NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	BRIDGETON CITY
Principal Name	MR. MACCHIA
Address	550 BUCKSHUTEM ROAD BRIDGETON, NJ 08302-9501
Phone Number	(856)455-8030
Email Address	DMACCHIA@BRIDGETON.K12.NJ.US
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	65	88	79
1	57	64	73
2	51	66	57
3	62	67	70
4	66	76	66
5	59	75	72
6	56	59	73
7	46	51	58
8	36	41	51
Total	498	587	599

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	2015-16	2016-17	2017-18
Female	50.2%	50.8%	51.9%
Male	49.8%	49.2%	48.1%
Economically Disadvantaged Students	87.6%	83.8%	93.0%
Students with Disabilities	6.4%	7.3%	6.0%
English Learners	17.7%	27.9%	33.9%
Homeless Students		3.9%	3.0%
Students in Foster Care		0.0%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.9%	2.3%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	5.6%	4.1%	2.8%
Hispanic	69.1%	71.6%	75.8%
Black or African American	23.7%	23.3%	19.9%
Asian	0.0%	0.2%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.4%	0.9%	1.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	65	88	79

Enrollment by Home Language

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

Home Language	% of Students
Spanish	64.1%
English	35.2%
Other Languages	0.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	45	50	Met Standard	35	41	50	Not Met
White	*	28	50	**	*	53	51	**
Hispanic	44	47	49	Met Standard	39.5	44	48	Not Met
Black or African American	30	38	44	Not Met	28	33	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	42	49	**	*	33	51	**
Economically Disadvantaged	39	45	48	Not Met	35	41	47	Not Met
Students with Disabilities	*	32	41	**	*	39	43	**
English Learners	43.5	44	54	Met Standard	44	44	51	Met Standard

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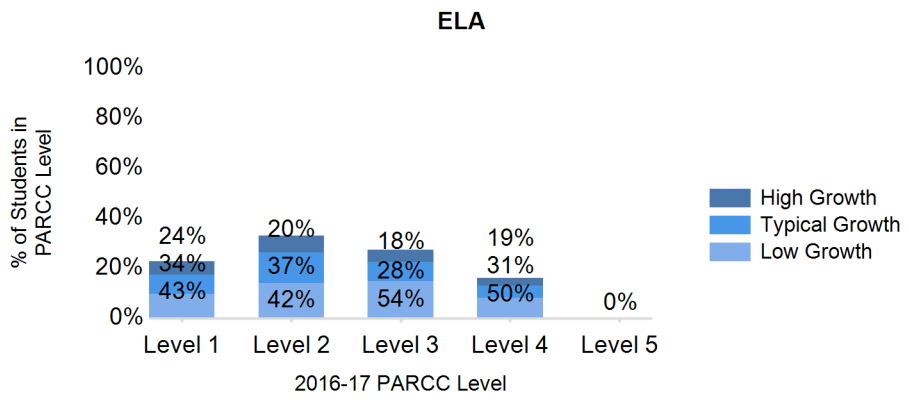
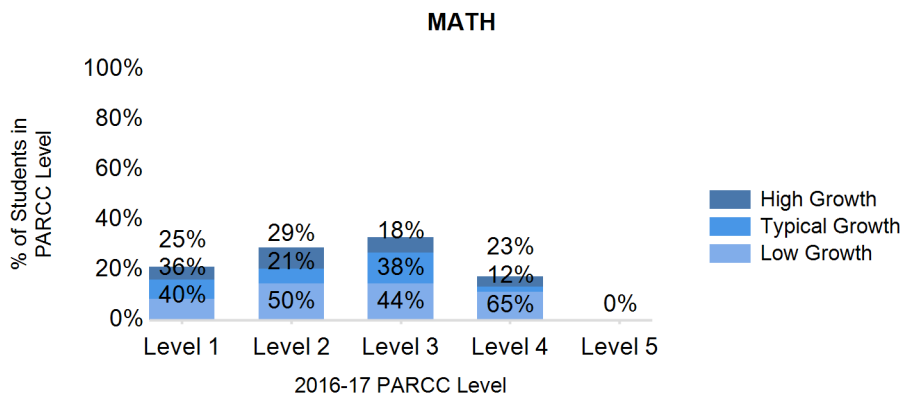
Student Growth by Performance Level

