	60	755	753	755	*	*	25%	50%	*	58%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	36	748	750	747	*	*	*	53%	*	56%	47%
Male	37	759	755	747	*	*	*	46%	*	60%	48%
Economically Disadvantaged Students	12	744	737	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	61	755	754	757	*	*	*	*	*	61%	61%
Students with Disabilities	28	740	738	724	*	*	*	*	*	39%	22%
Students without Disabilities	45	762	758	751	*	*	*	*	*	69%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	73	753	753	749	*	*	25%	49%	*	58%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**Richard L Rice School
2016-2017**

Grade Span PK-05

**05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053**

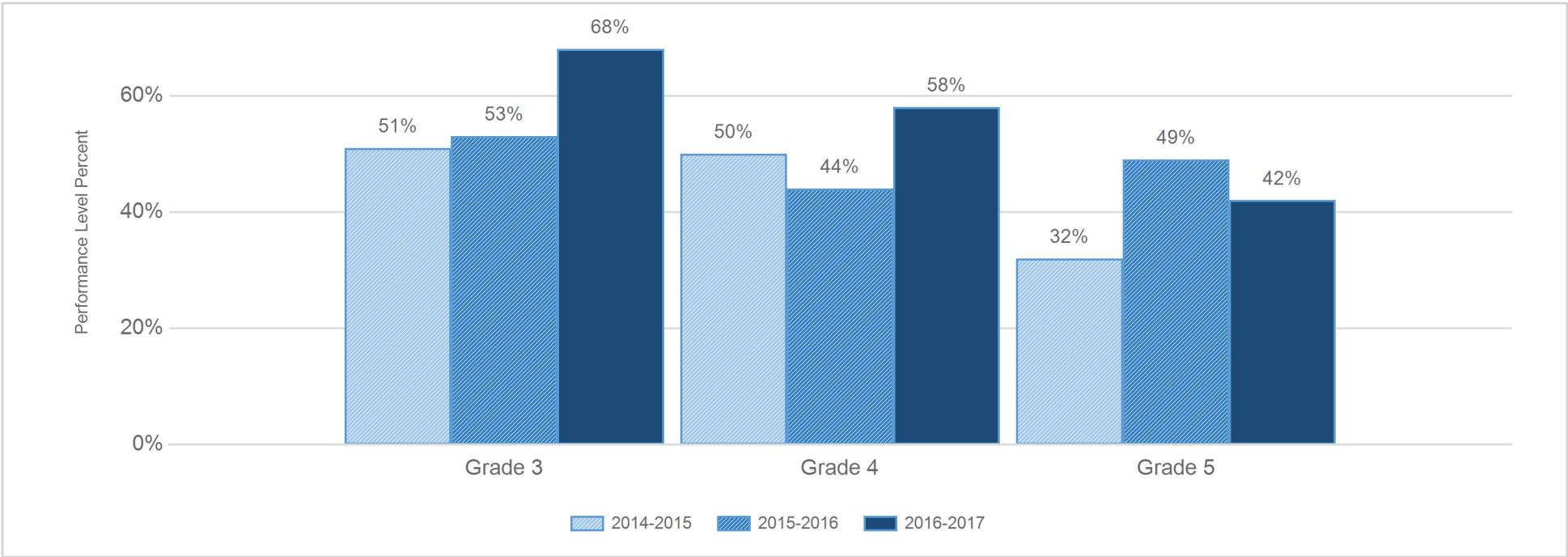
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	78	746	747	747	*	21%	37%	37%	*	42%	46%
White	64	748	747	754	*	19%	34%	41%	*	47%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	46	745	748	747	*	*	37%	37%	*	41%	47%
Male	32	747	745	746	*	*	38%	38%	*	44%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	17	727	725	725	0%	*	*	*	*	12%	19%
Students without Disabilities	61	751	753	751	0%	*	*	*	*	51%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Richard L Rice School
2016-2017

Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Alternate Assessments - Participation

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

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

English Language 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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
 BURLINGTON
 EVESHAM TWP
 50 CROWN ROYAL PARKWAY
 MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

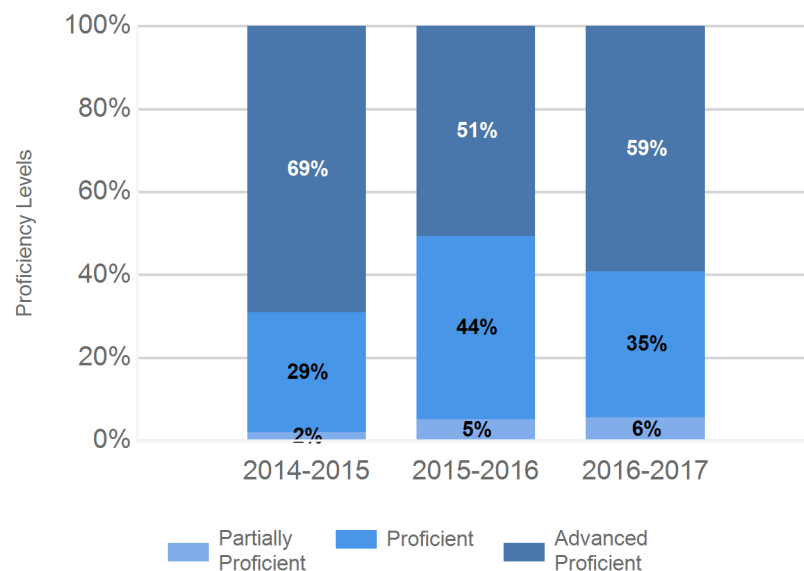
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	35%	6%
White	63%	*	*
Hispanic	*	N	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	50%	42%	8%
Students with Disabilities	33%	50%	17%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	49	50	Met Target	55.5	52	50	Met Target
White	51	49	50	Met Target	55.5	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	45.5	46	45	**	62.5	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57	60	**	*	59.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	44	47	**	48	46	46	**
Students with Disabilities	49.5	46	41	Met Target	49	43	43	Met Target
English Learners	N	N	N	N	*	63.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Richard L Rice School
2016-2017

Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

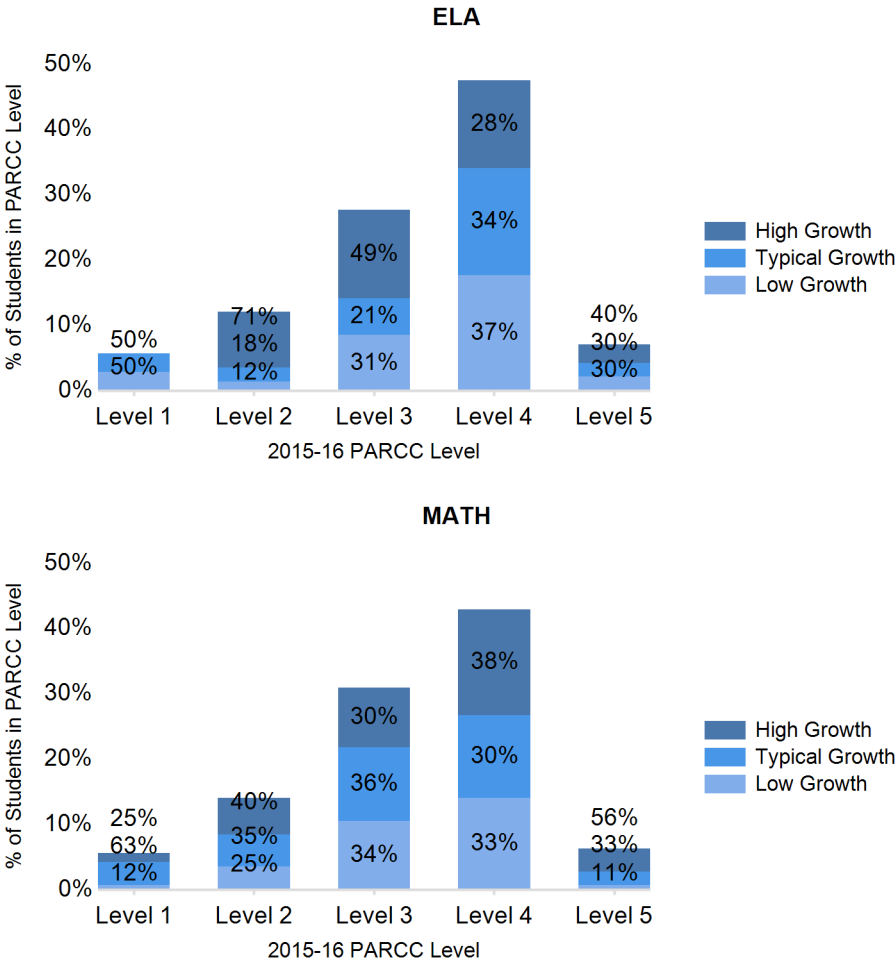
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

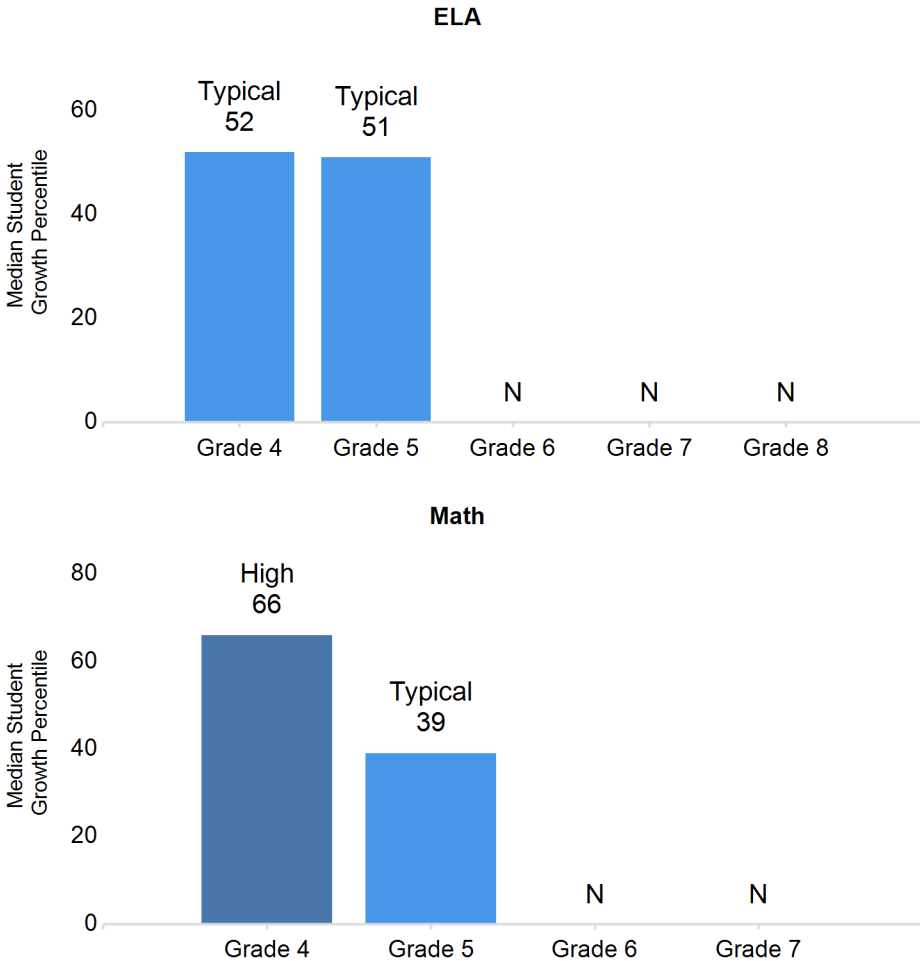
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Richard L Rice School
2016-2017

Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

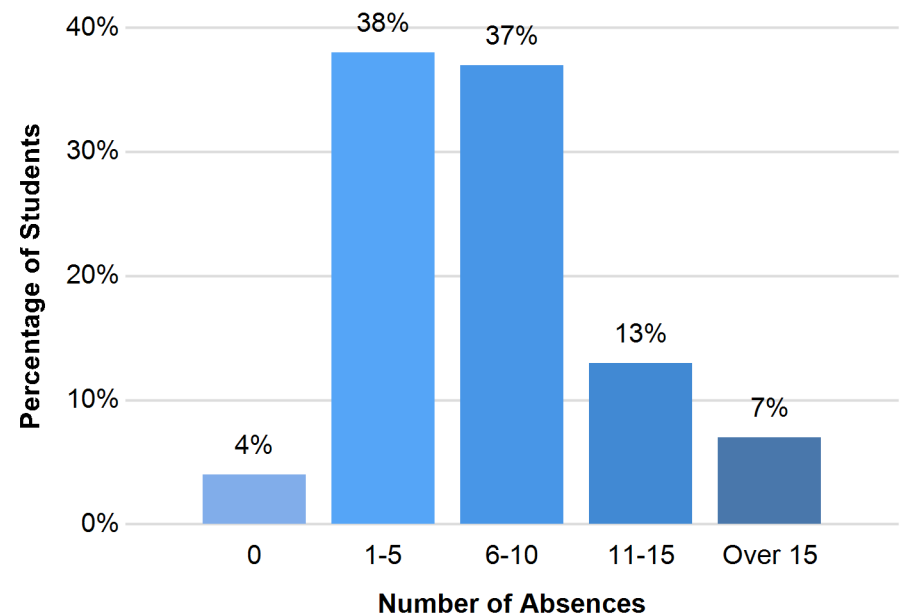
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.40	Met Target
White	4.60	8.40	Met Target
Hispanic	16.70	8.40	Not Met
Black or African American	3.40	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.90	8.40	Not Met
Students with Disabilities	6.90	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

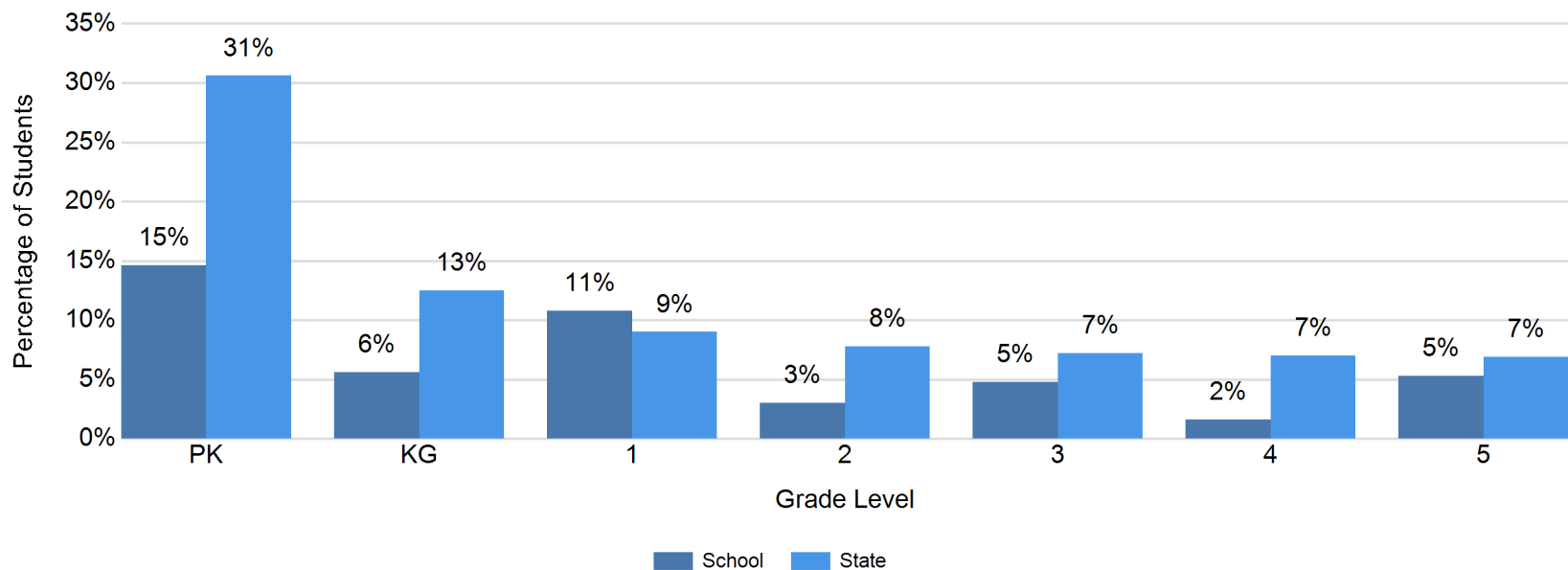
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Richard L Rice School
2016-2017

Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.2%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	120,724
Average years experience in public schools	8.1	11.8
Average years experience in district	6.9	10.5
Teachers in district for 4 or more years	55%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	549:1	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	70.4	17.5%
Mathematics Proficiency	72.5	17.5%
English Language Arts Growth	56.1	25.0%
Mathematics Growth	65.4	25.0%
Chronic Absenteeism	59.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.4
Summative Rating: Percentile rank of Summative Score		72.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
 BURLINGTON
 EVESHAM TWP
 50 CROWN ROYAL PARKWAY
 MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	56.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	78.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

School General Info

Principal:	Ms. Aronow	Email Address:	aronowt@evesham.k12.nj.us
Address:	50 CROWN ROYAL PARKWAY MARLTON, NJ 08053	Website:	Evesham.k12.nj.us
Phone:	(856)988-0685	Facebook:	https://www.facebook.com/pages/Evesham-Township-School-District/165948526939773

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 your school directly.

 Highlights:	• Student enrollment of approximately 550 includes preschool through fifth grades. • The Spirit Committee and Student Council plan and implement special activities and celebrations throughout the year. • Monthly whole school meetings foster school spirit and a sense of belonging within the larger school community.
 Mission, Vision, Theme:	The Richard L. Rice School is a community of learners working together in an environment where children feel safe, nurtured and challenged to meet their academic potential. We are dedicated to creating lifelong enthusiasm for learning, fostering social and emotional growth, and encouraging physical wellness. Through mutual respect and tolerance, the Rice family celebrates individuality and promotes culturally aware world citizens.

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 your school directly.

