



Bordentown Regional High School
2016-2017


Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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



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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
9	183	170	210
10	184	178	161
11	190	171	184
12	184	178	165
Ungraded	0	2	1
Total	741	699	721

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%	47%	48%
Male	51%	53%	52%
Economically Disadvantaged Students	26%	14%	0%
Students with Disabilities	13%	12%	12%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			1%
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	64.8%
Black or African American	16.5%
Asian	9.6%
Hispanic	9.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	721
Shared Time Students	0
Full Time Equivalent	721

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	90.0%
Spanish	2.4%
Panjabi	1.4%
Other	5.8%



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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	308	84.5	40.90	52.80	54.90	36.4	27.4	Met Target
White	205	82.5	40.50	52.30	63.90	35.3	26.4	Met Target
Hispanic	21	86.7	33.30	*	39.80	29.4	16.5	Met Target
Black or African American	49	91.8	34.70	*	35.20	33.1	26.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	84.6	57.60	75.60	80.70	51.2	46.5	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	25.00	54.90	N	**	**
Female	149	84.0	49.00	58.10	62.20	43.2		
Male	159	85.1	33.40	47.90	48.10	29.8		
Economically Disadvantaged Students	57	85.9	19.30	37.70	36.20	*	16.9	Met Target
Non-Economically Disadvantaged Students	251	84.2	45.80	56.50	65.80	*		
Students with Disabilities	52	94.5	*	*	20.50	*	14	Not Met
Students without Disabilities	256	82.8	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	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.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	209	746	746	749	10%	13%	32%	38%	7%	45%	52%
White	130	746	746	757	11%	16%	28%	37%	9%	45%	62%
Hispanic	16	750	750	733	0%	0%	*	*	0%	50%	35%
Black or African American	41	737	737	730	*	*	39%	29%	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	22	763	763	777	0%	*	*	55%	*	64%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	104	755	755	756	*	*	30%	48%	*	58%	60%
Male	105	737	737	741	*	*	34%	29%	*	32%	43%
Economically Disadvantaged Students	45	733	733	731	22%	*	29%	27%	*	29%	32%
Non-Economically Disadvantaged Students	164	750	750	758	7%	*	33%	42%	*	49%	62%
Students with Disabilities	30	712	712	714	*	*	*	*	*	*	13%
Students without Disabilities	179	752	752	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	109	735	735	743	21%	*	30%	31%	*	36%	46%
White	74	735	735	749	22%	*	32%	27%	*	34%	52%
Hispanic	10	725	725	728	*	*	*	*	0%	20%	34%
Black or African American	14	733	733	725	*	0%	*	*	0%	50%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	52	739	739	752	*	*	35%	27%	*	33%	54%
Male	57	732	732	734	*	*	26%	35%	*	39%	39%
Economically Disadvantaged Students	18	708	708	726	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	91	741	741	751	*	*	*	*	*	40%	54%
Students with Disabilities	18	698	698	704	*	*	*	*	*	*	12%
Students without Disabilities	91	743	743	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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	80	716	716	736	31%	29%	30%	*	*	10%	38%
White	46	716	716	738	*	*	*	*	*	*	40%
Hispanic	11	709	709	731	*	*	*	*	*	*	34%
Black or African American	13	719	719	728	*	*	*	0%	*	15%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	33	730	730	744	*	*	*	*	*	*	46%
Male	47	706	706	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	25	709	709	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	55	719	719	740	*	*	*	*	*	*	42%
Students with Disabilities	16	707	707	709	*	*	*	*	*	*	12%
Students without Disabilities	64	718	718	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



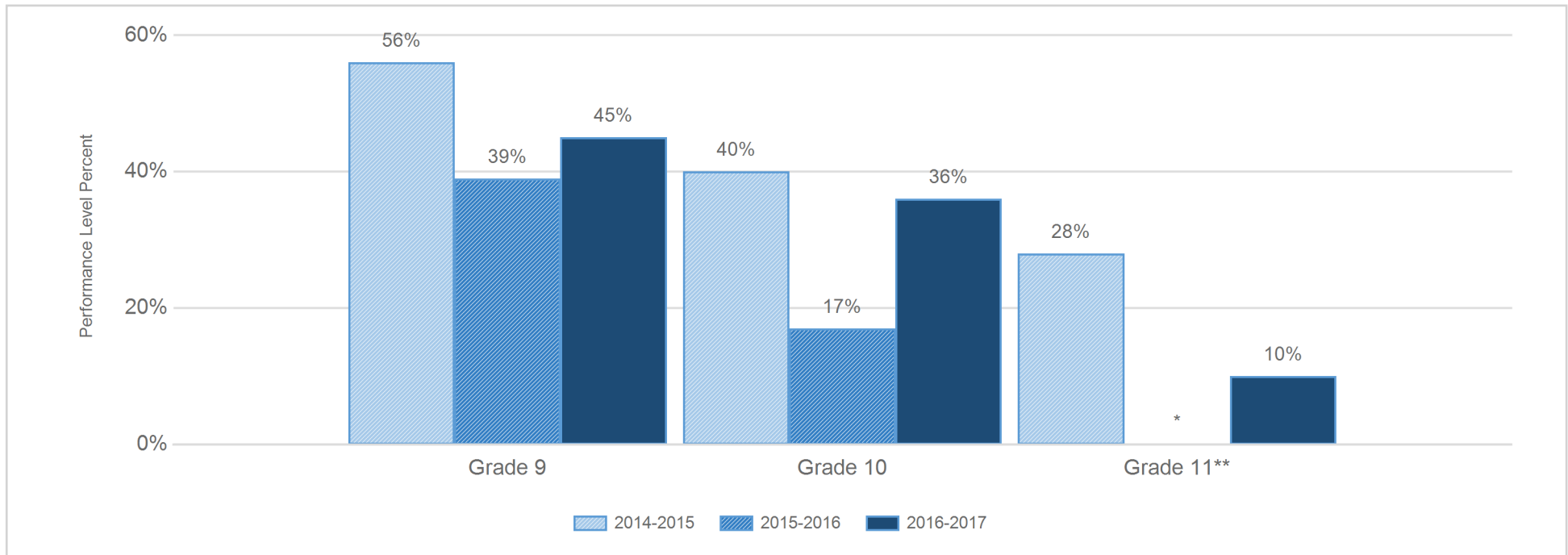
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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



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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	301	85.4	28.60	49.10	43.50	25.5	23.2	Met Target
White	202	84.1	27.20	49.30	52.40	24	23.2	Met Target
Hispanic	20	83.9	30.00	*	27.60	25.2	16.2	Met Target
Black or African American	49	93.0	22.40	*	21.70	21.8	10.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	83.8	46.60	76.50	75.60	40.9	49.1	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	25.00	44.90	N	**	**
Female	148	83.2	30.40	49.90	44.10	26.5		
Male	153	87.6	26.80	48.50	42.90	24.5		
Economically Disadvantaged Students	62	91.0	22.60	*	25.10	*	12.1	Met Target
Non-Economically Disadvantaged Students	239	84.0	30.10	*	54.30	*		
Students with Disabilities	49	96.2	*	*	16.50	*	6.8	Met Target†
Students without Disabilities	252	83.6	*	*	48.80	*		
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	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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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	151	729	736	743	13%	25%	39%	23%	0%	23%	42%
White	93	727	734	751	16%	25%	38%	22%	0%	22%	52%
Hispanic	16	742	*	728	*	*	*	*	0%	44%	24%
Black or African American	34	726	*	724	*	32%	38%	*	0%	18%	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	68	730	738	744	*	21%	44%	24%	*	24%	43%
Male	83	729	735	741	*	28%	35%	23%	*	23%	40%
Economically Disadvantaged Students	42	725	*	727	*	36%	*	29%	0%	29%	23%
Non-Economically Disadvantaged Students	109	731	*	751	*	20%	*	21%	0%	21%	52%
Students with Disabilities	30	707	*	714	*	*	*	*	*	*	10%
Students without Disabilities	121	735	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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%



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Mathematics Assessment - Performance by Test: Geometry

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	130	729	734	734	12%	29%	39%	21%	0%	21%	30%
White	82	732	*	740	*	28%	40%	23%	*	23%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	18	722	722	719	*	*	*	*	0%	17%	*
Asian, Native Hawaiian, or Pacific Islander	15	735	*	758	*	*	*	*	0%	27%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	70	735	*	735	*	24%	40%	*	*	29%	31%
Male	60	721	*	733	*	33%	37%	*	*	12%	30%
Economically Disadvantaged Students	29	717	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	101	732	*	740	*	*	*	*	*	*	39%
Students with Disabilities	21	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	109	733	739	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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	92	725	727	725	40%	*	14%	30%	*	33%	28%
White	62	725	*	731	40%	*	*	31%	*	32%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	10	699	699	703	*	*	*	*	0%	10%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	37	727	727	725	35%	*	*	*	*	27%	27%
Male	55	723	*	725	44%	*	*	*	*	36%	29%
Economically Disadvantaged Students	13	690	690	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	79	730	*	733	*	*	*	*	*	*	35%
Students with Disabilities	14	679	679	692	*	*	*	*	*	*	*
Students without Disabilities	78	733	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	92	725	*	726	40%	*	14%	30%	*	33%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

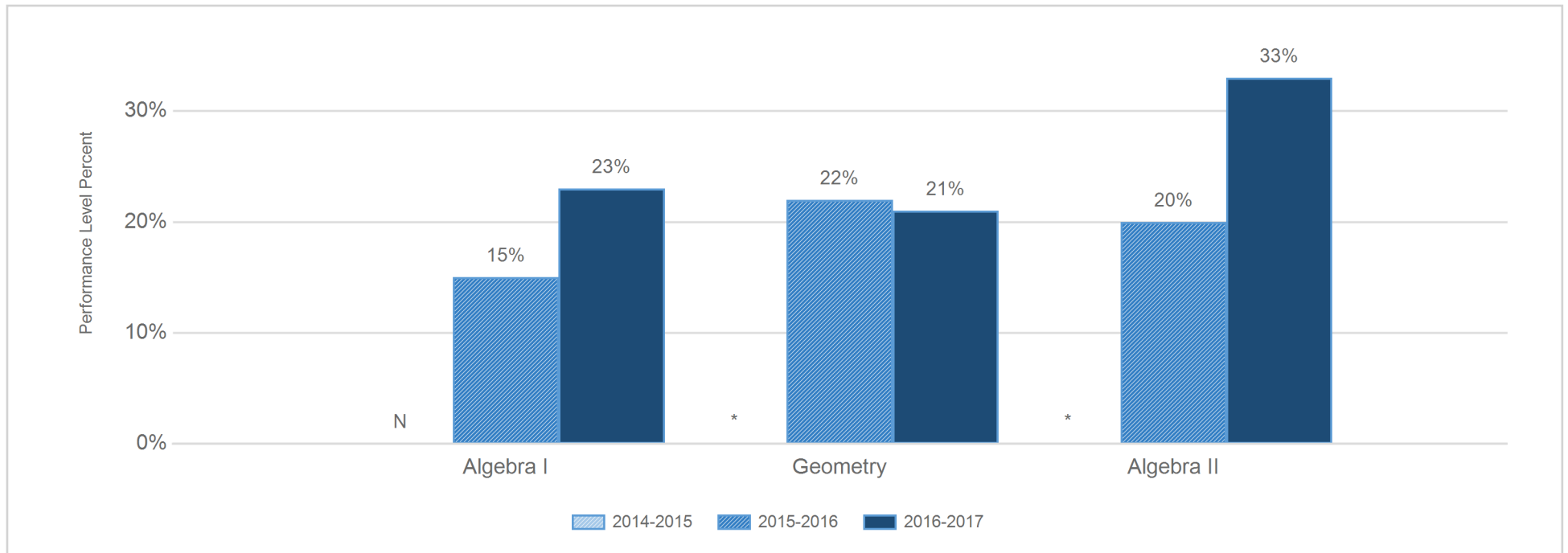


Bordentown Regional High School
2016-2017
Grade Span 09-12

05-0475-050
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Mathematics Assessment – Performance Trends

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





**Bordentown Regional High School
2016-2017**

Grade Span 09-12

**05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615**

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
9	N	N
10	N	N
11	*	*

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+	*	*	*



Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

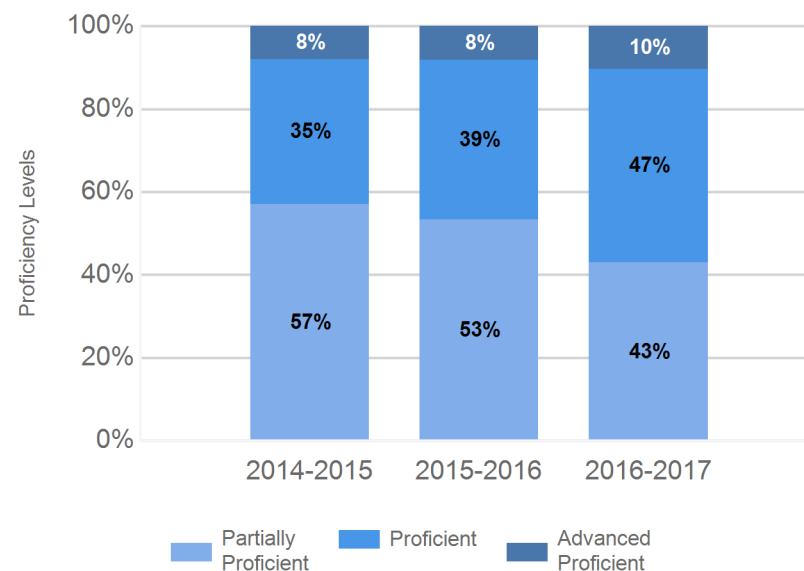
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	10%	47%	43%
White	12%	49%	39%
Hispanic	N	17%	83%
Black or African American	7%	37%	56%
Asian, Native Hawaiian, or Pacific Islander	11%	63%	26%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	23%	71%
Students with Disabilities	N	29%	71%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





Bordentown Regional High School
2016-2017

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

Grade Span 09-12

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	75.9%	89.4%
Percentage of students taking the SAT	92.7%	70.0%
Percentage of students taking the ACT	24.8%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	494	481	Varies By Grade	75%	67%
PSAT - Math	504	483	Varies By Grade	59%	49%
SAT - Reading and Writing	546	551	480	79%	77%
SAT - Math	547	552	530	58%	58%
ACT - Reading	24	24	22	59%	65%
ACT - English	23	24	18	71%	79%
ACT - Math	23	24	22	59%	65%
ACT - Science	22	23	23	54%	54%



Bordentown Regional High School
2016-2017

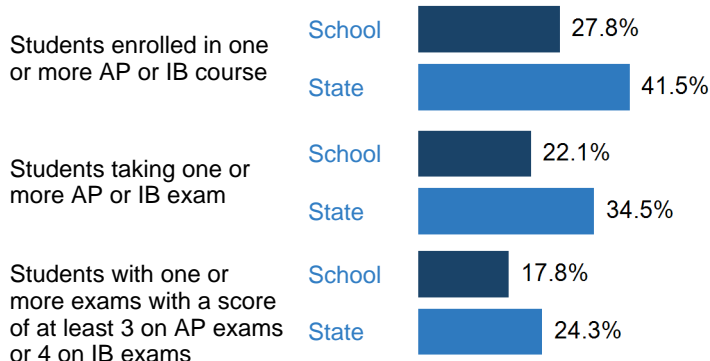
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Grade Span 09-12

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

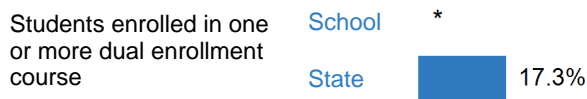
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	7
AP Calculus AB	22	17
AP Chemistry	0	3
AP Computer Science Principles	23	26
AP English Language and Composition	19	17
AP English Literature and Composition	24	17
AP French Language and Culture	0	1
AP Physics C: Mechanics	0	1
AP Statistics	22	16
AP Studio Art—Two-Dimensional	6	1
AP U.S. Government and Politics	0	2
AP U.S. History	24	23
Total Exams Taken		131
Exams with scores of at least 3 on AP exams or 4 on IB exams		107



Bordentown Regional High School
2016-2017

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

Grade Span 09-12

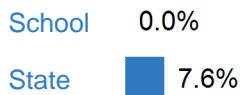
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

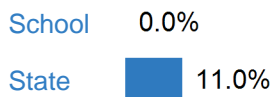
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

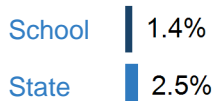
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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](#). English course participation is not included because students are required to take four years of English in high school.