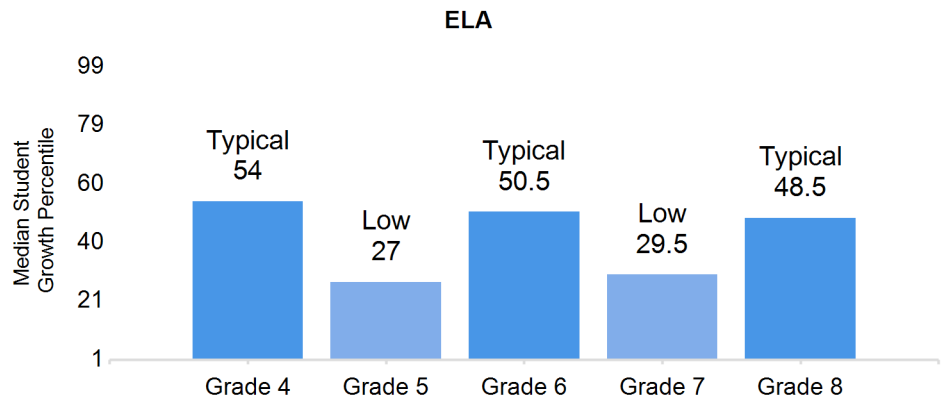
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

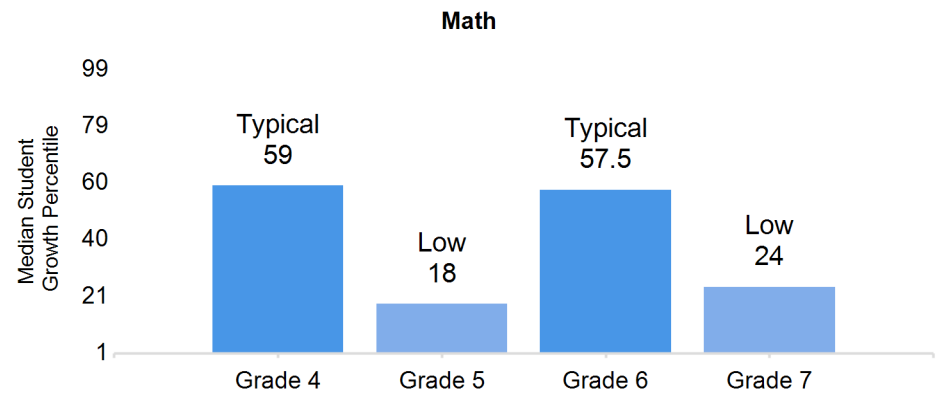




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	380	99.5	16.6	21.1	56.7	16.6	21.9	Not Met
White	*	*	*	29.1	65.6	*	**	**
Hispanic	290	99.3	15.2	22.6	42.5	15.2	22.7	Not Met
Black or African American	78	100.0	21.8	14.6	37.3	21.8	21.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	14.0	63.4	*	**	**
Female	200	99.5	17.5	26.0	64.5	17.5		
Male	180	99.5	15.6	15.8	49.4	15.6		
Economically Disadvantaged Students	339	99.4	15.6	*	38.5	15.6	22.7	Not Met
Non-Economically Disadvantaged Students	41	100.0	24.4	*	67.5	24.4		
Students with Disabilities	28	100.0	*	*	21.6	*	11.6	Met Target†
Students without Disabilities	352	99.5	*	*	63.9	*		
English Learners	144	99.3	*	11.5	27.3	*	20.5	Not Met
Non-English Learners	236	99.6	*	25.3	59.4	*		
Homeless Students	11	92.3	27.3	17.6	27.7	27.3		
Students In Foster Care	*	*	*	15.4	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	14.3	30.1	*		

† Target was met within a confidence interval.