 Courses, Curriculum, Instruction:	A balanced language arts literacy program includes Guided Reading, Readers' and Writers' Workshop, Core Literature and Word Work. Mathematics instruction emphasizes problem solving and application of concepts and strategies. Program areas also include science, social studies, world language and the related arts. Rice implements the Responsive Classroom approach to foster social, emotional, and academic growth in a positive, safe environment.
 Clubs and Activities:	In addition to academic areas, there are after-school clubs that include Sports/Games, Gardening, Student Council, Safety Patrol, Yearbook, Chorus, Orchestra, Band, Homework, Art, Connections (Mentoring), Yoga, Readers' Theatre and Animal Welfare.
 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Rice.



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
 BURLINGTON
 EVESHAM TWP
 50 CROWN ROYAL PARKWAY
 MARLTON, NJ 08053

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 your school directly.

 Staff and Professional Learning:	Rice students are served by forty-six highly qualified teachers committed to growing professionally. Professional learning opportunities include building-based workshops, grade level/department meetings, PLC teams, etc. District supervisors work side-by-side with teachers and an intensive staff development program is offered to the entire staff.
 Student Supports and Services:	The I&RS team provides supports to students prior to any necessary child study team referrals. The school has the services of an instructional interventionist, reading specialist, Reading Recovery teachers, speech/occupational/physical therapists, school counselor, nurse and gifted & talented teacher.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	The PTA is an active and supportive contributor to the Rice family that sponsors enriching programs such as Science Day, Art Goes to School, assemblies and book fairs. A School Resource Officer from the Evesham Township Police Department is assigned to the school, and a L.E.A.D. instructor from the department provides instruction part of the school year on drug/alcohol prevention, as well as safety lessons.



Richard L Rice School
2016-2017
Grade Span PK-05

05-1420-065
BURLINGTON
EVESHAM TWP
50 CROWN ROYAL PARKWAY
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	Named in honor of a former Board of Education member who faithfully served the educational community for many years, the Richard L. Rice School opened to students from Kings Grant and the southern area of Evesham Township in January of 1990. A ten-classroom addition was opened in September, 2000.
--	--



Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	56	51	42
1	75	56	61
2	57	68	56
3	63	67	62
4	66	56	62
5	56	70	60
Ungraded	49	48	59
Total	422	416	402

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	47%
Male	53%	52%	53%
Economically Disadvantaged Students	15%	13%	14%
Students with Disabilities	24%	23%	30%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	72.1%
Asian	14.7%
Black or African American	7.5%
Hispanic	4.0%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	1.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	32	31	25
KG - Full Day	20	20	17

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. All other students are included in Other Languages.

Home Language	% of Students
English	84.8%
Spanish	2.0%
Chinese	1.7%
Filipino	1.5%
Hindi	1.2%
Other	8.1%



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	196	96.8	66.80	62.60	54.90	66.8	71.8	Met Target†
White	139	95.5	66.90	62.50	63.90	66.9	68	Met Target†
Hispanic	10	100.0	60.00	47.30	39.80	60	**	**
Black or African American	16	100.0	62.60	45.30	35.20	62.6	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	80.80	*	80.70	80.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	92	96.1	71.80	71.10	62.20	71.8		
Male	104	97.5	62.50	54.80	48.10	62.5		
Economically Disadvantaged Students	53	98.2	56.60	49.50	36.20	56.6	57.3	Met Target†
Non-Economically Disadvantaged Students	143	96.4	70.60	64.50	65.80	70.6		
Students with Disabilities	66	95.9	50.00	35.90	20.50	50	57.7	Met Target†
Students without Disabilities	130	97.3	75.40	71.70	61.90	75.4		
English Learners	N	N	N	44.80	25.20	N	**	**
Non-English Learners	196	96.8	66.80	62.80	57.40	66.8		
Homeless Students	N	N	N	62.50	26.40	N		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	752	749	*	18%	28%	36%	*	43%	50%
White	42	751	753	759	*	*	33%	41%	*	48%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	748	762	775	*	*	*	*	0%	50%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	753	761	754	*	*	*	36%	*	46%	55%
Male	33	737	744	745	*	*	*	36%	*	39%	46%
Economically Disadvantaged Students	11	725	734	731	*	*	*	*	*	27%	31%
Non-Economically Disadvantaged Students	50	749	754	762	*	*	*	*	*	46%	63%
Students with Disabilities	14	709	731	720	*	*	*	*	*	*	24%
Students without Disabilities	47	755	758	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	61	744	752	752	*	18%	28%	36%	*	43%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	770	757	753	*	*	23%	53%	21%	74%	56%
White	43	769	756	762	0%	*	26%	51%	*	72%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	32	771	760	758	0%	*	*	53%	*	75%	61%
Male	29	768	753	749	0%	*	*	52%	*	72%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	16	756	738	725	*	*	*	*	*	50%	25%
Students without Disabilities	45	774	764	759	*	*	*	*	*	82%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	61	770	*	755	*	*	23%	53%	21%	74%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