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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	149	48	29	7	0	0	0
10	7	91	71	8	0	3	0
11	6	18	96	51	11	7	5
12	0	3	20	19	29	22	15
Schoolwide	162	162	218	85	40	32	20
Enrolled in AP/IB Course					22	22	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	64	0	0	138	0	0
10	94	51	0	4	8	1
11	14	99	0	4	21	48
12	8	32	0	1	24	67
Schoolwide	180	182	0	147	53	116
Enrolled in AP/IB Course	17	0		0	0	0



Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	2	203	0	0	1	12
10	153	6	0	0	4	12
11	6	27	0	0	16	154
12	3	1	0	0	24	110
Schoolwide	164	237	0	0	45	288
Enrolled in AP/IB Course	0	24	0	0	0	0

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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	119	16	0	0	0	0	21
10	96	31	0	0	0	0	10
11	55	14	0	0	0	0	12
12	14	6	0	0	0	0	12
Schoolwide	284	67	0	0	0	0	55
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	55	8	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Bordentown Regional High School
2016-2017
Grade Span 09-12

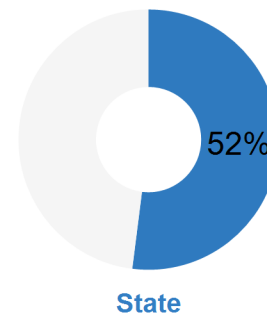
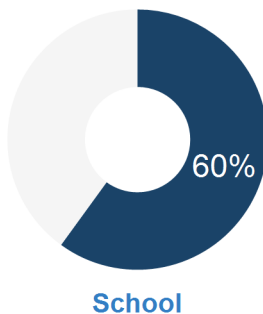
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Visual and Performing Arts – Course Participation

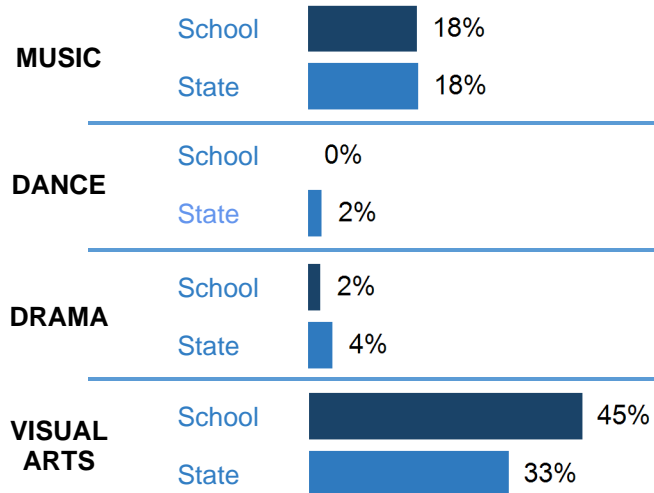
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





**Bordentown Regional High School
2016-2017**

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

Grade Span 09-12

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	89.6%	90.5%	93.2%	91.8%	93.2%	88.8%	Met Target	92.6%	93.8%	Not Met
White	90.3%	94.5%	93.3%	95.1%	93.3%	92.1%	Met Target	95.1%	N	Met Goal
Hispanic	92.9%	84.3%	96.3%	86.3%	96.2%	N	Met Goal	*	N	N
Black or African American	*	83.4%	93.1%	85.3%	93.1%	90.8%	Met Target	90.6%	95.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	88.2%	97.5%	88.2%	**	**	90.9%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	90.0%	83.9%	86.4%	85.6%	88.4%	93.4%	Not Met	95.6%	N	Met Goal
Students with Disabilities	78.8%	78.8%	88.6%	82.1%	91.2%	69.1%	Met Target	71.0%	93.2%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	89.6%	-
2016	93.2%	93.2%
2015	88.5%	92.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.3%	1.1%
2015-2016	2%	1.1%
2014-2015	1%	1.1%

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



Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	66.3%	38%	62%
White	68.1%	42.9%	57.1%
Hispanic	*	*	*
Black or African American	69.6%	31.3%	68.8%
Asian, Native Hawaiian, or Pacific Islander	61.5%	12.5%	87.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	55%	72.7%	27.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	79.3%	45.7%	54.4%	73.9%	26.1%	69.6%	30.4%
White	80.7%	43.2%	56.8%	73.9%	26.1%	65.9%	34.1%
Hispanic	65.2%	73.3%	26.7%	86.7%	13.3%	86.7%	13.3%
Black or African American	85.2%	39.1%	60.9%	60.9%	39.1%	65.2%	34.8%
Asian, Native Hawaiian, or Pacific Islander	80%	41.7%	58.3%	83.3%	16.7%	83.3%	16.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	69.2%	55.6%	44.4%	88.9%	11.1%	94.4%	5.6%
Students with Disabilities	38.1%	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*



**Bordentown Regional High School
2016-2017**

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

Grade Span 09-12

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

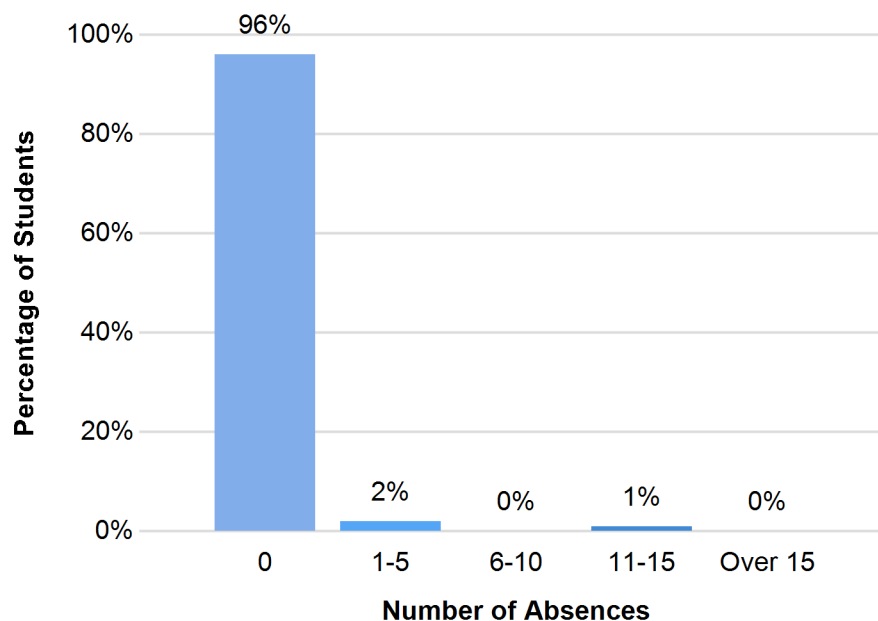
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	0.30	14.30	Met Target
White	0.20	14.30	Met Target
Hispanic	1.50	14.30	Met Target
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	1.80	14.30	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.





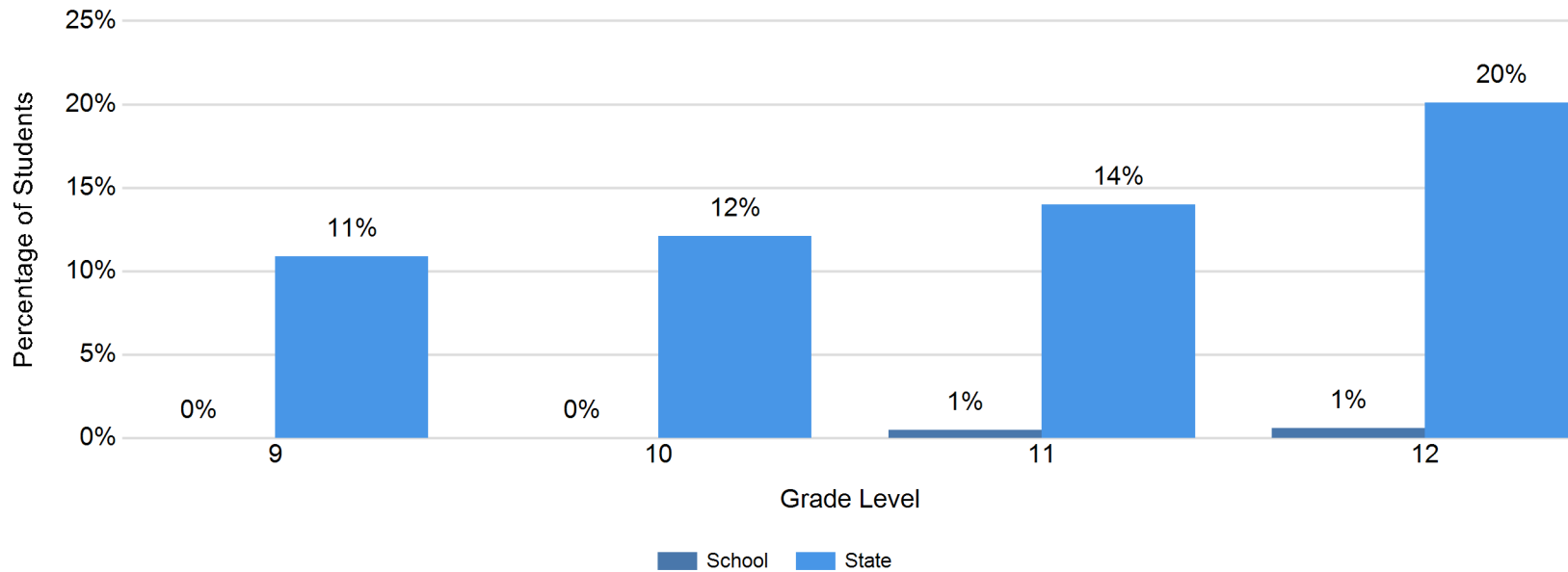
Bordentown Regional High School
2016-2017

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

Grade Span 09-12

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.





Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 44 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	9
Vandalism	3
Weapons	3
Substances	7
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.47

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	5.8%
Out-of-School Suspensions	1.8%
Any Suspension	6.7%

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



Bordentown Regional High School
2016-2017
Grade Span 09-12

05-0475-050
 BURLINGTON
 BORDENTOWN REGIONAL
 318 WARD AVE
 BORDENTOWN, NJ 08505-9615

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	2.8:1	202.1 kbps	100 kbps	Yes	N	Fiber	N

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	\$418	\$12,715	\$13,133



**Bordentown Regional High School
2016-2017**

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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	56	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	79%	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	14	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	57%	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	13:1
Administrators	240:1	177:1
Librarian/Media Specialists		619:1
Nurses		412:1
Counselors		309:1
Child Study Team		225:1



Bordentown Regional High School
2016-2017

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

Grade Span 09-12

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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.

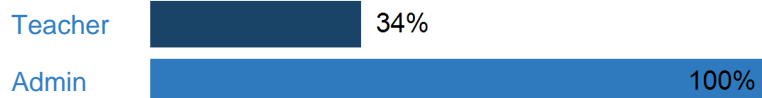
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	88%	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%



Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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	21.5	17.5%
Mathematics Proficiency	48.2	17.5%
Graduation - 4-Year	58.0	25.0%
Graduation - 5-Year	34.2	25.0%
Chronic Absenteeism	99.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		50.2
Summative Rating: Percentile rank of Summative Score		50.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		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.



Bordentown Regional High School
2016-2017
Grade Span 09-12

05-0475-050
 BURLINGTON
 BORDENTOWN REGIONAL
 318 WARD AVE
 BORDENTOWN, NJ 08505-9615

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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	50.2	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	39.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Met Goal	No
Hispanic	60.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	N	No
Black or African American	72.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	60.4	6.2	No	Met Target	Met Target	**	Not Met	Met Goal	No
Students with Disabilities	51.0	6.2	No	Not Met	Met Target†	Met Target	Met Target	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.



**Bordentown Regional High School
2016-2017**

Grade Span 09-12




05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

School General Info

Principal:	Mr. Walder	Email Address:	rwalder@bordentown.k12.nj.us
Address:	318 WARD AVE BORDENTOWN, NJ 08505-9615	Website:	http://brhs.bordentown.k12.nj.us
Phone:	(609)298-0025	Twitter:	https://twitter.com/BRHSScotties

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:	<ul style="list-style-type: none"> • Increasing test scores, decreasing drop out and failure rate: 3 straight years • Increased use of technology in every class including two new Computer Science classes. • Award winning music program along with championship athletic teams.
 Mission, Vision, Theme:	Bordentown Regional High School is dedicated to educational excellence. We challenge our students to think critically and aspire higher. BRHS is "On Point".
 Awards, Recognition, Accomplishments:	Governor's School of Excellence Award






**Bordentown Regional High School
2016-2017**

Grade Span 09-12

**05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615**

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Computer Science, Business, Math, English, Social Studies, Science, Visual & Performing Arts, Health & Physical Education, Technology Education, Family & Consumer Science, World Languages. Advanced Placement Courses offered along with Honors levels.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Co-ed), Football (Co-ed), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Co-ed)</p> <p>Numerous conference, district and regional championships achieved. Sportsmanship awards received.</p>
 <p>Clubs and Activities:</p>	<p>Model Congress, Mock Trial, Debate, Model UN, Student Council, Art Club, French Club, Spanish Club, Gay/Straight Alliance, Theatre Club, Marching Band, Chorus, String Ensemble, Environmental Club, Step Team, Impact Club, FBLA, National Honor Society, Faith/Hope/Charity, Newspaper, TSA, Cultivating Culture, Yearbook, Key Club, Peer to Peer, Class Officers</p>






**Bordentown Regional High School
2016-2017**

Grade Span 09-12

**05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615**

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Six Professional Development Days each school year. Professional Learning Communities occur by content area. Membership in TCNJ & Princeton Teachers as Scholars programs, along with the Burlington County Consortium.</p>
 <p>Student Supports and Services:</p>	<p>Support for English Language learners, Office of Special Services, daytime and after-school tutoring available for all students, Intervention & Referral Services Team, Counseling groups and sessions, Peer to Peer student group.</p>
 <p>Parent and Community Involvement:</p>	<p>Principal Advisory Committee meetings, Back to School Nights (Fall & Spring), Parent-Teacher Confernces (Fall & Spring), various building events for parents to attend such as an Art Show, Empty Bowls fundraiser.</p>



Bordentown Regional High School
2016-2017

Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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.



Facilities:

Beautiful 10-year old building with state of the art Performing Arts Center. New athletic complex with turf fields.



Bordentown Regional High School
2016-2017
Grade Span 09-12

05-0475-050
BURLINGTON
BORDENTOWN REGIONAL
318 WARD AVE
BORDENTOWN, NJ 08505-9615

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.

4x4 Block Schedule - 80 minute periods. Bordentown is On Point - Positive Behavior Support in Schools program. Recognizes positive and supportive behavior by students: Aspire Higher, Respect Yourself and Others, Be Accountable.



Other Information:



**Bordentown Regional Middle School
2016-2017**


Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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	187	195	200
7	210	185	207
8	180	198	180
Ungraded	0	17	0
Total	577	595	587

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%	49%	49%
Male	52%	51%	51%
Economically Disadvantaged Students	21%	11%	1%
Students with Disabilities	18%	18%	15%
English Learners	3%	3%	3%
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	66.6%
Black or African American	11.9%
Asian	11.6%
Hispanic	9.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	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	88.1%
Spanish	2.4%
Turkish	1.7%
Panjabi	1.2%
Telugu	1.0%
<i>Other</i>	5.9%



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	496	86.1	47.40	52.80	54.90	43	44.5	Met Target†
White	333	85.6	46.20	52.30	63.90	41.8	40.2	Met Target
Hispanic	43	86.8	34.90	*	39.80	31.6	51.6	Not Met
Black or African American	55	80.8	32.80	*	35.20	27.5	38.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	92.8	75.80	75.60	80.70	74.9	75.2	Met Target†
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	230	82.8	54.40	58.10	62.20	47.7		
Male	266	89.0	41.30	47.90	48.10	38.6		
Economically Disadvantaged Students	95	79.8	34.80	37.70	36.20	*	31.5	Met Target†
Non-Economically Disadvantaged Students	401	87.8	50.40	56.50	65.80	*		
Students with Disabilities	73	76.3	19.20	*	20.50	15.5	18.6	Met Target†
Students without Disabilities	423	88.0	52.30	*	61.90	48.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	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.



Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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	196	745	745	752	*	15%	37%	40%	*	43%	54%
White	136	747	747	758	*	12%	40%	43%	*	45%	63%
Hispanic	18	733	733	740	*	*	*	*	*	28%	38%
Black or African American	19	723	723	736	*	*	*	*	0%	16%	32%
Asian, Native Hawaiian, or Pacific Islander	23	758	758	776	0%	*	*	57%	*	65%	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	95	749	749	758	*	12%	37%	42%	*	47%	61%
Male	101	740	740	746	*	19%	38%	38%	*	39%	46%
Economically Disadvantaged Students	35	735	735	737	*	31%	*	34%	*	37%	34%
Non-Economically Disadvantaged Students	161	747	747	761	*	12%	*	41%	*	44%	65%
Students with Disabilities	35	728	728	722	*	*	37%	*	*	23%	17%
Students without Disabilities	161	748	748	758	*	*	37%	*	*	47%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	196	745	745	753	*	15%	37%	40%	*	43%	*
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%

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



Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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	154	744	744	756	9%	18%	31%	34%	8%	42%	59%
White	103	739	739	764	*	15%	37%	37%	*	38%	69%
Hispanic	13	738	738	742	*	*	*	*	0%	39%	44%
Black or African American	18	736	736	737	*	*	*	*	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	19	779	779	784	0%	0%	*	*	*	84%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	78	751	751	764	*	13%	35%	42%	*	50%	68%
Male	76	736	736	749	*	22%	28%	26%	*	34%	51%
Economically Disadvantaged Students	31	731	731	739	*	32%	*	*	*	29%	40%
Non-Economically Disadvantaged Students	123	747	747	766	*	14%	*	*	*	46%	70%
Students with Disabilities	17	719	719	719	*	*	*	*	*	*	19%
Students without Disabilities	137	747	747	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	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%

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Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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	157	753	753	757	8%	14%	20%	43%	15%	58%	59%
White	98	754	754	764	*	*	20%	44%	14%	58%	68%
Hispanic	14	739	739	742	*	*	*	*	*	36%	44%
Black or African American	21	743	743	738	*	*	*	48%	0%	48%	39%
Asian, Native Hawaiian, or Pacific Islander	22	771	771	786	*	0%	*	50%	*	82%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	62	764	764	766	*	*	16%	50%	19%	69%	68%
Male	95	747	747	749	*	*	22%	39%	12%	51%	50%
Economically Disadvantaged Students	32	737	737	739	*	*	*	34%	*	41%	40%
Non-Economically Disadvantaged Students	125	758	758	766	*	*	*	46%	*	62%	69%
Students with Disabilities	17	728	728	718	*	*	*	*	0%	24%	18%
Students without Disabilities	140	757	757	764	*	*	*	*	16%	62%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	157	753	753	759	8%	14%	20%	43%	15%	58%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	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%

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

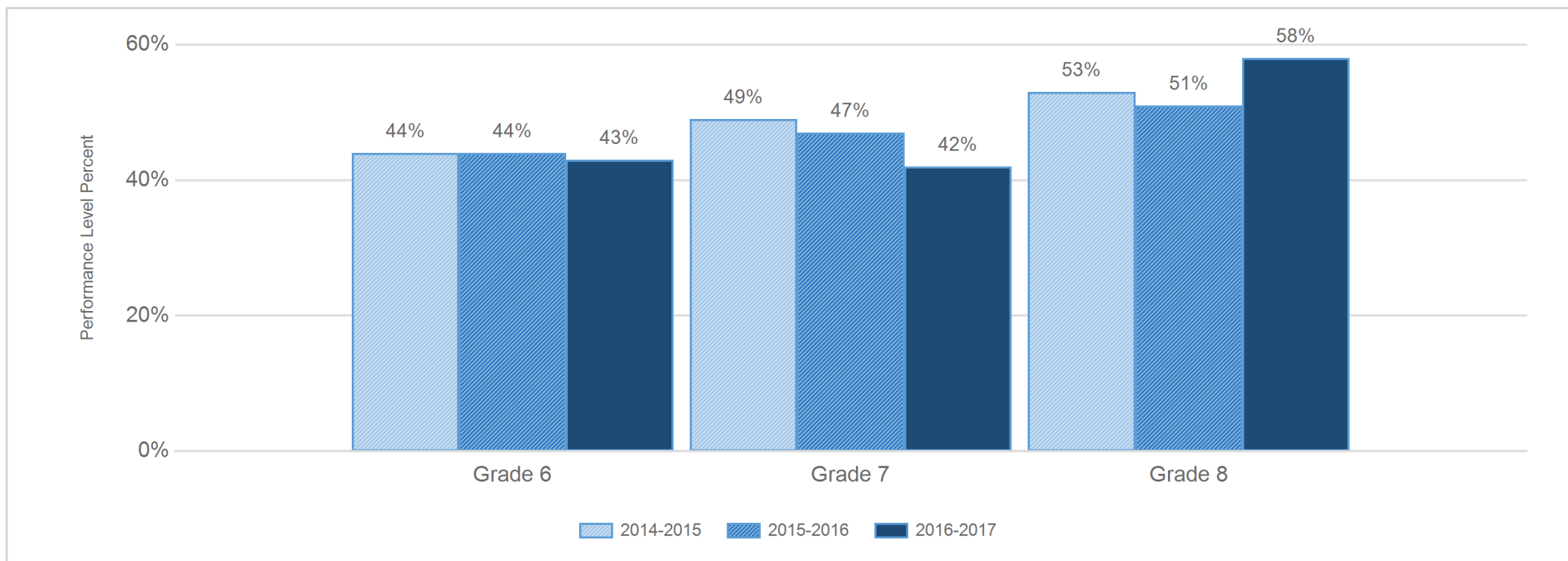


**Bordentown Regional Middle School
2016-2017
Grade Span 06-08**

05-0475-055
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BORDENTOWN REGIONAL
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BORDENTOWN, NJ 08505

English Language Arts/Literacy Assessment - Performance Trends

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





**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
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50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	495	85.8	50.50	49.10	43.50	45.7	46.6	Met Target†
White	333	85.5	50.70	49.30	52.40	45.7	43.3	Met Target
Hispanic	43	87.0	30.20	*	27.60	27.4	44.5	Not Met
Black or African American	54	80.6	35.20	*	21.70	29.4	32.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	62	91.5	77.50	76.50	75.60	76.5	80	Met Target†
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	230	82.7	53.50	49.90	44.10	46.9		
Male	265	88.7	47.90	48.50	42.90	44.6		
Economically Disadvantaged Students	94	78.9	34.10	*	25.10	*	30.4	Met Target†
Non-Economically Disadvantaged Students	401	87.8	54.30	*	54.30	*		
Students with Disabilities	72	76.0	25.00	*	16.50	20.2	18.6	Met Target
Students without Disabilities	423	87.7	54.90	*	48.80	50.7		
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	N	39.90	N		
Migrant Students	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.



Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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	197	745	745	743	*	10%	38%	40%	*	44%	44%
White	136	748	748	751	*	7%	38%	46%	*	49%	54%
Hispanic	18	724	724	731	*	*	*	*	0%	17%	27%
Black or African American	19	724	724	724	*	*	*	*	0%	21%	20%
Asian, Native Hawaiian, or Pacific Islander	24	759	759	771	0%	*	42%	*	*	54%	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	96	745	745	745	*	*	38%	41%	*	44%	45%
Male	101	745	745	742	*	*	38%	39%	*	45%	43%
Economically Disadvantaged Students	36	735	735	728	*	*	36%	28%	*	31%	24%
Non-Economically Disadvantaged Students	161	747	747	752	*	*	38%	42%	*	47%	56%
Students with Disabilities	35	721	721	717	*	*	*	*	*	26%	13%
Students without Disabilities	162	750	750	748	*	*	*	*	*	48%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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.



**Bordentown Regional Middle School
2016-2017**

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

Grade Span 06-08

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	155	749	749	741	*	15%	34%	39%	*	49%	40%
White	104	747	747	748	*	14%	37%	40%	*	47%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	18	737	737	726	*	*	*	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	19	778	778	764	0%	0%	*	53%	*	90%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	79	751	751	743	*	*	34%	46%	*	54%	41%
Male	76	747	747	740	*	*	33%	32%	*	43%	38%
Economically Disadvantaged Students	32	738	738	729	*	*	34%	*	*	31%	22%
Non-Economically Disadvantaged Students	123	752	752	749	*	*	33%	*	*	54%	50%
Students with Disabilities	17	727	727	716	*	*	*	*	*	24%	11%
Students without Disabilities	138	752	752	746	*	*	*	*	*	52%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	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.



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	114	743	743	728	*	18%	30%	43%	*	45%	28%
White	72	746	746	736	*	18%	32%	46%	*	47%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	10	751	751	747	*	*	*	*	*	70%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	41	744	744	730	*	*	32%	49%	*	49%	30%
Male	73	743	743	725	*	*	29%	40%	*	43%	26%
Economically Disadvantaged Students	30	731	731	719	*	*	*	*	*	30%	19%
Non-Economically Disadvantaged Students	84	748	748	734	*	*	*	*	*	50%	34%
Students with Disabilities	15	723	723	705	*	*	*	*	*	13%	*
Students without Disabilities	99	746	746	734	*	*	*	*	*	50%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	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.



**Bordentown Regional Middle School
2016-2017**

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

Grade Span 06-08

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	26	778	736	743	*	*	*	89%	*	89%	42%
White	16	773	734	751	*	*	*	81%	*	81%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	15	776	738	744	*	*	*	87%	*	87%	43%
Male	11	780	735	741	*	*	*	91%	*	91%	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	26	778	*	745	*	*	*	89%	*	89%	*
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%



Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
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 BORDENTOWN REGIONAL
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 BORDENTOWN, NJ 08505

Mathematics Assessment - Performance by Test: Geometry

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	16	782	734	734	0%	0%	0%	*	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	16	782	739	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	16	782	*	735	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

Mathematics Assessment - Performance by Test: Algebra II

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	*	*	*	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

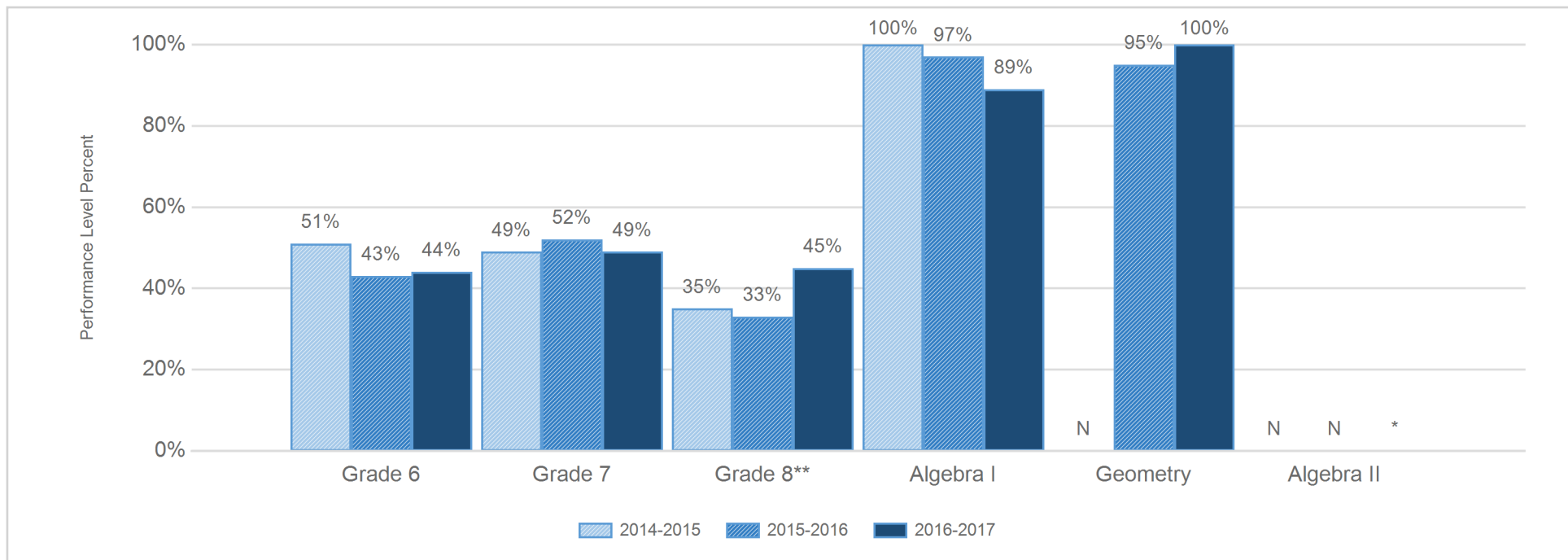


Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
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 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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.



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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
8	*	*

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	*	*	*
5+	N	N	N



Bordentown Regional Middle School
2016-2017

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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.

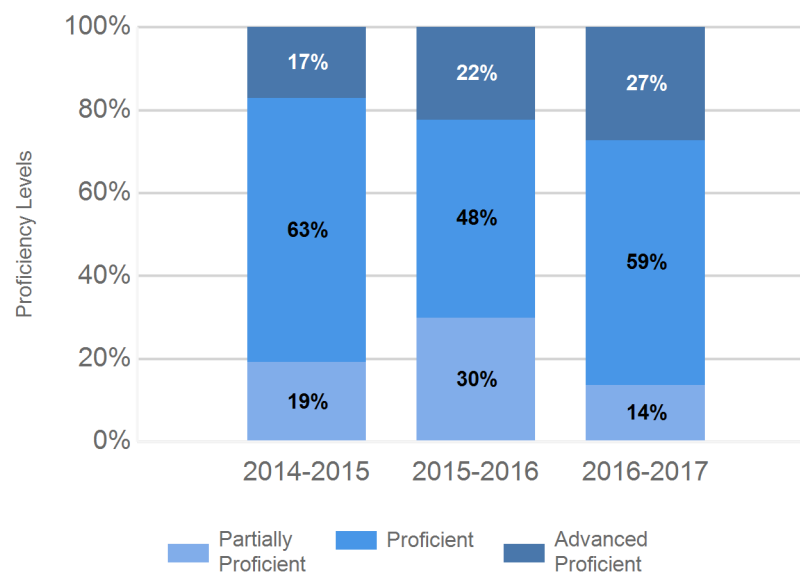
NJASK Science Assessment Performance: Grade 8

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	27%	59%	14%
White	29%	60%	12%
Hispanic	*	65%	30%
Black or African American	15%	67%	19%
Asian, Native Hawaiian, or Pacific Islander	50%	46%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	16%	54%	30%
Students with Disabilities	N	62%	38%
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.





**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	32	37	50	Not Met	53	55	50	Met Target
White	30	34	50	Not Met	52	54	52	Met Target
Hispanic	*	*	49	Not Met	*	*	47	Met Target
Black or African American	36	43	45	Not Met	55	55.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	50	51	60	Met Target	66	68	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	31	32.5	47	Not Met	58.5	58	46	Met Target
Students with Disabilities	33	31	41	Not Met	46.5	36.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



**Bordentown Regional Middle School
2016-2017**

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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:

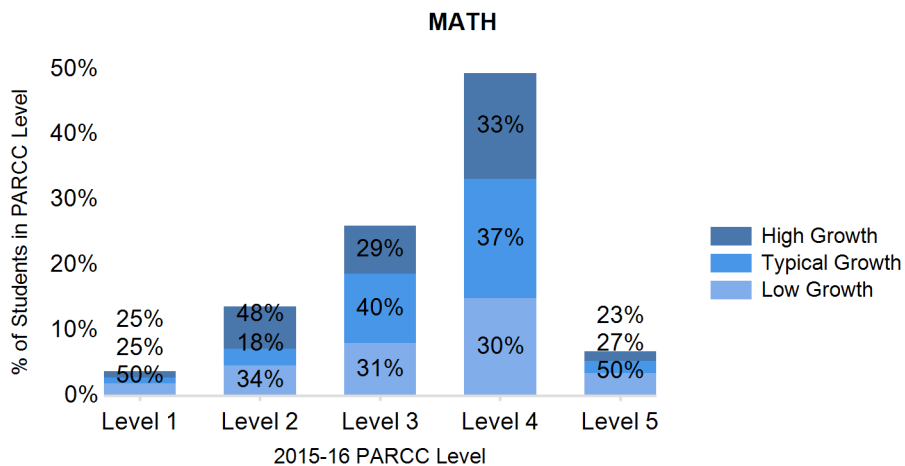
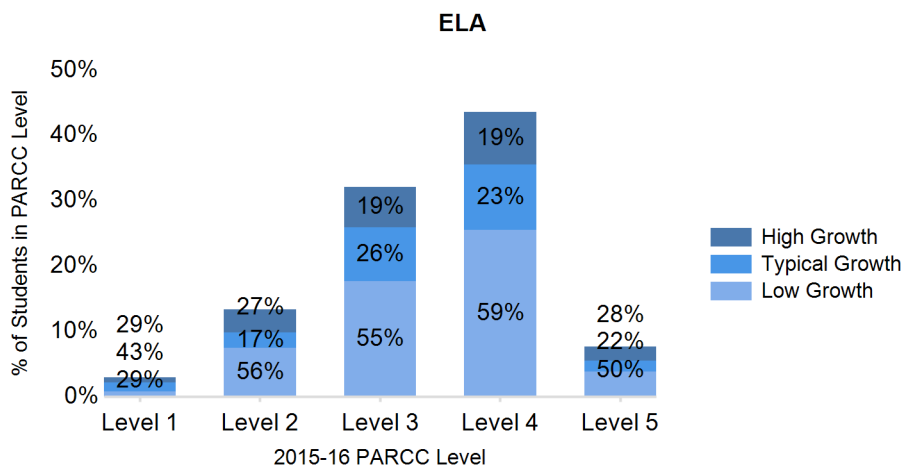
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

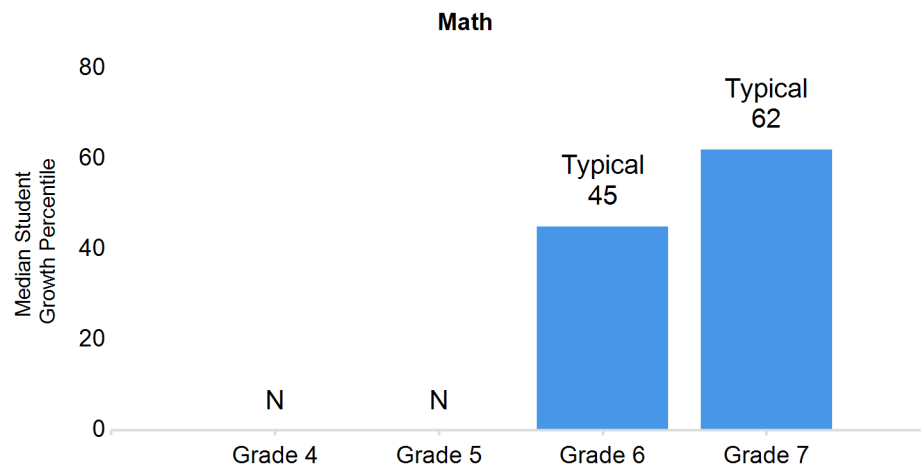
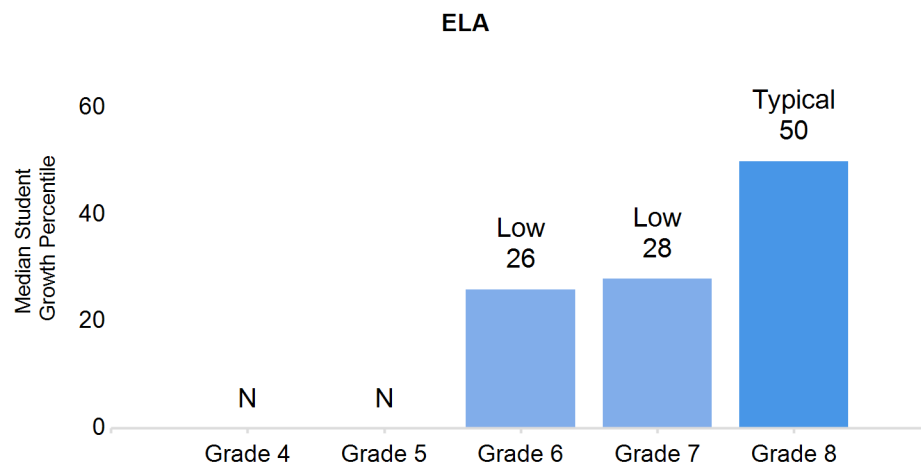
Student Growth by Performance Level

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.