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	714	707	750	35%	35%	18%	*	*	12%	52%
White	N	N	705	759	N	N	N	N	N	N	61%
Hispanic	52	714	708	736	31%	38%	19%	*	*	12%	38%
Black or African American	*	*	702	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	37	715	710	756	*	*	*	*	*	11%	57%
Male	23	713	702	744	*	*	*	*	*	13%	46%
Economically Disadvantaged Students	*	*	707	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	703	762	*	*	*	*	*	*	64%
Students with Disabilities	N	N	662	719	N	N	N	N	N	N	24%
Students without Disabilities	60	714	710	756	35%	35%	18%	*	*	12%	57%
English Learners	36	706	695	712	*	*	*	*	*	*	15%
Non-English Learners	24	727	716	753	*	*	*	*	*	*	55%
Homeless Students	*	*	713	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	728	717	756	24%	18%	35%	*	*	23%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	48	725	717	744	25%	21%	38%	*	*	17%	44%
Black or African American	12	737	712	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	29	726	723	762	*	*	*	*	*	21%	63%
Male	33	729	711	751	*	*	*	*	*	24%	53%
Economically Disadvantaged Students	*	*	717	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	711	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	693	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	719	762	*	*	*	*	*	*	64%
English Learners	22	702	701	720	*	*	*	*	*	*	17%
Non-English Learners	40	742	725	759	*	*	*	*	*	*	61%
Homeless Students	*	*	714	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	*	*	708	732	*	*	*	*	*	*	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	716	719	755	27%	40%	21%	*	*	11%	58%
White	*	*	725	763	*	*	*	*	*	*	68%
Hispanic	52	714	*	743	29%	40%	21%	*	*	10%	43%
Black or African American	*	*	714	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	38	720	726	762	*	*	*	*	*	*	66%
Male	32	711	712	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	719	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	723	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	693	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	722	762	*	*	*	*	*	*	65%
English Learners	12	689	693	712	*	*	*	*	*	*	11%
Non-English Learners	58	722	725	757	*	*	*	*	*	*	60%
Homeless Students	*	*	714	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	722	724	754	*	*	*	*	*	*	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	55	721	727	742	*	*	*	*	*	*	42%
Black or African American	11	730	714	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	33	724	731	761	*	*	*	*	*	*	64%
Male	36	720	717	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	724	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	726	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	696	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	727	760	*	*	*	*	*	*	63%
English Learners	11	687	700	712	*	*	*	*	*	*	*
Non-English Learners	58	728	727	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	732	N	N	N	N	N	N	36%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	718	725	760	27%	33%	25%	*	*	15%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	43	718	726	746	30%	26%	30%	*	*	14%	49%
Black or African American	*	*	717	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	30	721	734	769	*	*	*	*	*	17%	72%
Male	25	716	714	752	*	*	*	*	*	12%	54%
Economically Disadvantaged Students	*	*	724	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	731	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	692	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	729	768	*	*	*	*	*	*	71%
English Learners	*	*	692	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	728	762	*	*	*	*	*	*	64%
Homeless Students	*	*	718	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	*	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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