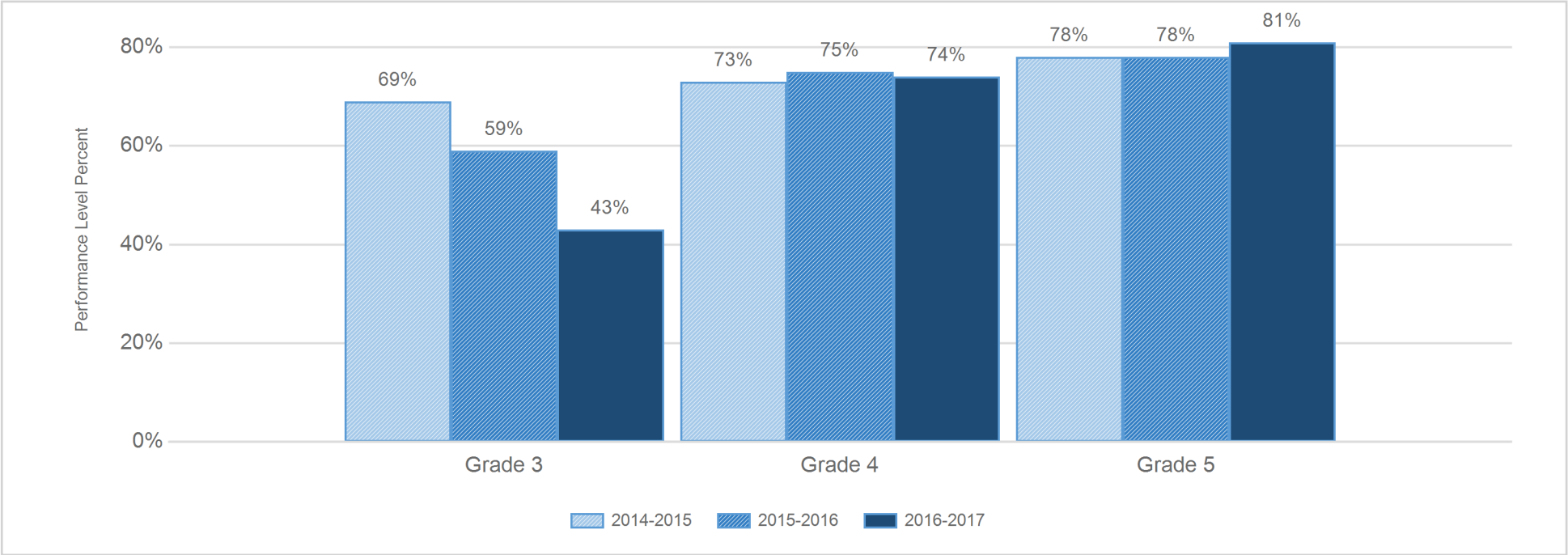
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	772	759	756	0%	*	18%	68%	*	81%	59%
White	46	771	760	763	0%	*	*	65%	*	78%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	27	777	765	761	0%	*	*	63%	*	82%	66%
Male	35	768	753	750	0%	*	*	71%	*	80%	53%
Economically Disadvantaged Students	10	750	743	740	0%	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	52	776	761	765	0%	*	*	*	*	87%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	62	772	759	757	0%	*	18%	68%	*	81%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	197	97.3	65.00	52.20	43.50	65	63.3	Met Target
White	140	96.2	67.10	52.40	52.40	67.1	61.9	Met Target
Hispanic	10	100.0	30.00	29.80	27.60	30	**	**
Black or African American	16	100.0	43.80	23.30	21.70	43.8	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	92.30	*	75.60	92.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	92	96.1	66.30	52.50	44.10	66.3		
Male	105	98.3	63.80	51.90	42.90	63.8		
Economically Disadvantaged Students	52	98.2	55.70	38.50	25.10	55.7	54	Met Target
Non-Economically Disadvantaged Students	145	97.0	68.30	54.20	54.30	68.3		
Students with Disabilities	67	97.3	52.30	30.00	16.50	52.3	48.5	Met Target
Students without Disabilities	130	97.3	71.50	59.70	48.80	71.5		
English Learners	N	N	N	38.20	23.30	N	**	**
Non-English Learners	197	97.3	65.00	52.40	45.20	65		
Homeless Students	N	N	N	12.50	16.40	N		
Students In Foster Care	N	N	N	50.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	746	754	751	*	19%	26%	48%	*	52%	53%
White	43	748	754	759	0%	*	33%	54%	*	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	763	769	779	0%	*	*	*	*	70%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	28	746	757	751	*	*	*	43%	*	46%	52%
Male	34	746	751	751	*	*	*	53%	*	56%	53%
Economically Disadvantaged Students	11	728	741	736	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	51	750	755	761	*	*	*	*	*	57%	65%
Students with Disabilities	15	724	739	729	*	*	*	*	*	27%	29%
Students without Disabilities	47	753	759	755	*	*	*	*	*	60%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	62	746	754	753	*	19%	26%	48%	*	52%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	761	753	747	*	*	21%	66%	*	72%	47%
White	43	762	753	755	0%	*	*	70%	*	74%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	32	760	750	747	*	*	*	66%	*	72%	47%
Male	29	763	755	747	*	*	*	66%	*	72%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	16	745	738	724	*	*	*	*	*	44%	22%
Students without Disabilities	45	767	758	751	*	*	*	*	*	82%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	61	761	753	749	*	*	21%	66%	*	72%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

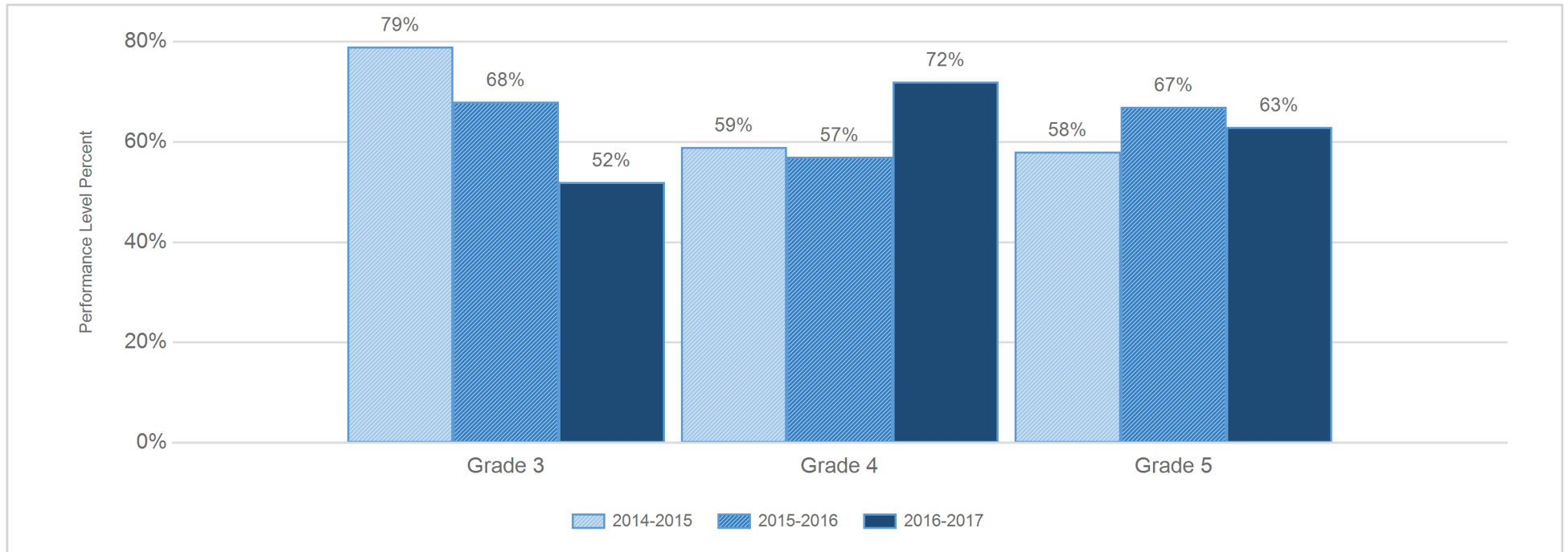
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	757	747	747	*	*	30%	53%	*	63%	46%
White	48	758	747	754	*	*	29%	56%	*	65%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	28	756	748	747	*	*	*	57%	*	61%	47%
Male	36	758	745	746	*	*	*	50%	*	64%	46%
Economically Disadvantaged Students	10	748	735	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	54	759	748	756	*	*	*	*	*	67%	59%
Students with Disabilities	10	736	725	725	*	*	*	*	*	20%	19%
Students without Disabilities	54	761	753	751	*	*	*	*	*	70%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps 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	13	12
4	*	*
5	10	10