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



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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	201
7	0	0	206
8	42	16	140
Schoolwide	42	16	547

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	195	0	0	0	0	0	0
7	205	0	0	0	0	0	0
8	179	0	0	0	0	0	0
Schoolwide	579	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

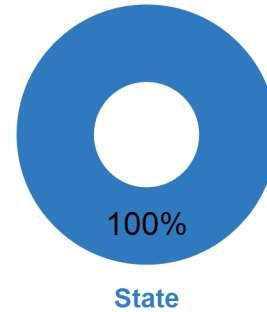
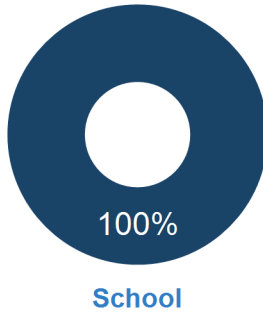
05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

Visual and Performing Arts – Course Participation

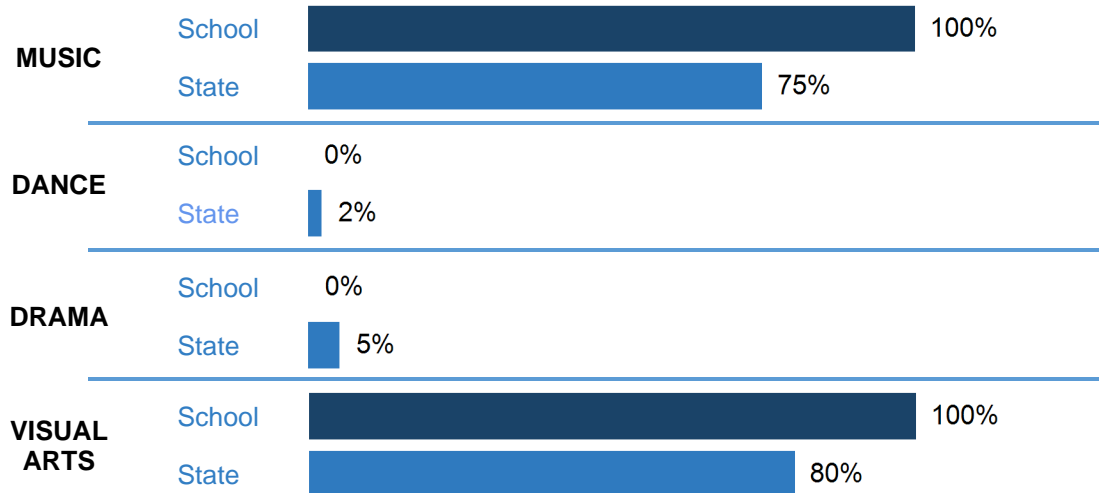
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Bordentown Regional Middle School
2016-2017

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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

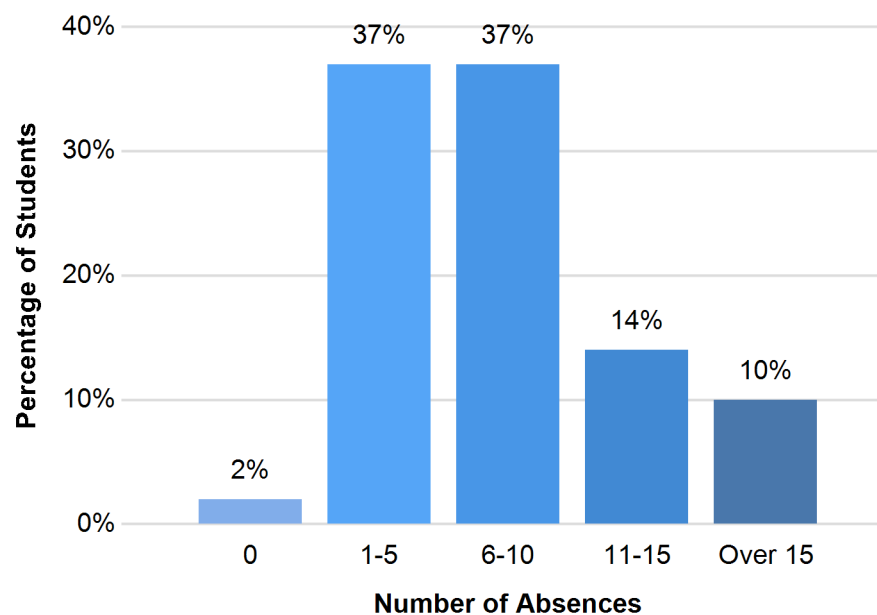
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	8.70	Met Target
White	8.40	8.70	Met Target
Hispanic	5.60	8.70	Met Target
Black or African American	8.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	11.50	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.



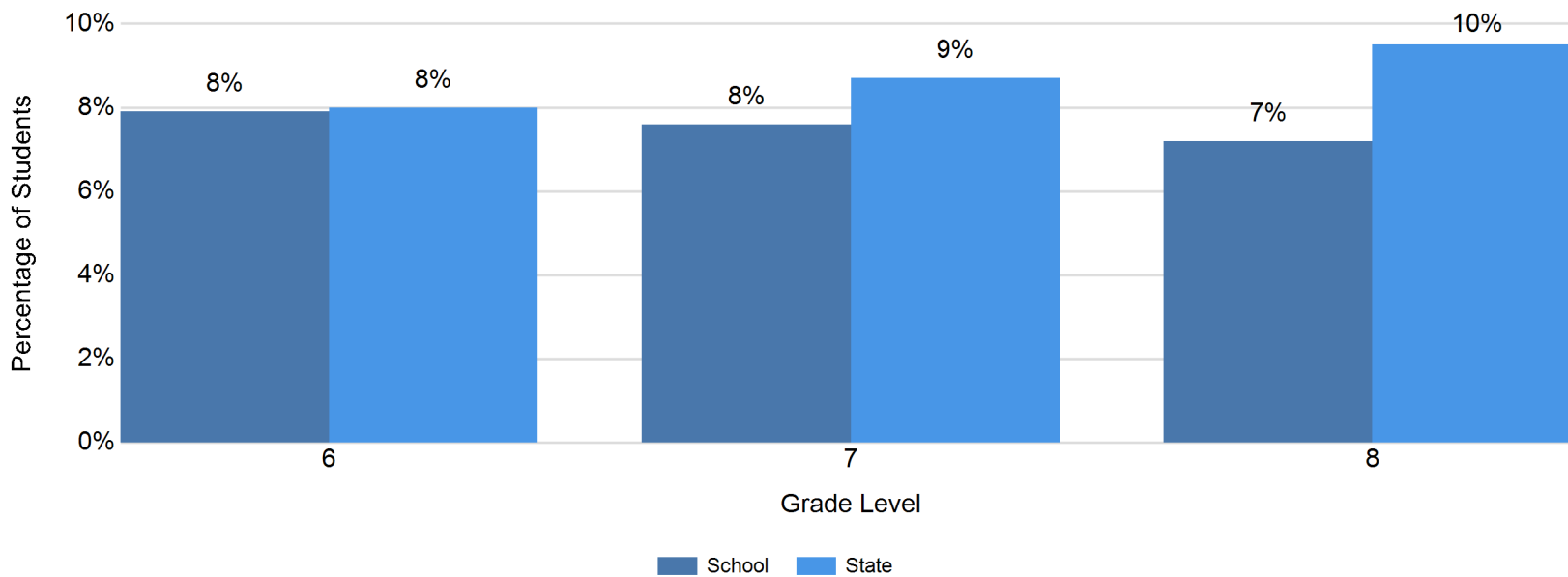


Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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.





**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 30 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	11
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.04

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	10.1%
Out-of-School Suspensions	1.7%
Any Suspension	11.8%

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



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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	4.1:1	202.1 kbps	100 kbps	Yes	N	Fiber	N

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	\$418	\$12,715	\$13,133



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	8.7	11.8
Average years experience in district	8.7	10.5
Teachers in district for 4 or more years	76%	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	14	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	57%	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	13:1
Administrators	294:1	177:1
Librarian/Media Specialists		619:1
Nurses		412:1
Counselors		309:1
Child Study Team		225:1



Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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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.

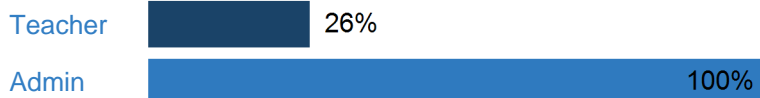
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	88%	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%



Bordentown Regional Middle School
2016-2017

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	21.0	17.5%
Mathematics Proficiency	43.7	17.5%
English Language Arts Growth	4.7	25.0%
Mathematics Growth	62.7	25.0%
Chronic Absenteeism	44.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.8
Summative Rating: Percentile rank of Summative Score		25.8
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.



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

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	34.8	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
White	22.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Hispanic	32.7	11.9	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
Black or African American	54.1	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	37.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	41.9	11.9	No	Met Target†	Met Target†	**	Not Met	Met Target	No
Students with Disabilities	45.2	11.9	No	Met Target†	Met Target	Not Met	Not Met	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.



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08




05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505

School General Info

Principal:	Mr. Sprague	Email Address:	jsprague@bordentown.k12.nj.us
Address:	50 DUNNS MILL ROAD BORDENTOWN, NJ 08505	Website:	www.bordentown.k12.nj.us
Phone:	(609)298-0674	Twitter:	https://twitter.com/BRMSPRINCIPAL

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • BRMS remains above the state average in student instructional time. • BRMS is operating its School-Wide Positive Behavioral Support program. • BRMS offers successful initiatives such as: Impact Club; Team FAD; Student Council & Strengthening Families Program
 <p>Mission, Vision, Theme:</p>	<p>The theme of Bordentown Regional Middle School is "Building a Community of Learners". We work together with our community to ensure that our students are growing academically as well as socially. Our ultimate goal is to prepare them for the next step in their academic career and have them ready socially and academically for high school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Once again this year, Bordentown Regional Middle School is operating its School-Wide Positive Behavioral Support program. Recognized by the State of New Jersey, we continue this program with excitement. This positive support program at Bordentown Regional Middle School is called RAPS (Respect, Accountability, Pride and Safety).</p>







**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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 <p>Courses, Curriculum, Instruction:</p>	<p>When reviewing this report card, you may notice that we continue to be above the state average in student instructional time. This again reinforces our focus on students' learning and social development. Over the past several school years, we have increased our language arts and mathematics time to 87 minute blocks each day and have increased our humanities offerings for each student.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys & Girls)</p> <p>A variety of interscholastic sports are offered to our middle school students at all three grade levels in addition to a very popular intramural program tennis, basketball, and volleyball and others.</p>
 <p>Clubs and Activities:</p>	<p>BRMS offers successful building initiatives such as: Impact Club - where students promote multicultural awareness and address such crucial issues as human rights, racism and gender and age bias; Team FAD - an anti-drug program that supports drug-free, worthwhile and fun activities for all students, Student Council - promotes student government and leadership and plans many social and service related activities</p>
 <p>Before and After School Programs:</p>	<p>BRMS is proud to run an after school program focusing on Basic Skills instruction with some of our at risk student population. We also run a Strengthening Families Program- a family skills training program designed to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems in children 3-16 years old. The Strengthening Families Program comprises three life-skills courses delivered in 14 weekly, 2-hour sessions at Bordentown Regional Middle School.</p>






Bordentown Regional Middle School
2016-2017
Grade Span 06-08

05-0475-055
 BURLINGTON
 BORDENTOWN REGIONAL
 50 DUNNS MILL ROAD
 BORDENTOWN, NJ 08505

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 <p>Staff and Professional Learning:</p>	<p>The BRMS staff is also focused on the new Common Core State Standards for ELA and Math and is in the fifth year of the Danielson Teacher Evaluation Program. In addition, the BRMS science department teachers are becoming familiar with the Next Generation Science Standards.</p>
 <p>Student Supports and Services:</p>	<p>Once again this year, Bordentown Regional Middle School is operating its School-Wide Positive Behavioral Support program. Recognized by the State of New Jersey a several years ago, we continue this program with excitement. This positive support program at Bordentown Regional Middle School is called RAPS (Respect, Accountability, Pride and Safety).</p>
 <p>Parent and Community Involvement:</p>	<p>Bordentown Regional Middle School is very fortunate to have such a productive and beneficial relationship with their school Parent Teacher Organization. The PTO provides additional materials and resources to our students and staff that may not be available without their assistance. The PTO also helps generate wonderful community events where students, staff, and families all come together.</p>



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers

Teachers were surveyed at the end of the year and able to evaluate the building climate as well as the administration. The administration took the results of the survey to develop and maintain a positive school climate for the upcoming school year.



**Bordentown Regional Middle School
2016-2017**

Grade Span 06-08

**05-0475-055
BURLINGTON
BORDENTOWN REGIONAL
50 DUNNS MILL ROAD
BORDENTOWN, NJ 08505**

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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.



Other Information:

Over the past several school years, we have increased our language arts and mathematics time to 87 minute blocks each day and have increased our humanities offerings for each student. Also, new this year, Bordentown Regional Middle School is offering high school Geometry in addition to high school Algebra I to eligible students. Furthermore, at Bordentown Regional Middle School, all students study Art, Music, Technology Education, World Language and Computer Education at each grade level, along with having Health and Physical Education. BRMS also offers an after-school and summer tutorial program along with an in-school tutoring lab staffed by our Language Arts and Math teachers. Also, we address our students' social and emotional needs by providing Character Education Programs. The program Developmental Designs for Middle School addresses character development goals for the adolescent student. This sense of community fosters their engagement in learning and helps the students be more successful both academically and socially. The teaching staff provides BRMS students with the appropriate mixture of content knowledge/subject expertise and the needs of the whole child. Bordentown Regional Middle School's mission is to provide educational excellence for each student and to encourage students' positive involvement in school and community. These goals will serve our students well as they grow and mature into positive and productive members of the community.




Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	51	46	47
1	49	54	54
2	35	53	73
3	55	39	67
Ungraded	47	42	2
Total	237	234	243

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	45%	48%	48%
Male	55%	52%	52%
Economically Disadvantaged Students	13%	27%	0%
Students with Disabilities	36%	44%	40%
English Learners	0%	0%	1%
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	72.0%
Black or African American	11.1%
Hispanic	11.1%
Asian	4.9%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
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
KG - Half Day	0	0	0
KG - Full Day	54	46	47

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	96.3%
Spanish	1.6%
Turkish	1.2%
Other	0.8%



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	48	98.0	60.50	52.80	54.90	60.5	42.2	Met Target
White	36	97.4	66.70	52.30	63.90	66.7	44	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	75.60	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	25.00	54.90	N	**	**
Female	24	100.0	62.50	58.10	62.20	62.5		
Male	24	96.2	58.30	47.90	48.10	58.3		
Economically Disadvantaged Students	11	92.3	45.50	37.70	36.20	43.9	**	**
Non-Economically Disadvantaged Students	37	100.0	64.90	56.50	65.80	64.9		
Students with Disabilities	17	100.0	47.10	*	20.50	47.1	**	**
Students without Disabilities	31	97.1	67.80	*	61.90	67.8		
English Learners	N	N	N	35.70	25.20	N	**	**
Non-English Learners	48	98.0	60.50	52.90	57.40	60.5		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	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.