English Language Arts/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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	730	730	759	18%	25%	23%	*	*	34%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	38	734	734	744	*	*	*	*	*	37%	45%
Black or African American	16	721	716	739	*	*	*	*	*	25%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	32	737	738	768	*	*	*	*	*	41%	69%
Male	24	721	721	751	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	44	727	730	740	*	*	*	*	*	30%	42%
Non-Economically Disadvantaged Students	12	741	727	769	*	*	*	*	*	50%	71%
Students with Disabilities	*	*	683	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	735	766	*	*	*	*	*	*	68%
English Learners	*	*	679	703	*	*	*	*	*	*	*
Non-English Learners	*	*	733	761	*	*	*	*	*	*	*
Homeless Students	*	*	709	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	*	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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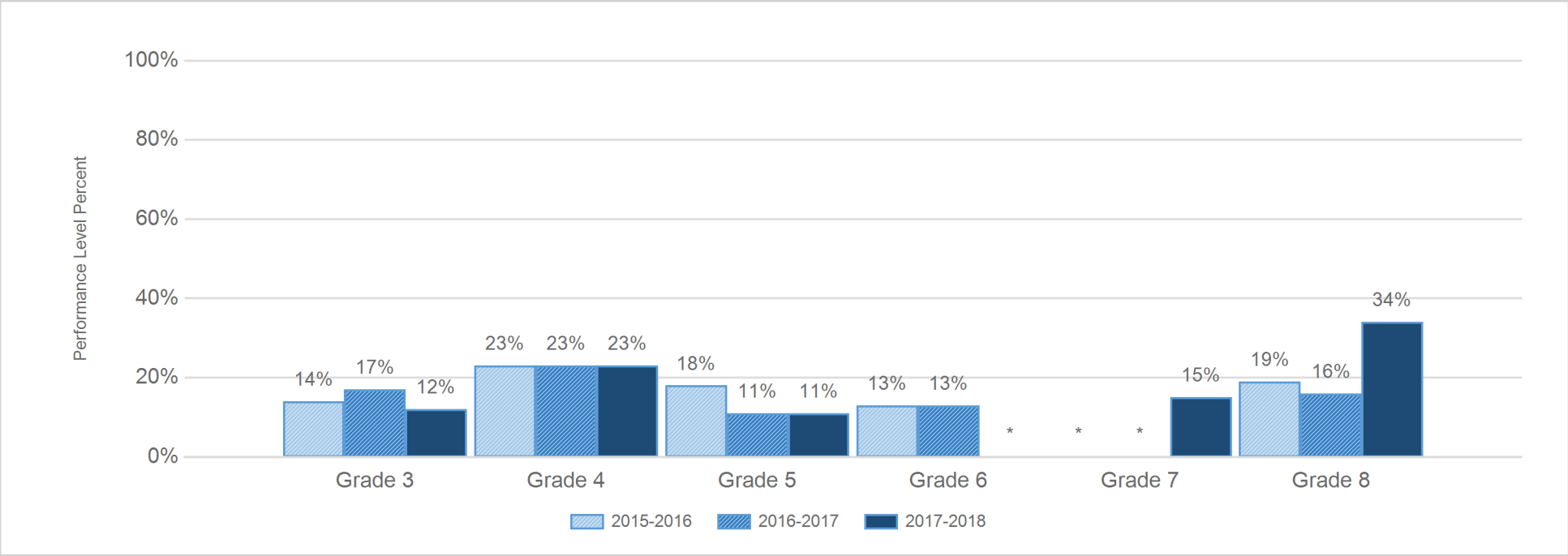
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

Report Key:
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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	380	99.5	12.4	*	45.0	12.4	23	Not Met
White	*	*	*	22.5	54.1	*	**	**
Hispanic	291	99.7	13.4	16.3	29.2	13.4	22.7	Not Met
Black or African American	78	100.0	*	*	23.4	*	23.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	200	99.5	13.0	*	46.0	13.0		
Male	180	99.5	11.7	*	43.9	11.7		
Economically Disadvantaged Students	339	99.4	*	14.4	26.6	*	23.4	Not Met
Non-Economically Disadvantaged Students	41	100.0	*	14.7	55.9	*		
Students with Disabilities	28	100.0	*	*	17.1	*	4	Met Target†
Students without Disabilities	352	99.5	*	*	50.5	*		
English Learners	145	100.0	10.3	*	24.6	10.3	25.5	Not Met
Non-English Learners	235	99.2	13.6	*	46.9	13.6		
Homeless Students	11	92.3	18.2	*	17.3	18.2		
Students In Foster Care	*	*	*	15.4	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	17.5	23.7	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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