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

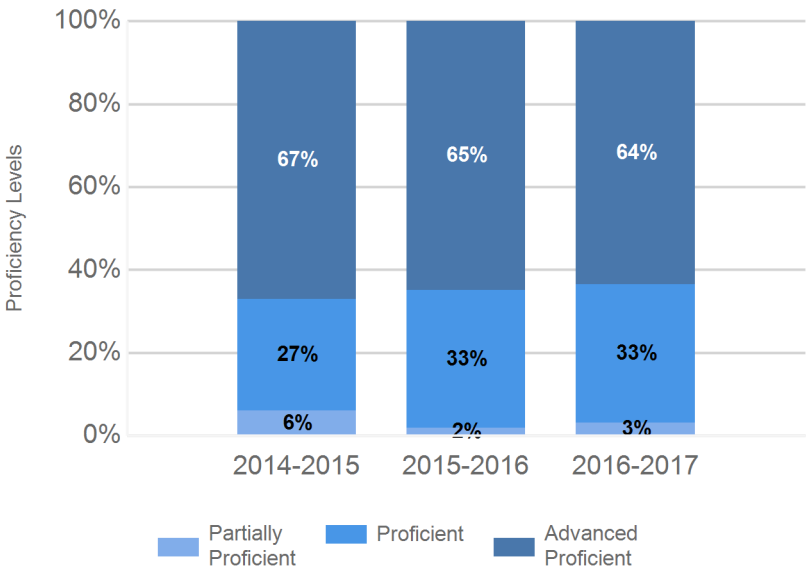
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	64%	33%	3%
White	63%	33%	4%
Hispanic	*	N	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	56%	39%	6%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	49	50	Exceeds Target	56	52	50	Met Target
White	57	49	50	Met Target	56	51	52	Met Target
Hispanic	*	52	49	**	*	48	47	**
Black or African American	*	46	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	75	57	60	**	57	59.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	49	44	47	**	52.5	46	46	**
Students with Disabilities	48	46	41	Met Target	45	43	43	Met Target
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

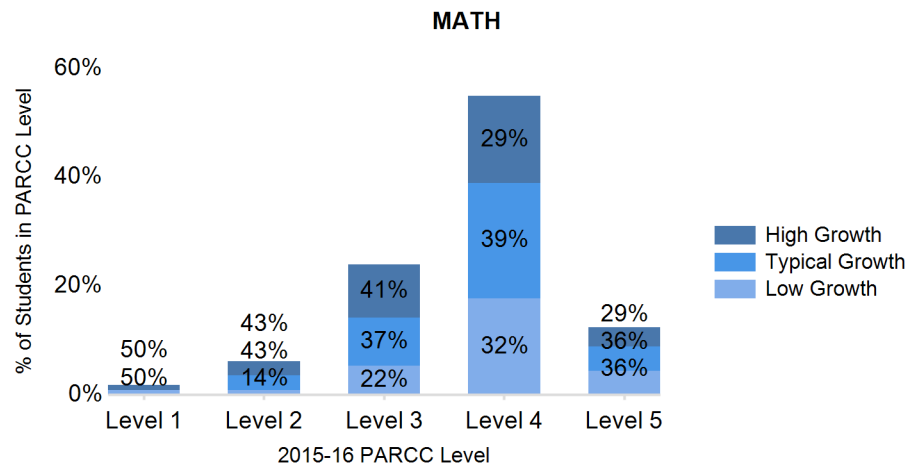
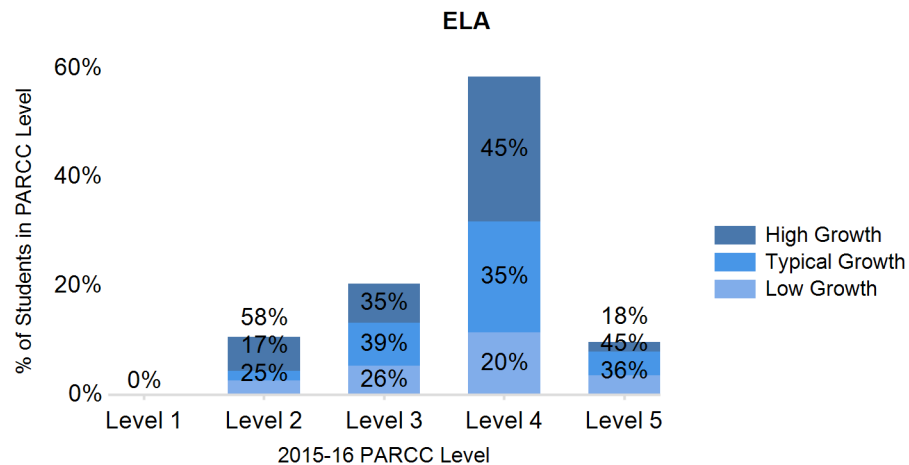
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