Clara Barton Elementary
2016-2017

Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	49	759	761	749	*	*	27%	55%	*	61%	50%
White	38	763	761	759	*	*	26%	61%	*	66%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	24	767	764	754	*	*	*	54%	*	67%	55%
Male	25	751	758	745	*	*	*	56%	*	56%	46%
Economically Disadvantaged Students	11	736	743	731	*	*	*	*	*	55%	31%
Non-Economically Disadvantaged Students	38	765	766	762	*	*	*	*	*	63%	63%
Students with Disabilities	16	752	748	720	*	*	*	*	*	50%	24%
Students without Disabilities	33	762	766	755	*	*	*	*	*	67%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	49	759	*	752	*	*	27%	55%	*	61%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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%

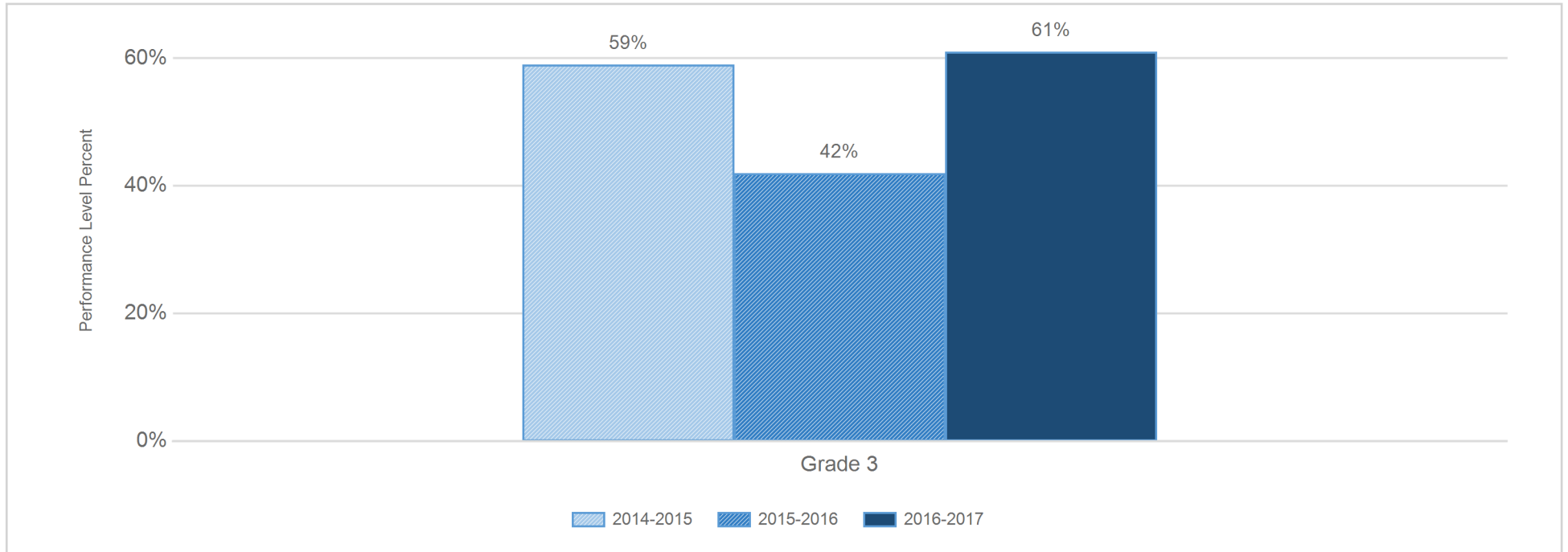


Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

English Language Arts/Literacy Assessment - Performance Trends

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





Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
 BURLINGTON
 BORDENTOWN REGIONAL
 100 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1739

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	48	98.0	52.10	49.10	43.50	52.1	38.6	Met Target
White	36	97.4	61.10	49.30	52.40	61.1	39	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	76.50	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	25.00	44.90	N	**	**
Female	24	100.0	54.20	49.90	44.10	54.2		
Male	24	96.2	50.00	48.50	42.90	50		
Economically Disadvantaged Students	11	92.3	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	37	100.0	*	*	54.30	*		
Students with Disabilities	17	100.0	53.00	*	16.50	53	**	**
Students without Disabilities	31	97.1	51.70	*	48.80	51.7		
English Learners	N	N	N	31.30	23.30	N	**	**
Non-English Learners	48	98.0	52.10	49.30	45.20	52.1		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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.



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	49	756	758	751	*	*	37%	45%	*	53%	53%
White	38	760	757	759	*	*	32%	50%	*	61%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	24	760	756	751	*	*	*	46%	*	58%	52%
Male	25	751	759	751	*	*	*	44%	*	48%	53%
Economically Disadvantaged Students	11	731	741	736	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	38	763	763	761	*	*	*	*	*	63%	65%
Students with Disabilities	16	754	747	729	*	*	*	*	*	56%	29%
Students without Disabilities	33	757	761	755	*	*	*	*	*	52%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	49	756	*	753	*	*	37%	45%	*	53%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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%

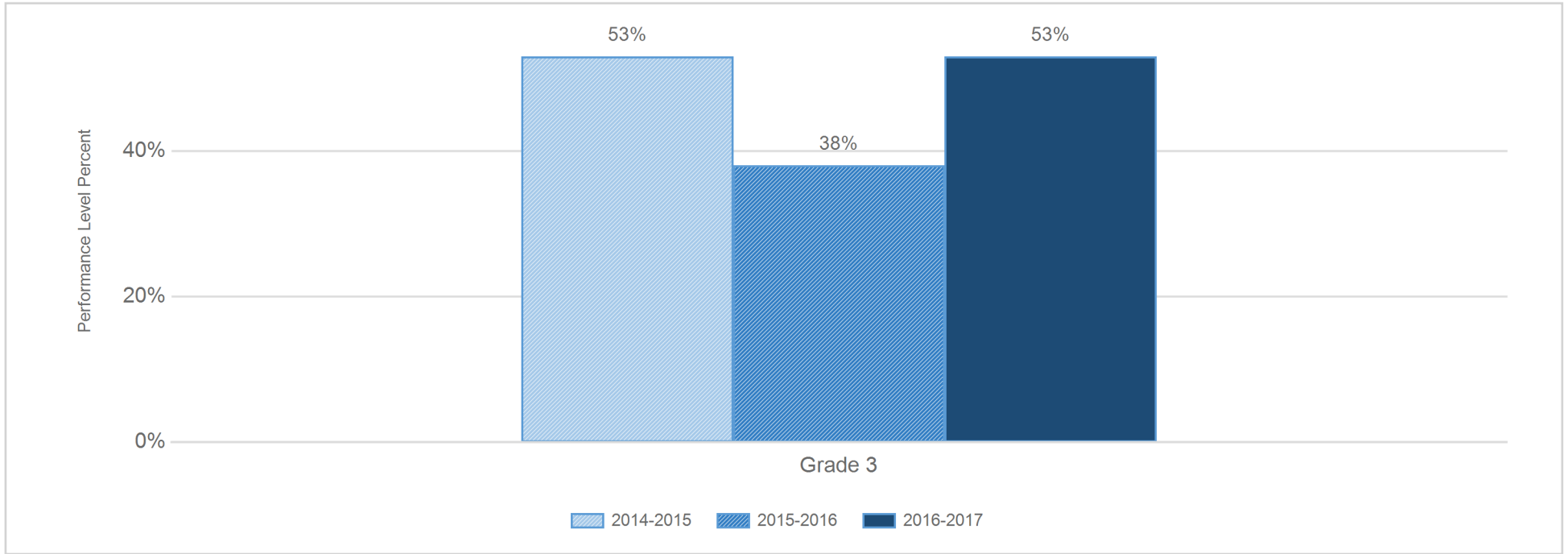


Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

Mathematics Assessment – Performance Trends

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





Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	*	*

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	*	*	*
4	N	N	N
5+	N	N	N



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739



Clara Barton Elementary
2016-2017

Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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

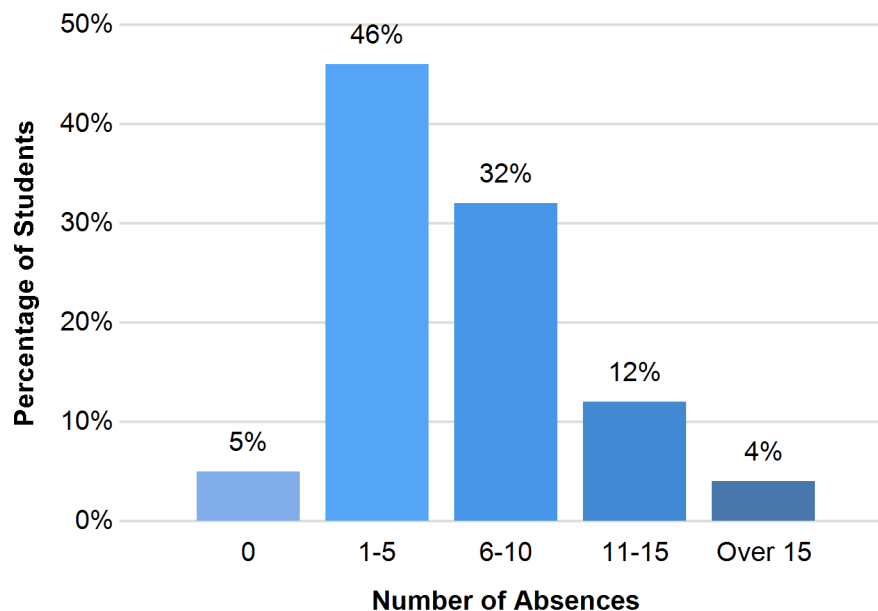
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.50	9.10	Met Target
White	1.70	9.10	Met Target
Hispanic	3.70	9.10	Met Target
Black or African American	7.40	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.30	9.10	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.



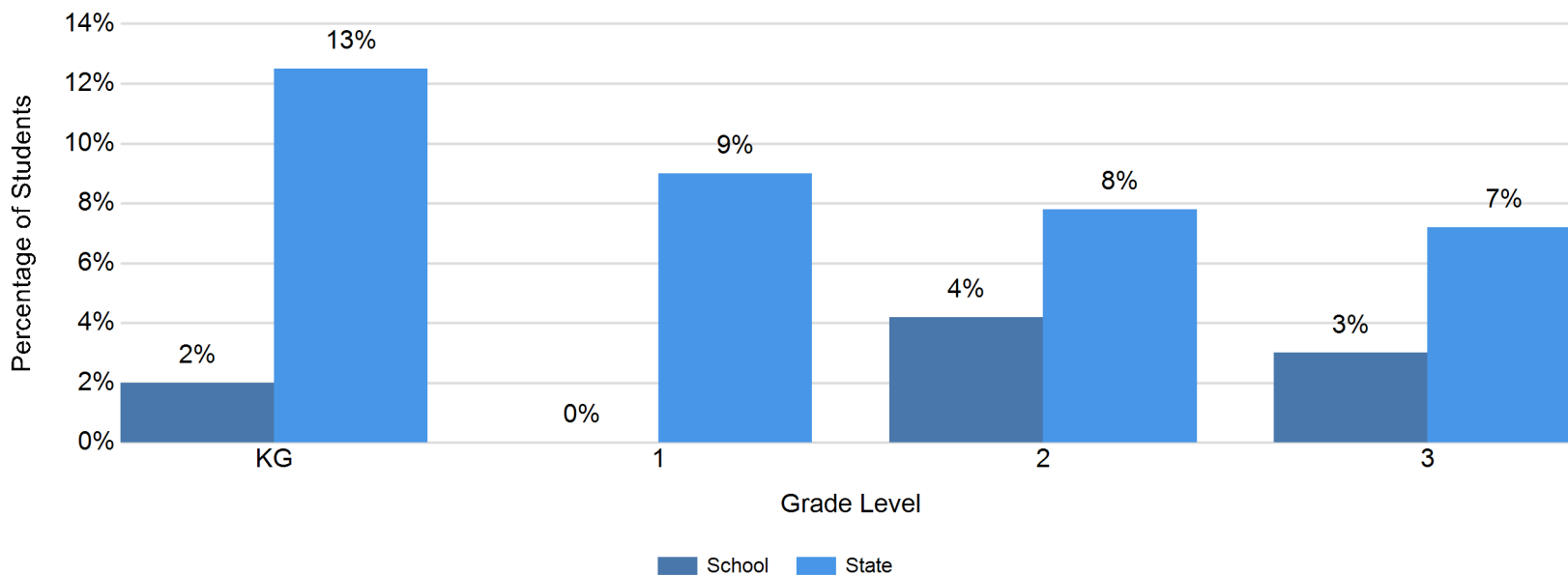


Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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.





Clara Barton Elementary
2016-2017

Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	3:15PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 15 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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.23

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	1.2%
Out-of-School Suspensions	0.8%
Any Suspension	1.6%

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



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
 BURLINGTON
 BORDENTOWN REGIONAL
 100 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1739

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	3.7:1	202.1 kbps	100 kbps	Yes	N	Fiber	N

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	\$418	\$12,715	\$13,133



**Clara Barton Elementary
2016-2017**

Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	10.9	11.8
Average years experience in district	10.9	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	14	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	57%	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	11:1	13:1
Administrators	243:1	177:1
Librarian/Media Specialists		619:1
Nurses		412:1
Counselors		309:1
Child Study Team		225:1



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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.

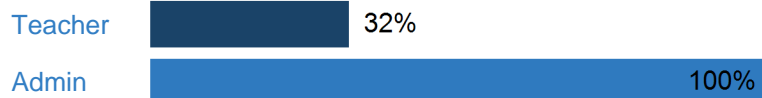
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	88%	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	95%



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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.



Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
 BURLINGTON
 BORDENTOWN REGIONAL
 100 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1739

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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

** 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.



Clara Barton Elementary
2016-2017
Grade Span KG-03



05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

School General Info

Principal:	Ms. Kenny	Email Address:	lkenny@bordentown.k12.nj.us
Address:	100 CROSSWICKS ST BORDENTOWN, NJ 08505-1739	Website:	www.bordentown.k12.nj.us
Phone:	(609)298-0676	Twitter:	https://twitter.com/clarabartones

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.

	<p>Highlights:</p> <ul style="list-style-type: none"> • Kind is Cool at Clara Barton School! We began K-3 Kindness Cohorts in 2016-17. • We work on Balanced Literacy through Reader's and Writer's Workshop. We also use the Everyday Mathematics program. • We received a grant from the Haines Foundation to incorporate more technology use.
	<p>Mission, Vision, Theme:</p> <p>The Clara Barton School prides itself on providing a school that advocates for the growth of our students both academically and socially. We have a strong character education program that permeates our academic curriculum. A great deal of our enrollment can walk to school and as our school is the smallest in the district, we work hard to reach out to our families. We take great pride in our community relationships and the families we build within our school.</p>






Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Our academic curriculum is district based. For Language Arts we utilize the Columbia Lucy Calkins Writer's and Reader's Workshops. In Mathematics we utilize the University of Chicago Everyday Mathematics program. We base our Social Studies on the NJCCS Standards. Our science curriculum is changing to be based on the Next Gen Science Standards. We have special education, Gifted and Talented programs and enrichment. Homework is available in a student's agenda or on our website.</p>
 <p>Clubs and Activities:</p>	<p>First and second graders prepare a winter concert, third graders present a musical, and kindergarteners prepare for an end of year show. All students display pieces in our Art Show. In the Spring third grade students can apply to the "Garden Club." We participate in a district K-5 program in the Spring for special education students called "Tournament of Champions" where students work for personal athletic achievements.</p>
 <p>Before and After School Programs:</p>	<p>Students may enroll in a tuition-based before and after school program run by our CDA (Community District Alliance). The before school program serves breakfast and the students can participate in a variety of activities to make an easy transition to the school day. The after school program provides a safe space for end of school day activities. Students have a snack and then have supervised recreational or enrichment activities.</p>







Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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.

 <p>Staff and Professional Learning:</p>	<p>BRSD has a relationship with Princeton University and the College of New Jersey where teachers can attend professional development classes taught by their professors. We also have six in-service days and faculty meetings where we provide both in-district and our of district professional development. Our teachers all work in professional learning communities to work on a grade level or special subject basis. Our staff have the ability to attend extra-curricular workshops on an individual basis.</p>
 <p>Student Supports and Services:</p>	<p>CBS has an active Intervention and Referral Service team that works to assist students who are experiencing learning, behavior or health difficulties. We also have a program for English Language Learnings, an extensive program for students with disabilities in addition to a Primary Enrichment Program for Gifted and Talented Students. We recommend targeted students for a Spring after school tutoring program as well as recommending students for summer programs.</p>
 <p>Student Health and Wellness:</p>	<p>Our physical education program and School Nurse address the health and wellness of our students. Our curriculum address nutrition, health, and wellness. Students engage in physical activity through p.e. class, daily recess, morning meeting, and occasional extra recess or class activities. We also participate in full school activities such as the Jump Rope for Heart where students raise funds and awareness for heart health. We have a breakfast program offered through Sodexo.</p>
 <p>Parent and Community Involvement:</p>	<p>Crucial to our success is our CBS Parent/Teacher Organization. Events are listed on our CBS calendar and website. This summer our PTO completed installation of a new playground addition. There is a district wide special education parent organization called BASE which holds monthly parent events. We had BCAP in to train teachers and students. Our district assistant Principal for Curriculum also hosts an array of parent trainings/presentations throughout the school year.</p>




Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

School Narrative

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 <p>Facilities:</p>	<p>In 1955 CBS opened as a K-8 school. In 1964 CBS became a K-6 school. In 1992 the CBS All Purpose Room was dedicated to Anna K. Burr. In 1996 there were alterations completed on CBS. In 2006 CBS was reconfigured as a K-3 school. Clara Barton is an air-conditioned building with rooms dedicated to many special areas such as a library/media center, computer lab, art studio, and an all-purpose room that has our kitchen attached, our gymnasium, and a stage.</p>
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Clara Barton Elementary
2016-2017
Grade Span KG-03

05-0475-060
BURLINGTON
BORDENTOWN REGIONAL
100 CROSSWICKS ST
BORDENTOWN, NJ 08505-1739

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.

Clara Barton is the smaller of the two K-3 schools in the Bordentown Regional School System. We are small but mighty and built on strong curriculum, and an outstanding staff who are well trained and flexible. Our size is our advantage as we can build strong ties with our community and within our school. We start the day at 8:25 a.m. and conclude at 3:15 p.m. CBS is in the City of Bordentown, a short walk away from the historic Clara Barton schoolhouse. We pride ourselves on our character education program which includes school wide Kindness Days, a program of following Unity words and ceremonies where students can earn a "unity link," character chips as a positive based reward for actions and a Caught Being Good program where we recognize students at their lunches for their efforts. Our teachers rely on e-mail communication and there are at least three computers available in every classroom in addition to chrome carts, Ipads, a computer lab and computers in the library/media center. We have a district wide communication system for delivering email or reminder phone calls. Our calendar is available via the website and we also send out a monthly school calendar in addition to many teacher's weekly calendars.



Other Information:




Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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



**Mac Farland Intermediate
2016-2017**

Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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.

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

Grade	2014-15	2015-16	2016-17
4	180	188	168
5	195	176	209
Ungraded	30	33	9
Total	405	397	386

Student Group	2014-15	2015-16	2016-17
Female	52%	48%	48%
Male	48%	52%	52%
Economically Disadvantaged Students	20%	10%	2%
Students with Disabilities	21%	22%	26%
English Learners	3%	3%	2%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	68.4%
Black or African American	15.3%
Asian	8.3%
Hispanic	7.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	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	93.5%
Spanish	1.6%
Telugu	1.3%
<i>Other</i>	3.9%



**Mac Farland Intermediate
2016-2017
Grade Span 04-05**

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	348	94.3	65.00	52.80	54.90	64.3	57.9	Met Target
White	238	92.4	65.50	52.30	63.90	63.7	57.3	Met Target
Hispanic	26	93.1	46.10	*	39.80	45.2	47.2	Met Target†
Black or African American	52	100.0	57.70	*	35.20	57.7	42	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	90.30	75.60	80.70	90.3	79.5	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	166	94.6	69.90	58.10	62.20	69.4		
Male	182	94.0	60.40	47.90	48.10	59.7		
Economically Disadvantaged Students	70	92.4	54.30	37.70	36.20	*	46.5	Met Target
Non-Economically Disadvantaged Students	278	94.7	67.70	56.50	65.80	*		
Students with Disabilities	89	87.4	30.30	*	20.50	27.8	33.5	Met Target†
Students without Disabilities	259	96.8	76.90	*	61.90	76.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	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.



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	164	753	753	753	6%	10%	26%	45%	13%	57%	56%
White	107	752	752	762	*	10%	26%	49%	*	57%	67%
Hispanic	16	752	752	740	0%	0%	63%	*	*	38%	40%
Black or African American	27	744	744	737	*	*	*	48%	*	56%	36%
Asian, Native Hawaiian, or Pacific Islander	13	788	788	777	0%	0%	*	*	*	92%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	79	761	761	758	*	*	24%	46%	*	65%	61%
Male	85	746	746	749	*	*	28%	44%	*	51%	51%
Economically Disadvantaged Students	33	740	740	737	*	*	33%	33%	*	36%	36%
Non-Economically Disadvantaged Students	131	756	756	764	*	*	24%	47%	*	63%	69%
Students with Disabilities	46	724	724	725	*	*	35%	22%	0%	22%	25%
Students without Disabilities	118	764	764	759	*	*	23%	53%	18%	71%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	164	753	753	755	6%	10%	26%	45%	13%	57%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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%



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	194	761	761	756	*	8%	18%	63%	*	70%	59%
White	134	761	761	763	*	*	16%	62%	*	71%	69%
Hispanic	11	761	761	743	*	0%	*	*	0%	64%	44%
Black or African American	30	750	750	740	*	*	*	53%	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	19	774	774	779	*	*	*	90%	*	90%	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	93	766	766	761	*	*	17%	65%	*	73%	66%
Male	101	756	756	750	*	*	18%	62%	*	67%	53%
Economically Disadvantaged Students	37	753	753	740	*	*	*	65%	*	68%	40%
Non-Economically Disadvantaged Students	157	763	763	765	*	*	*	63%	*	71%	71%
Students with Disabilities	41	731	731	725	*	*	*	34%	*	37%	22%
Students without Disabilities	153	769	769	762	*	*	*	71%	*	79%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	194	761	761	757	*	8%	18%	63%	*	70%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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%

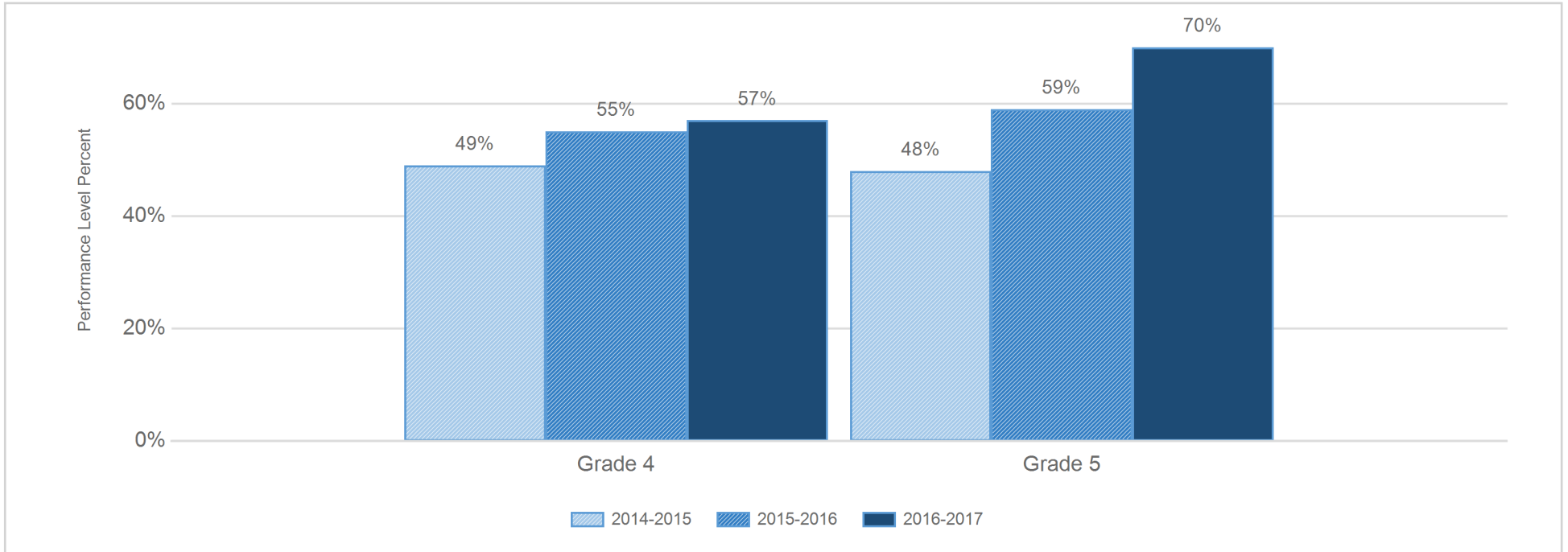


Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

English Language Arts/Literacy Assessment - Performance Trends

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





Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

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	349	94.3	59.90	49.10	43.50	59.3	58.1	Met Target
White	238	92.4	63.50	49.30	52.40	61.6	58.2	Met Target
Hispanic	27	93.3	37.00	*	27.60	36.2	29.9	Met Target
Black or African American	52	100.0	36.50	*	21.70	36.5	46.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	100.0	93.60	76.50	75.60	93.6	80	Met Goal
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	166	94.6	59.00	49.90	44.10	58.6		
Male	183	94.0	60.70	48.50	42.90	59.9		
Economically Disadvantaged Students	71	92.6	40.80	*	25.10	*	41	Met Target†
Non-Economically Disadvantaged Students	278	94.7	64.80	*	54.30	*		
Students with Disabilities	89	87.4	31.50	*	16.50	28.9	32.4	Met Target†
Students without Disabilities	260	96.8	69.60	*	48.80	69.6		
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	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	164	752	752	747	6%	9%	32%	45%	7%	52%	47%
White	107	753	753	755	*	12%	27%	52%	*	58%	59%
Hispanic	16	750	750	734	0%	*	*	*	*	38%	30%
Black or African American	27	734	734	729	*	*	52%	*	*	22%	25%
Asian, Native Hawaiian, or Pacific Islander	13	786	786	774	*	0%	0%	*	*	92%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	79	753	753	747	*	*	35%	46%	*	52%	47%
Male	85	751	751	747	*	*	29%	45%	*	53%	48%
Economically Disadvantaged Students	33	735	735	732	*	*	46%	*	0%	21%	27%
Non-Economically Disadvantaged Students	131	756	756	757	*	*	29%	*	9%	60%	61%
Students with Disabilities	46	730	730	724	*	*	37%	24%	*	26%	22%
Students without Disabilities	118	761	761	751	*	*	31%	53%	*	63%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	164	752	752	749	6%	9%	32%	45%	7%	52%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%



**Mac Farland Intermediate
2016-2017**

Grade Span 04-05

**05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767**

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	196	758	758	747	*	*	24%	51%	14%	65%	46%
White	134	759	759	754	*	*	22%	54%	13%	67%	57%
Hispanic	12	745	745	735	*	*	*	*	0%	42%	30%
Black or African American	30	746	746	729	*	*	37%	43%	*	47%	22%
Asian, Native Hawaiian, or Pacific Islander	20	779	779	774	0%	*	*	50%	*	90%	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	94	758	758	747	*	*	25%	53%	12%	65%	47%
Male	102	758	758	746	*	*	24%	49%	16%	65%	46%
Economically Disadvantaged Students	39	751	751	732	*	*	31%	49%	*	56%	27%
Non-Economically Disadvantaged Students	157	760	760	756	*	*	22%	52%	*	67%	59%
Students with Disabilities	41	733	733	725	*	*	27%	29%	*	37%	19%
Students without Disabilities	155	765	765	751	*	*	23%	57%	*	72%	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	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

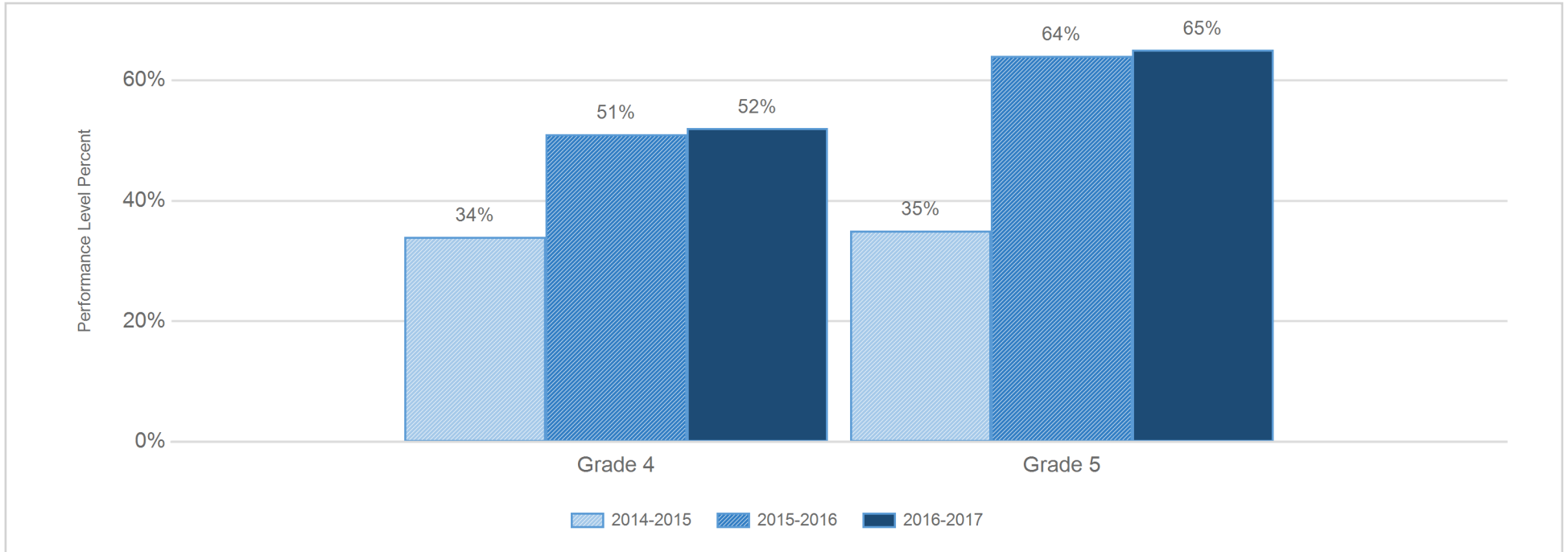


**Mac Farland Intermediate
2016-2017
Grade Span 04-05**

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

Mathematics Assessment – Performance Trends

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





**Mac Farland Intermediate
2016-2017**

**05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767**

Grade Span 04-05

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
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	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N

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



**Mac Farland Intermediate
2016-2017
Grade Span 04-05**

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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.

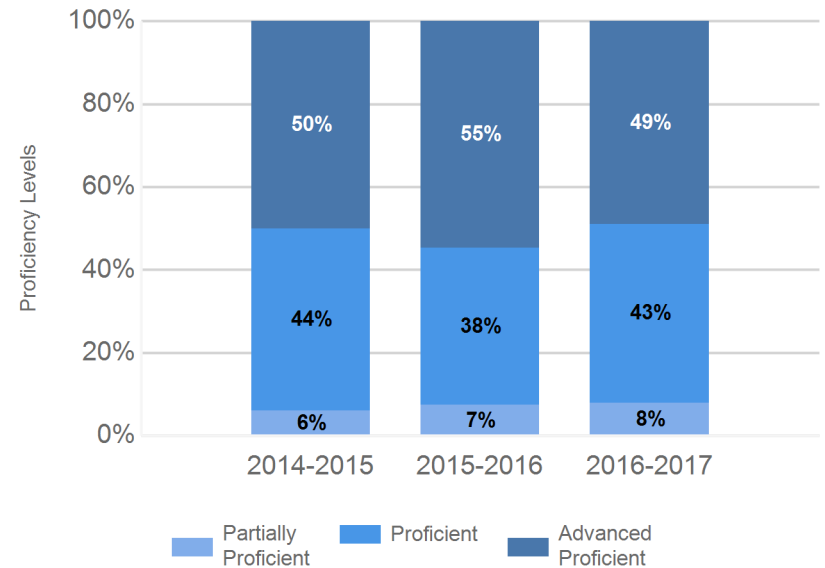
NJASK Science Assessment Performance: Grade 4

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	49%	43%	8%
White	50%	43%	7%
Hispanic	33%	60%	7%
Black or African American	37%	44%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	33%	58%	9%
Students with Disabilities	23%	53%	23%
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.