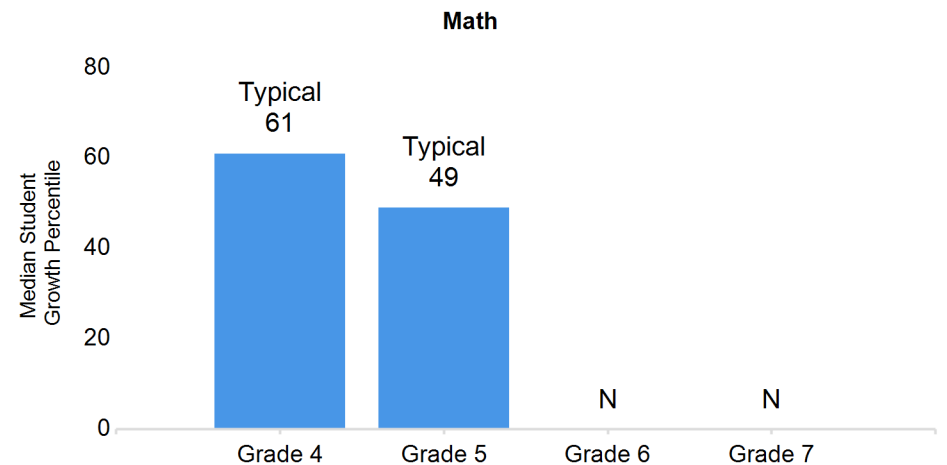
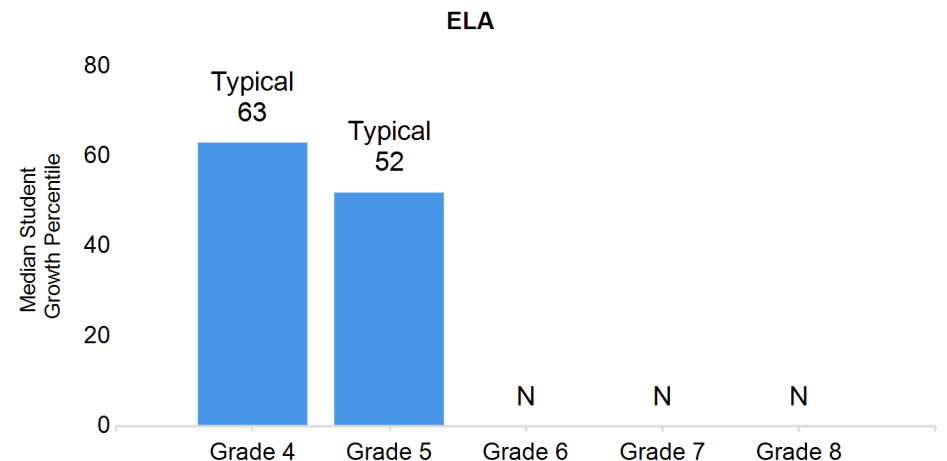
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

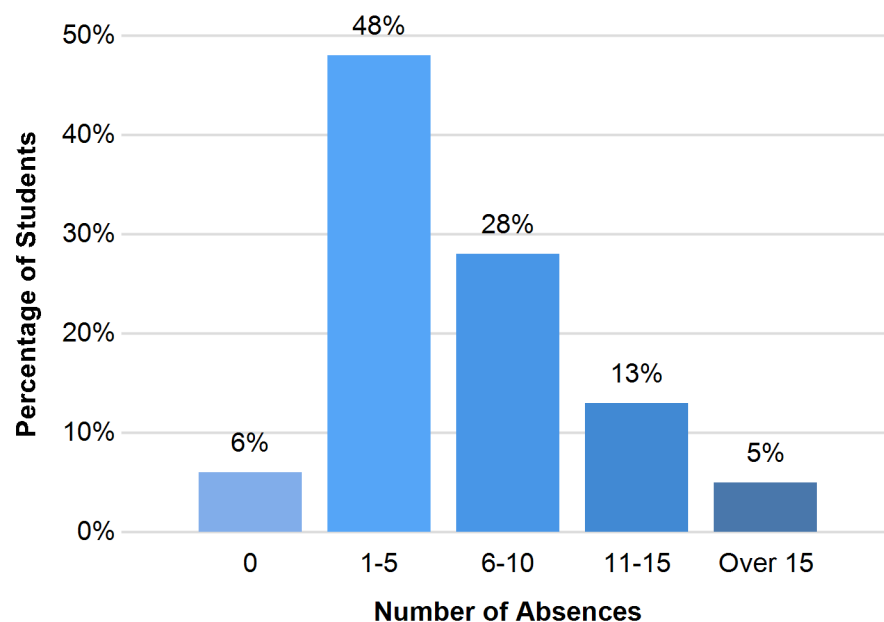
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	8.40	Met Target
White	4.10	8.40	Met Target
Hispanic	N	**	**
Black or African American	3.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.20	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.30	8.40	Met Target
Students with Disabilities	3.10	8.40	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

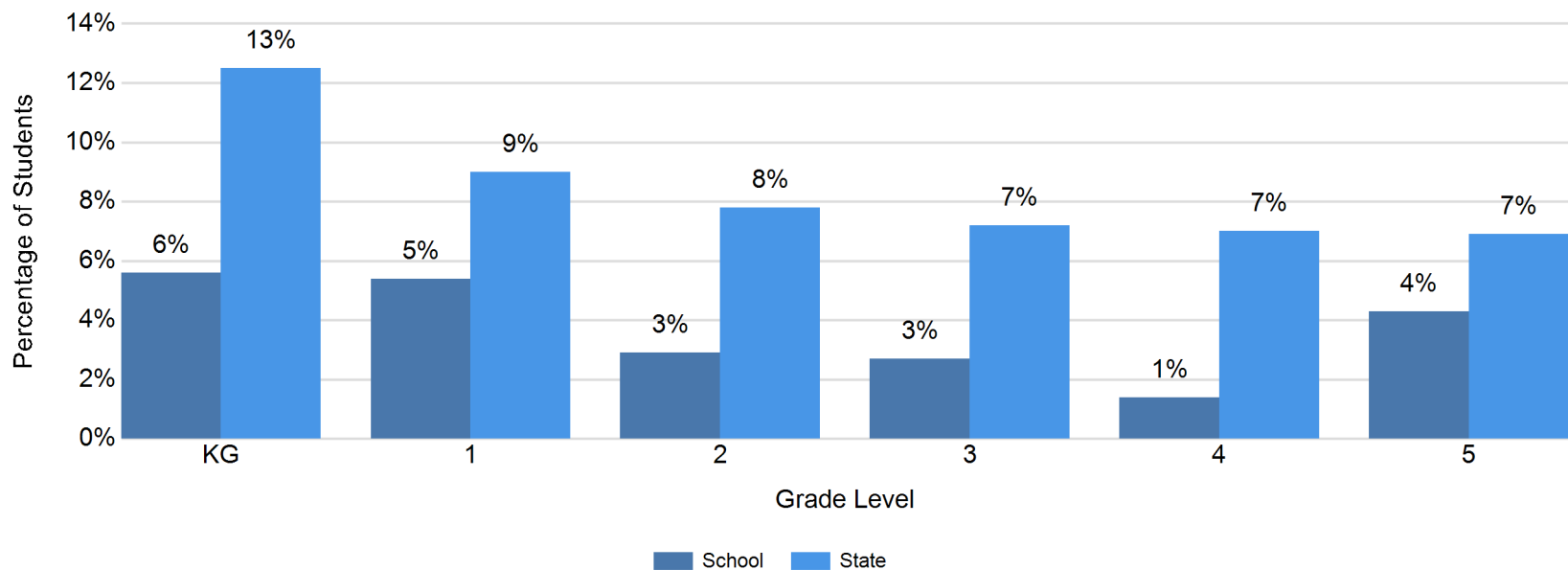
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