**Mac Farland Intermediate
2016-2017**

Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	37	50	Met Target	59	55	50	Met Target
White	49	34	50	Met Target	59	54	52	Met Target
Hispanic	*	*	49	Met Target	*	*	47	Exceeds Target
Black or African American	48	43	45	Met Target	56	55.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	51	60	Met Target	70	68	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45	32.5	47	Met Target	54.5	58	46	Met Target
Students with Disabilities	26.5	31	41	Not Met	34	36.5	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



**Mac Farland Intermediate
2016-2017**

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

Grade Span 04-05

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:

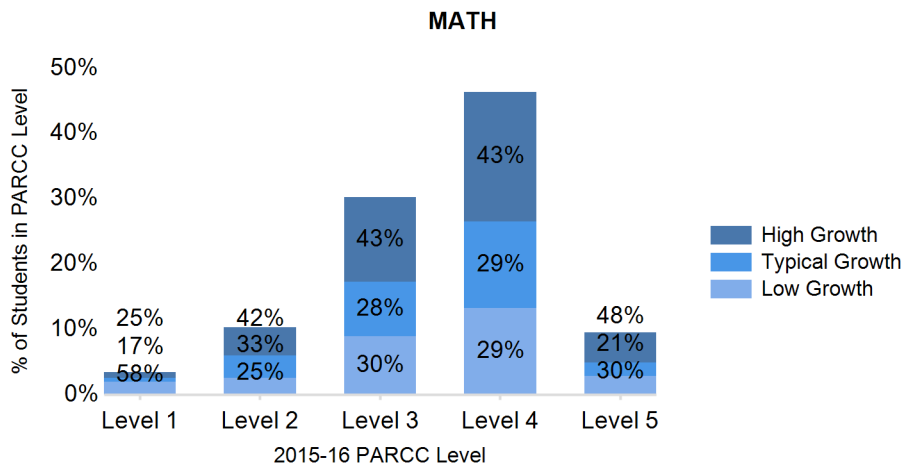
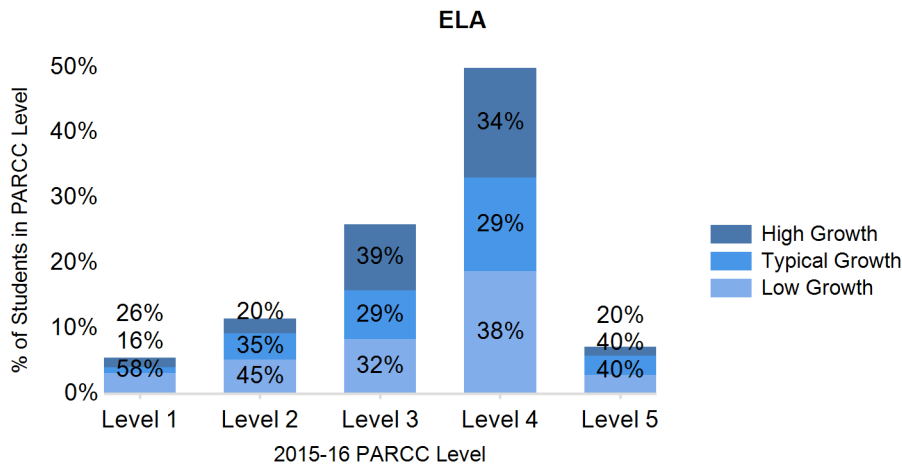
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

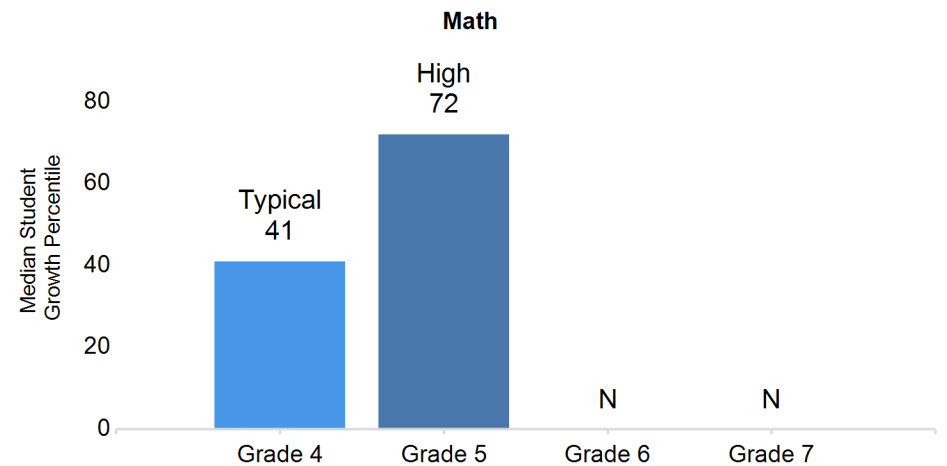
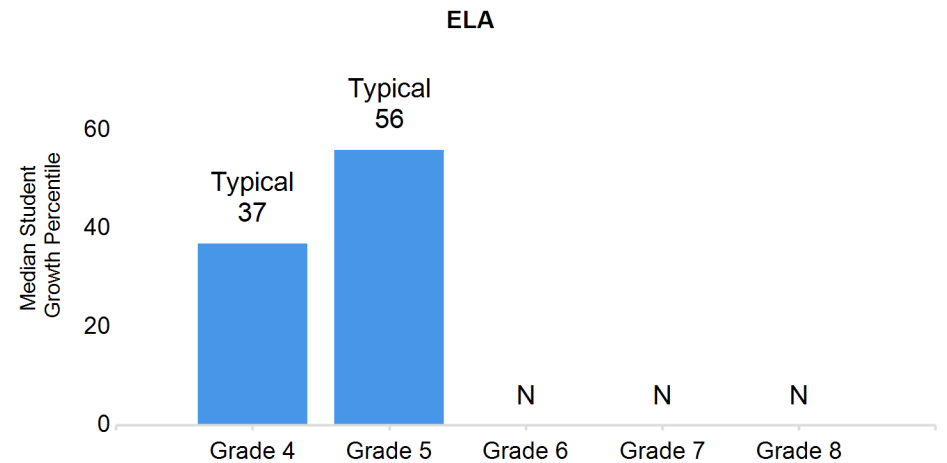
Student Growth by Performance Level

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.





Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

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

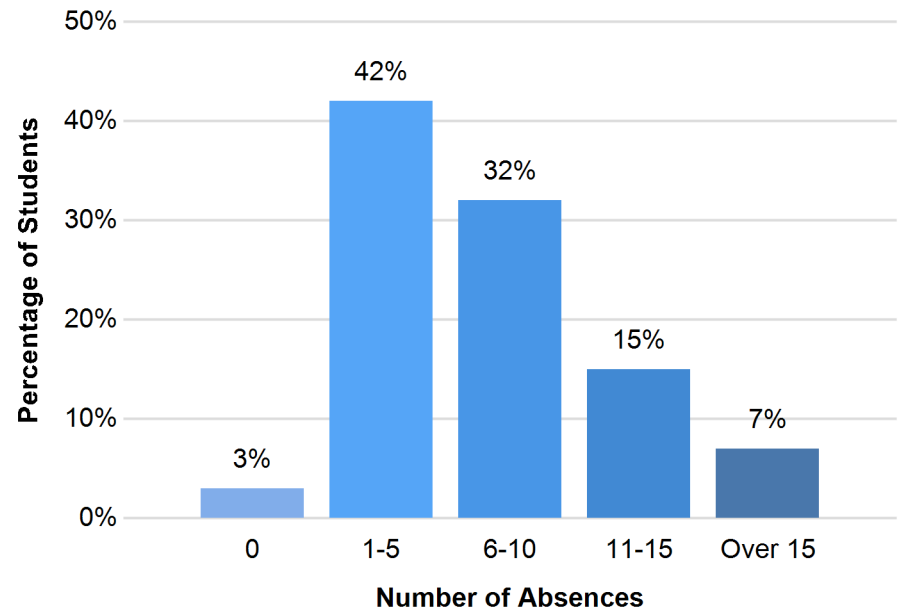
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	7.00	Met Target
White	6.00	7.00	Met Target
Hispanic	6.90	7.00	Met Target
Black or African American	0	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.00	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.00	7.00	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.



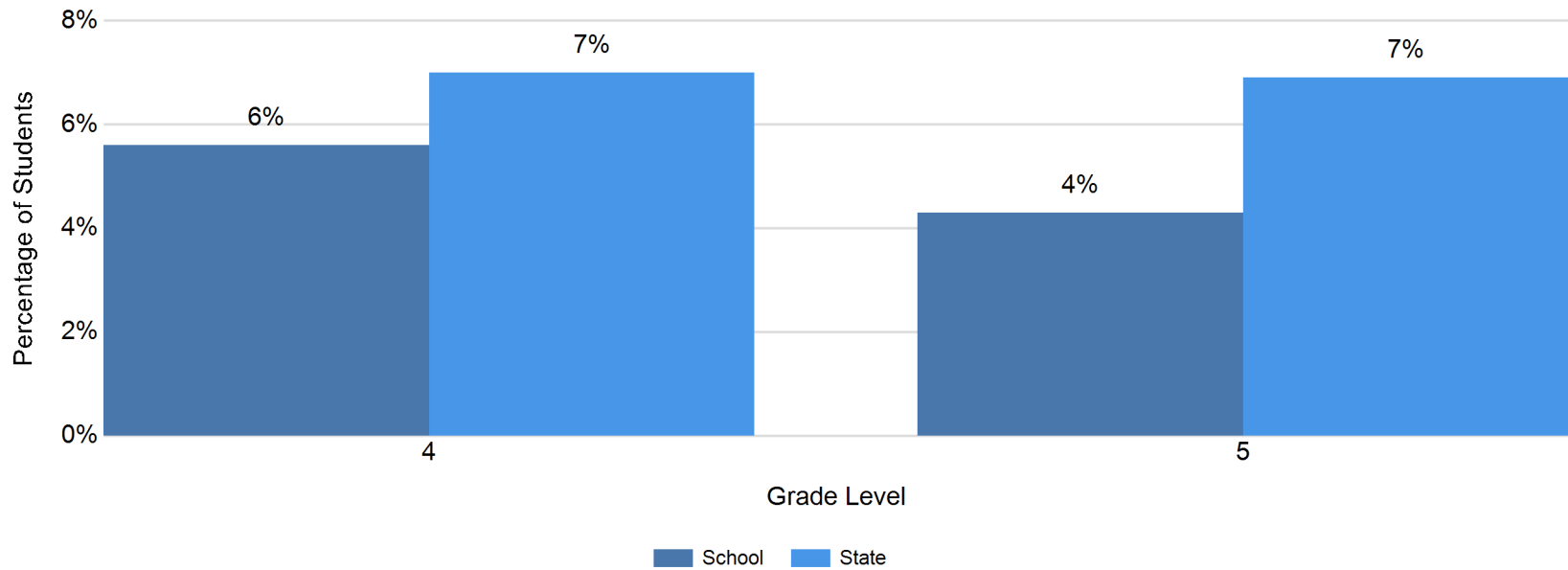


Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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.





**Mac Farland Intermediate
2016-2017**

Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	8:25AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 50 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	0.26

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	1.0%
Any Suspension	1.0%

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



**Mac Farland Intermediate
2016-2017
Grade Span 04-05**

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	2.6:1	202.1 kbps	100 kbps	Yes	N	Fiber	N

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	\$418	\$12,715	\$13,133



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

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	29	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	76%	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	14	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	57%	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	13:1
Administrators	386:1	177:1
Librarian/Media Specialists		619:1
Nurses		412:1
Counselors		309:1
Child Study Team		225:1



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

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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.

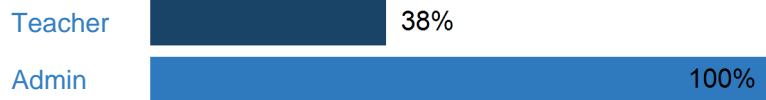
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	88%	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%



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

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	65.6	17.5%
Mathematics Proficiency	69.8	17.5%
English Language Arts Growth	35.3	25.0%
Mathematics Growth	76.2	25.0%
Chronic Absenteeism	72.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.5
Summative Rating: Percentile rank of Summative Score		70.2
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.



**Mac Farland Intermediate
2016-2017
Grade Span 04-05**

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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	62.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	54.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	57.5	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	83.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	67.9	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	69.4	11.9	No	Met Target	Met Target†	**	Met Target	Met Target	No
Students with Disabilities	44.6	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.



Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
 BURLINGTON
 BORDENTOWN REGIONAL
 87 CROSSWICKS ST
 BORDENTOWN, NJ 08505-1767

School General Info

Principal:	Ms. Geibel	Email Address:	mgeibel@bordentown.k12.nj.us
Address:	87 CROSSWICKS ST BORDENTOWN, NJ 08505-1767	Website:	http://mis.bordentown.k12.nj.us/
Phone:	(609)291-7192	Twitter:	https://twitter.com/Team_MacFarland

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • Reader's and Writer's Workshop, Everyday Math, Foss Next Gen Science Program, and History Alive • Full Band and Orchestra Offered to Students • Clubs Include: S.T.E.M, Math Olympiad, Newspaper, Safety Patrol, Art Club, ELPAT and Peer Facilitators.
<p>Mission, Vision, Theme:</p>	<p>The mission of MacFarland Intermediate School, in cooperation with the family and community, is to develop a positive, student-centered atmosphere. We envision an environment that allows all students the opportunity to achieve their fullest personal and academic potential in a safe, caring environment. Our mission is to develop life-long learners and successful members of a global community.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Our extensive guidance program which emphasizes important tenets of student character and citizenship. MIS invites you to explore how our students are students of C.H.A.R.A.C.T.E.R. and they S.T.A.N.D up to bullies through our Upstander Program. Students serve as Peer Facilitators and are can be rewarded by being named our monthly Stellar Student.</p>





Mac Farland Intermediate
2016-2017
Grade Span 04-05

05-0475-090
BURLINGTON
BORDENTOWN REGIONAL
87 CROSSWICKS ST
BORDENTOWN, NJ 08505-1767

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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Our newly implement Science program with Foss allows our students to be engage with science through hands-on experience. We have an exciting interactive social studies program called History Alive. The Language Arts Literacy curriculum model is Reading and Writing workshop. Our successful Everyday Mathematics program allows for problem solving and hands-on instruction. We also offer an Extended Learning Program for Academically Talented.</p>
 <p>Clubs and Activities:</p>	<p>MacFarland recognizes the need to educate the whole child and offer clubs to peak interest and expose students to different ways of thinking. Our clubs include: Newspaper Club, Art Club, Math Olympiad, Peer Facilitators, S.T.E.M Club, and Safety Patrol</p>






**Mac Farland Intermediate
2016-2017
Grade Span 04-05**

**05-0475-090
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School Narrative

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

 <p>Student Supports and Services:</p>	<p>English Language Learners, Students with disabilities program, Intervention Team, Intervention and Referral Service, Speech Services, full time guidance counselor, and Child Study Team</p>
 <p>Student Health and Wellness:</p>	<p>Nutrition breakfast and lunch offered daily, school nurse, 3x a week PE, and daily recess.</p>
 <p>Parent and Community Involvement:</p>	<p>Crucial to our success is our MIS Parent/Teacher Organization. Through hard work, our PTO is a constant presence be it fundraising for assemblies such as Character Education or Interactive Science or running the Book Fair, MIS School Store and pretzel sales. They have set a high standard for excellence in home-school connections, effectively bring our families, and school together regularly.</p>




Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
BURLINGTON
BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326

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



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	0	0	15
KG	145	128	103
1	156	132	118
2	126	145	125
3	140	107	144
Ungraded	34	50	32
Total	601	562	537

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%	50%	50%
Male	53%	51%	50%
Economically Disadvantaged Students	19%	14%	1%
Students with Disabilities	17%	21%	22%
English Learners	3%	2%	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	66.1%
Black or African American	12.5%
Asian	12.1%
Hispanic	9.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

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
PK - Half Day	0	0	2
PK - Full Day	0	0	13
KG - Half Day	0	0	0
KG - Full Day	140	128	103

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	84.5%
Spanish	3.9%
Telugu	2.4%
Turkish	2.2%
Other	7.3%



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	153	97.5	64.10	52.80	54.90	64.1	69.1	Met Target†
White	93	95.9	61.30	52.30	63.90	61.3	68.7	Met Target†
Hispanic	14	100.0	64.20	*	39.80	64.2	**	**
Black or African American	20	100.0	55.00	*	35.20	55	N	N
Asian, Native Hawaiian, or Pacific Islander	26	100.0	80.70	75.60	80.70	80.7	N	N
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	25.00	54.90	N	**	**
Female	80	98.8	60.00	58.10	62.20	60		
Male	73	96.2	68.50	47.90	48.10	68.5		
Economically Disadvantaged Students	37	100.0	40.50	37.70	36.20	40.5	N	N
Non-Economically Disadvantaged Students	116	96.7	71.60	56.50	65.80	71.6		
Students with Disabilities	43	93.5	41.80	*	20.50	41.2	N	N
Students without Disabilities	110	99.1	72.80	*	61.90	72.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	N	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.