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.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Robert B Jaggard School

2016-2017

Grade Span KG-05

05-1420-070

BURLINGTON

EVESHAM TWP

2 WESTCOTT ROAD

MARLTON, NJ 08053

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	225.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$423	\$14,399	\$14,822



Robert B Jaggard School

2016-2017

Grade Span KG-05

05-1420-070

BURLINGTON

EVESHAM TWP

2 WESTCOTT ROAD

MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	120,724
Average years experience in public schools	7.9	11.8
Average years experience in district	5.3	10.5
Teachers in district for 4 or more years	43%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	9.4	11.6
Administrators in district for 4 or more years	77%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	N	202:1
Librarian/Media Specialists		634:1
Nurses		493:1
Counselors		403:1
Child Study Team		296:1



Robert B Jaggard School

2016-2017

Grade Span KG-05

05-1420-070

BURLINGTON

EVESHAM TWP

2 WESTCOTT ROAD

MARLTON, NJ 08053

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	72.3	17.5%
Mathematics Proficiency	88.7	17.5%
English Language Arts Growth	77.7	25.0%
Mathematics Growth	63.1	25.0%
Chronic Absenteeism	85.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.1
Summative Rating: Percentile rank of Summative Score		86.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Robert B Jaggard School
2016-2017

Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	76.1	11.9	No	Met Target†	Met Target	Met Target	Exceeds Target	Met Target	No
White	66.6	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Met Target	**	**	No
Students with Disabilities	79.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

School General Info

Principal:	Ms. Sobel	Email Address:	sobelm@evesham.k12.nj.us
Address:	2 WESTCOTT ROAD MARLTON, NJ 08053	Website:	Evesham.k12.nj.us
Phone:	(856)988-0679	Facebook:	https://www.facebook.com/pages/Evesham-Township-School-District/165948526939773

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 your school directly.

 Highlights:	• Robert B. Jaggard Elementary School has 438 students in Kindergarten through 5th grade. • All grade levels participate in a buddy program with a corresponding grade level. • There is a diverse student population including students with multiple disabilities and autism.
 Mission, Vision, Theme:	The mission of the Robert B. Jaggard Elementary School is to create a safe and respectful environment in cooperative partnership with families and community members. We will empower students to develop the fundamental tools necessary to become critical thinkers and effective communicators. Students will be challenged to reach their personal best while becoming life-long learners in an ever changing global society.

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 your school directly.

 Courses, Curriculum, Instruction:	Our balanced language arts literacy program includes Guided Reading, Readers' and Writers' Workshop, Core Literature and Word Work. Mathematics instruction emphasizes problem solving and application of concepts and strategies to everyday life. Science, social studies, and the related arts are other areas of the curriculum. The school also has a world language and instrumental music program. The Responsive Classroom approach is integrated into the curriculum and the routines of the school.
 Clubs and Activities:	After-school clubs are provided and may include art, yearbook, chorus, math, orchestra, band, student council, C.A.R.E.S., sports, and Girl Talk. An after school homework club and literacy support may be offered as well.
 Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Jaggard.



Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
 BURLINGTON
 EVESHAM TWP
 2 WESTCOTT ROAD
 MARLTON, NJ 08053

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 your school directly.

 Staff and Professional Learning:	Our school continues to excel academically because of the combination of our wonderful staff, students, supportive parents, and strong educational programs here at Jaggard School. Jaggard has classroom teachers at grades K-5, both general and special education. Designated staff instruct in the related arts and specialty areas and the school has many paraprofessionals. Professional learning opportunities include building-based workshops, grade level/department meetings, PLC teams, etc.
 Student Supports and Services:	The school has an I&RS team in place that provides supports to general education students. Jaggard has 9 self-contained special education classes. The school has the services of resource teachers, a nurse, a guidance counselor, reading and literacy specialists, a Reading Recovery Teacher/Intervention Specialist, a technology coach, math coaches, responsive classroom facilitators, gifted and talented teacher/coordinator, speech/language pathologists, and occupational and physical therapists.
 Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced.
 Parent and Community Involvement:	The PTA provides activities that benefit the school community. The activities they sponsor include assemblies, book fairs, literacy night, the science expo, and Halloween trunk or treat. Parents are invited to attend programs that support them in understanding different topics such as curriculum, standardized tests, responsive classroom, etc. A partnership with the ETPD allows the school to offer a fifth grade drug awareness program and an SRO is part of the Jaggard School Community.



Robert B Jaggard School
2016-2017
Grade Span KG-05

05-1420-070
BURLINGTON
EVESHAM TWP
2 WESTCOTT ROAD
MARLTON, NJ 08053

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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	The Jaggard School officially opened in 1972. Its namesake, Robert B. Jaggard (1904-1968) was a long-time resident of Evesham and a member of the Board of Education for 10 years.
--	---