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	155	762	761	749	*	7%	26%	59%	*	64%	50%
White	93	760	761	759	*	*	28%	58%	*	61%	61%
Hispanic	14	761	*	734	0%	*	*	*	*	64%	35%
Black or African American	20	753	*	731	*	*	*	55%	0%	55%	32%
Asian, Native Hawaiian, or Pacific Islander	28	774	774	775	0%	*	*	68%	*	79%	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	80	763	764	754	*	*	29%	53%	*	60%	55%
Male	75	760	758	745	*	*	23%	67%	*	68%	46%
Economically Disadvantaged Students	36	746	743	731	*	*	39%	39%	*	42%	31%
Non-Economically Disadvantaged Students	119	767	766	762	*	*	22%	66%	*	71%	63%
Students with Disabilities	41	746	748	720	*	*	37%	42%	*	44%	24%
Students without Disabilities	114	767	766	755	*	*	22%	66%	*	71%	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%

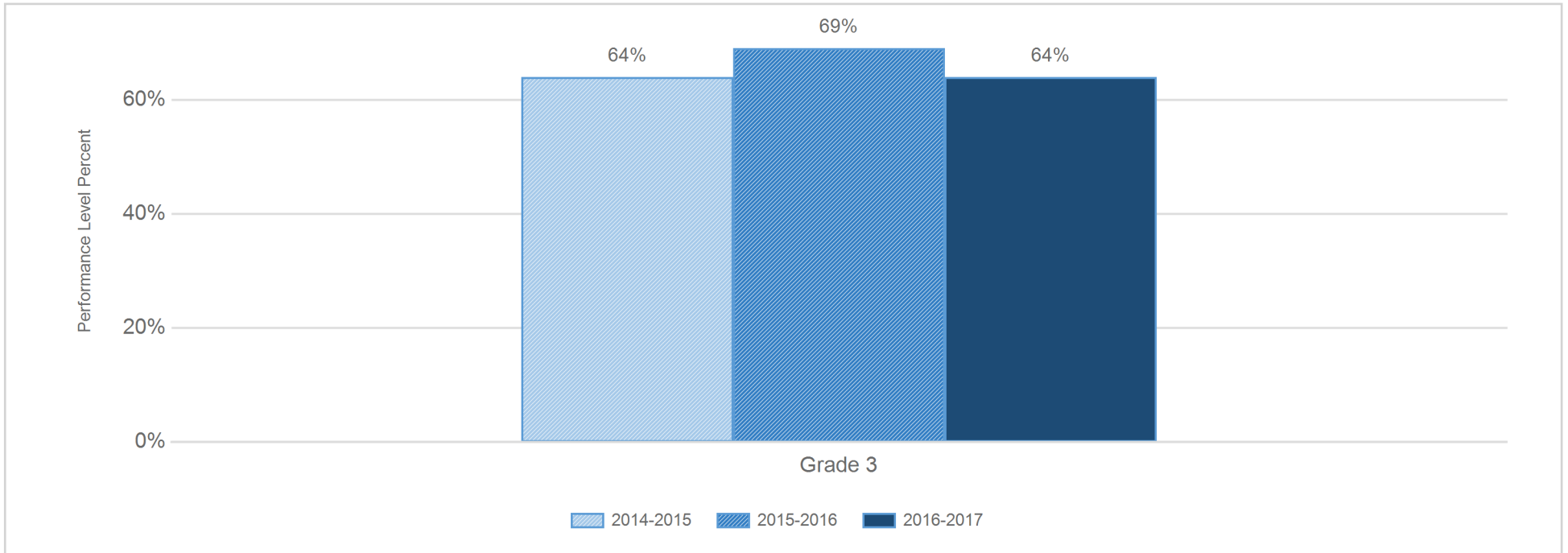


Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
BURLINGTON
BORDENTOWN REGIONAL
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BORDENTOWN, NJ 08505-2326

English Language Arts/Literacy Assessment - Performance Trends

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





Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	153	97.5	59.50	49.10	43.50	59.5	76.1	Not Met
White	93	95.9	51.60	49.30	52.40	51.6	79.7	Not Met
Hispanic	14	100.0	57.20	*	27.60	57.2	**	**
Black or African American	20	100.0	60.00	*	21.70	60	N	N
Asian, Native Hawaiian, or Pacific Islander	26	100.0	88.40	76.50	75.60	88.4	N	N
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	25.00	44.90	N	**	**
Female	80	98.8	55.10	49.90	44.10	55.1		
Male	73	96.2	64.40	48.50	42.90	64.4		
Economically Disadvantaged Students	37	100.0	48.60	*	25.10	48.6	N	N
Non-Economically Disadvantaged Students	116	96.8	62.90	*	54.30	62.9		
Students with Disabilities	43	93.5	39.60	*	16.50	38.9	N	N
Students without Disabilities	110	99.1	67.20	*	48.80	67.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	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.



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	156	758	758	751	*	*	31%	40%	19%	59%	53%
White	93	756	757	759	*	*	38%	34%	17%	52%	63%
Hispanic	15	748	*	738	*	*	*	*	*	53%	37%
Black or African American	20	750	*	733	*	*	*	50%	*	60%	32%
Asian, Native Hawaiian, or Pacific Islander	28	777	777	779	0%	0%	*	54%	*	86%	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	81	755	756	751	*	*	33%	38%	16%	54%	52%
Male	75	762	759	751	*	*	28%	43%	21%	64%	53%
Economically Disadvantaged Students	36	743	741	736	*	*	28%	47%	*	50%	34%
Non-Economically Disadvantaged Students	120	763	763	761	*	*	32%	38%	*	62%	65%
Students with Disabilities	41	745	747	729	*	*	44%	34%	*	42%	29%
Students without Disabilities	115	763	761	755	*	*	26%	43%	*	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%

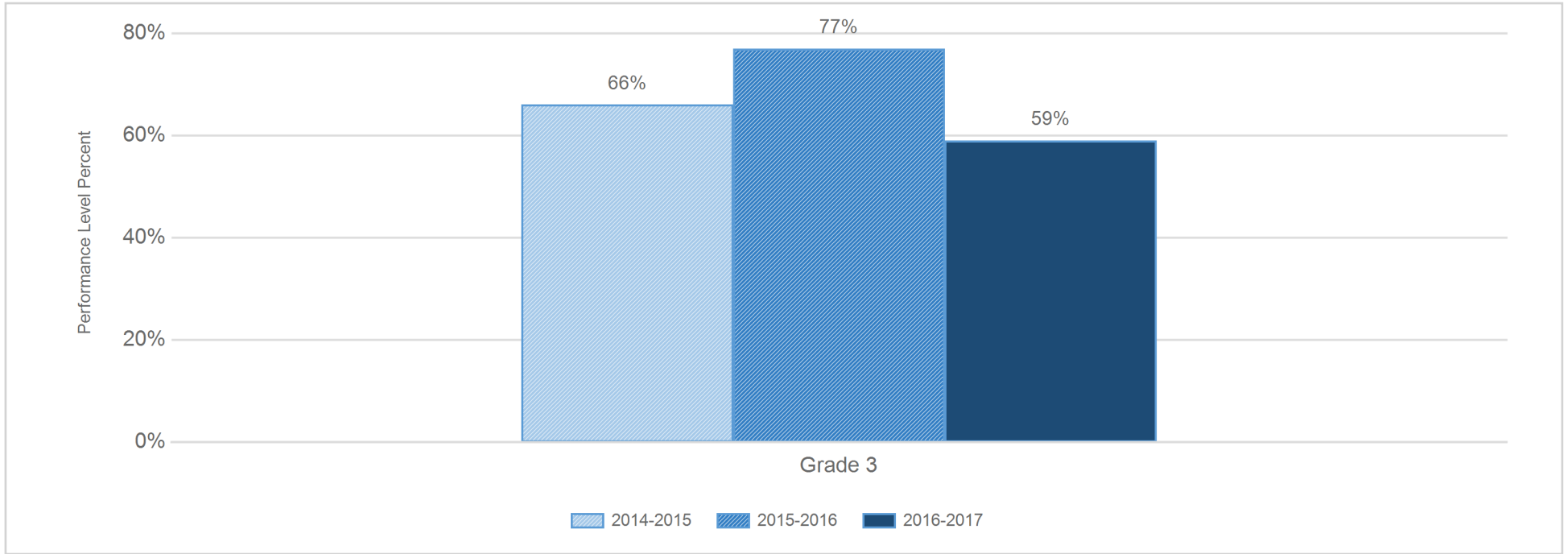


Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
BURLINGTON
BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326

Mathematics Assessment – Performance Trends

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





Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
BURLINGTON
BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326

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	*	*

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	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N

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



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
BURLINGTON
BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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

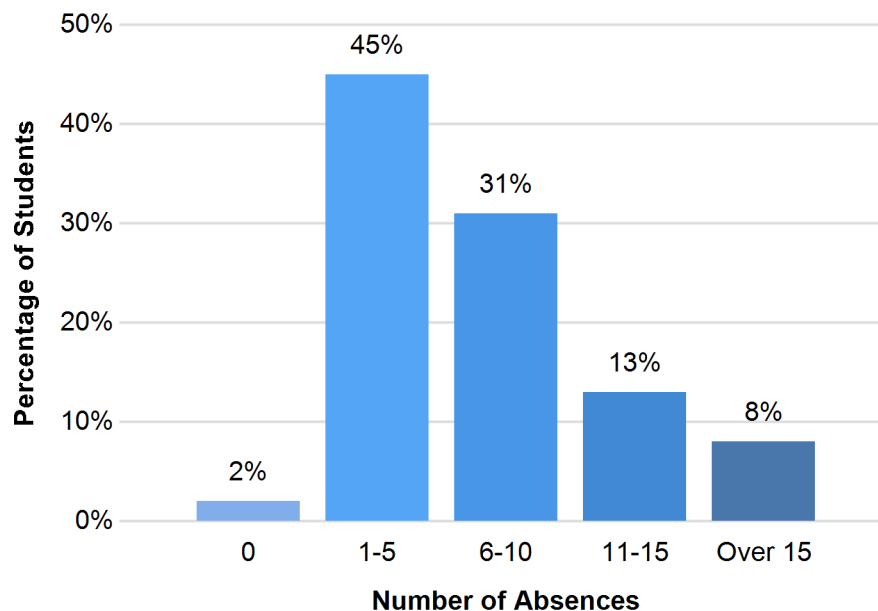
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	9.10	Met Target
White	4.40	9.10	Met Target
Hispanic	8.50	9.10	Met Target
Black or African American	4.60	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.00	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.90	9.10	Met Target
English Learners	9.10	9.10	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.



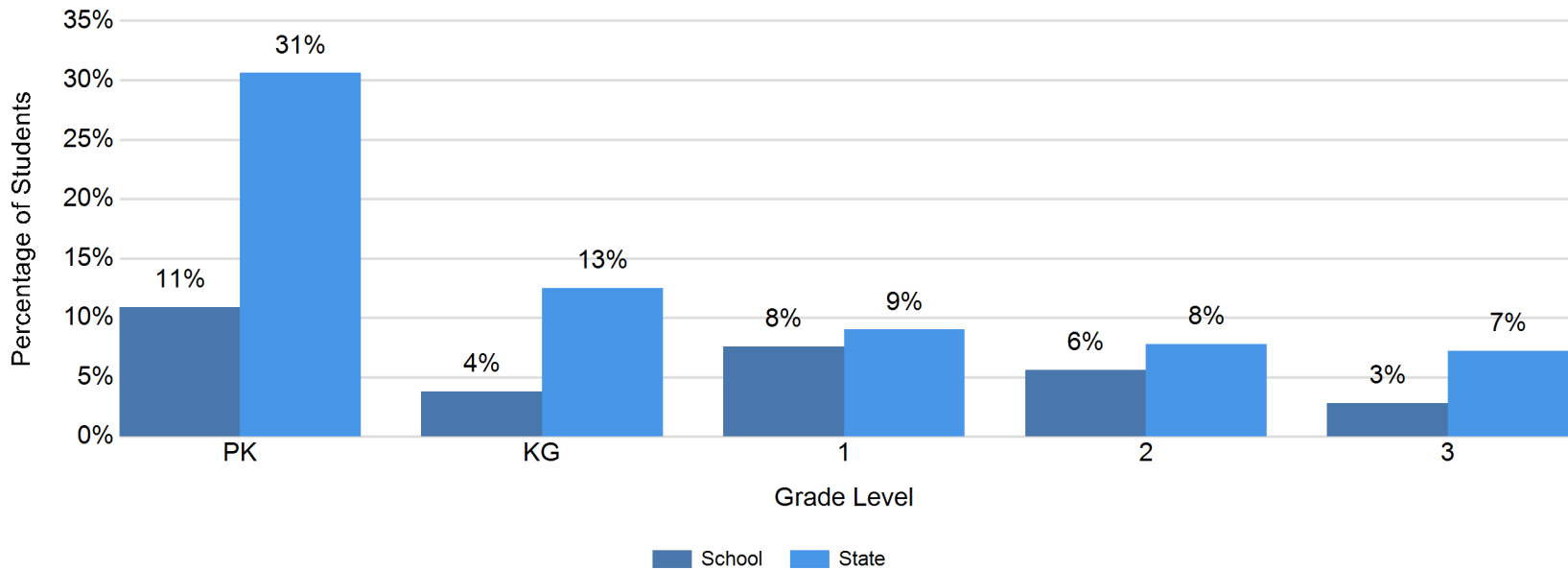


Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
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BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326

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.





**Peter Muschal Elementary
2016-2017**

05-0475-100
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BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326

Grade Span PK-03

School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.56

Student Suspension Rate

Student Expulsions

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.

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.

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

Category	Number of Students
Expulsions	0



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	4.6:1	202.1 kbps	100 kbps	Yes	N	Fiber	N

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	\$418	\$12,715	\$13,133



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	43	120,724
Average years experience in public schools	10.0	11.8
Average years experience in district	10.0	10.5
Teachers in district for 4 or more years	84%	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	14	9,506
Average years experience in public schools	9.1	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	57%	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	13:1
Administrators	179:1	177:1
Librarian/Media Specialists		619:1
Nurses		412:1
Counselors		309:1
Child Study Team		225:1



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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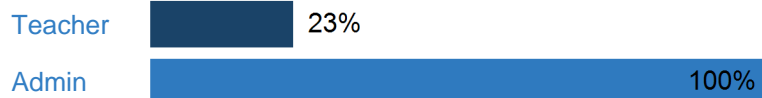
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	88%	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%



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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.



Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



Peter Muschal Elementary
2016-2017
Grade Span PK-03




05-0475-100
 BURLINGTON
 BORDENTOWN REGIONAL
 323 WARD AVE
 BORDENTOWN, NJ 08505-2326

School General Info

Principal:	Mr. Riether	Email Address:	driether@bordentown.k12.nj.us
Address:	323 WARD AVE BORDENTOWN, NJ 08505-2326	Website:	http://pms.bordentown.k12.nj.us/
Phone:	(609)298-2600	Twitter:	https://twitter.com/peter_muschal?lang=en

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Award Winning PreK-3 School employing innovative curriculum and data driven instructional methods • Technology access for all students via chromebooks, iPads, and Interactive Boards • Warm, inclusive and positive school climate where all learners are celebrated and nurtured
 <p>Mission, Vision, Theme:</p>	<p>At Peter Muschal Elementary, we value each student and the contributions they make to our school. Our mission is to provide a quality education for all students in a safe, positive, and highly engaging environment fostered by a strong relationship between school and community. We strive for an atmosphere of cooperation with respect for individual differences and community values.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Peter Muschal is an inclusive school environment that places a high degree of emphasis on building student character. We employ the Responsive Classroom program throughout the school and recognize students for making good choices, displaying empathy and showing care/concern for others. Peter Muschal is also a Governor's School of Excellence.</p>





Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
BURLINGTON
BORDENTOWN REGIONAL
323 WARD AVE
BORDENTOWN, NJ 08505-2326

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our Professional Learning Community (PLC) work focuses on data analysis which is used to guide instruction. Our writing curriculum is based upon Lucy Calkins' units of study. Our Reading program is a workshop approach using student data in order to inform instruction. In Mathematics, we utilize the Everyday Math program.</p>
 <p>Before and After School Programs:</p>	<p>Before and after school programs are offered to students from 7-8:45am and 3:30-6pm respectively. Students are able to engage in a variety of social and academic activities during this time under the careful supervision of dedicated and talented district staff.</p>







Peter Muschal Elementary
2016-2017
Grade Span PK-03

05-0475-100
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 323 WARD AVE
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 <p>Staff and Professional Learning:</p>	<p>Staff engage in frequent professional development opportunities. Faculty meetings, in-service training and individual conference/workshop attendance are ways in which teachers receive training necessary to remain up to date in terms of their instructional methods. In addition, faculty engage in book study and collaboration with colleagues both in and out of district.</p>
 <p>Student Supports and Services:</p>	<p>BSI students are supported using Fountas and Pinnel's Leveled Literacy Intervention. Students who struggle academically, socially or behaviorally are referred to our highly trained Intervention and Referral Services committee for discussion and tiered intervention. When multiple levels of intervention fail to address the issue, they may be referred to our Child Study Team for further study. Gifted and Talented Students are served by our Primary Enrichment Program (PEP)</p>
 <p>Student Health and Wellness:</p>	<p>Peter Muschal employs one full time and one part time school nurse who are tasked with maintaining records on health and wellness. Yearly screenings are conducted and communication with parents is open and transparent to ensure student health needs are being met. In addition to our nursing staff, weekly Health classes are offered to all 1st-3rd grade students covering a variety of topics to ensure students are able to make informed decisions regarding their own health and wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA is very active in terms of student programs, family nights and contributions to our school that serve to enhance student learning. Parents are urged to donate time to the school as they are able. Our philosophy is that by working together, we can make a big difference in the lives of our children. Our entire school family is active in the community as well. Cleanups, food drives and charitable events are just a few of the ways we maintain our community outreach</p>