Mathematics Assessment - 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	728	720	752	*	30%	42%	*	*	15%	53%
White	N	N	715	760	N	N	N	N	N	N	64%
Hispanic	52	730	722	739	*	27%	46%	*	*	15%	38%
Black or African American	*	*	712	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	37	730	721	752	*	*	*	*	*	*	53%
Male	23	726	718	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	721	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	710	762	*	*	*	*	*	*	66%
Students with Disabilities	N	N	681	730	N	N	N	N	N	N	29%
Students without Disabilities	60	728	723	756	*	30%	42%	*	*	15%	57%
English Learners	36	727	715	726	*	*	*	*	*	11%	23%
Non-English Learners	24	731	724	754	*	*	*	*	*	21%	56%
Homeless Students	*	*	715	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	728	719	748	16%	32%	32%	21%	0%	21%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	50	727	721	737	*	32%	36%	*	*	18%	34%
Black or African American	*	*	710	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	29	722	721	748	*	*	*	*	*	14%	50%
Male	34	733	717	748	*	*	*	*	*	26%	49%
Economically Disadvantaged Students	*	*	720	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	712	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	721	753	*	*	*	*	*	*	55%
English Learners	24	713	709	722	*	*	*	*	*	*	16%
Non-English Learners	39	737	725	750	*	*	*	*	*	*	52%
Homeless Students	*	*	715	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	*	*	722	731	*	*	*	*	*	*	32%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	714	718	748	*	*	*	*	*	*	49%
White	*	*	728	756	*	*	*	*	*	*	60%
Hispanic	52	715	*	736	25%	33%	33%	*	*	10%	32%
Black or African American	*	*	709	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	38	714	719	749	*	*	*	*	*	*	50%
Male	32	713	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	717	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	720	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	719	752	*	*	*	*	*	*	55%
English Learners	12	707	704	718	*	*	*	*	*	*	13%
Non-English Learners	58	715	721	750	*	*	*	*	*	*	51%
Homeless Students	*	*	717	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

Report Key:
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	724	719	744	*	*	*	*	*	*	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	55	723	722	731	*	*	*	*	*	*	27%
Black or African American	11	727	708	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	33	722	721	745	*	*	*	*	*	*	45%
Male	36	725	717	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	719	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	719	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	698	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	721	748	*	*	*	*	*	*	49%
English Learners	11	696	701	713	*	*	*	*	*	*	11%
Non-English Learners	58	729	721	745	*	*	*	*	*	*	45%
Homeless Students	*	*	713	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	720	721	743	22%	36%	31%	*	*	11%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	43	721	723	732	*	37%	33%	*	*	12%	27%
Black or African American	*	*	713	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	30	721	724	745	*	*	*	*	*	*	45%
Male	25	718	718	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	721	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	721	751	*	*	*	*	*	*	55%
Students with Disabilities	*	*	698	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	725	748	*	*	*	*	*	*	50%
English Learners	*	*	702	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	744	*	*	*	*	*	*	45%
Homeless Students	*	*	719	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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

Mathematics Assessment - 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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	716	718	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	34	717	721	722	*	53%	*	*	*	12%	22%
Black or African American	16	712	710	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	30	718	722	731	*	*	*	*	*	*	31%
Male	22	712	714	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	41	714	718	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	11	720	717	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	683	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	722	735	*	*	*	*	*	*	*
English Learners	*	*	684	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	721	729	*	*	*	*	*	*	29%
Homeless Students	*	*	704	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	*	*	718	746	*	*	*	*	*	*	46%
White	N	N	708	755	N	N	N	N	N	N	57%
Hispanic	*	*	721	730	*	*	*	*	*	*	27%
Black or African American	N	N	710	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	720	748	*	*	*	*	*	*	48%
Male	*	*	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	718	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	719	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	699	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	N	N	695	710	N	N	N	N	N	N	*
Non-English Learners	*	*	722	749	*	*	*	*	*	*	*
Homeless Students	N	N	709	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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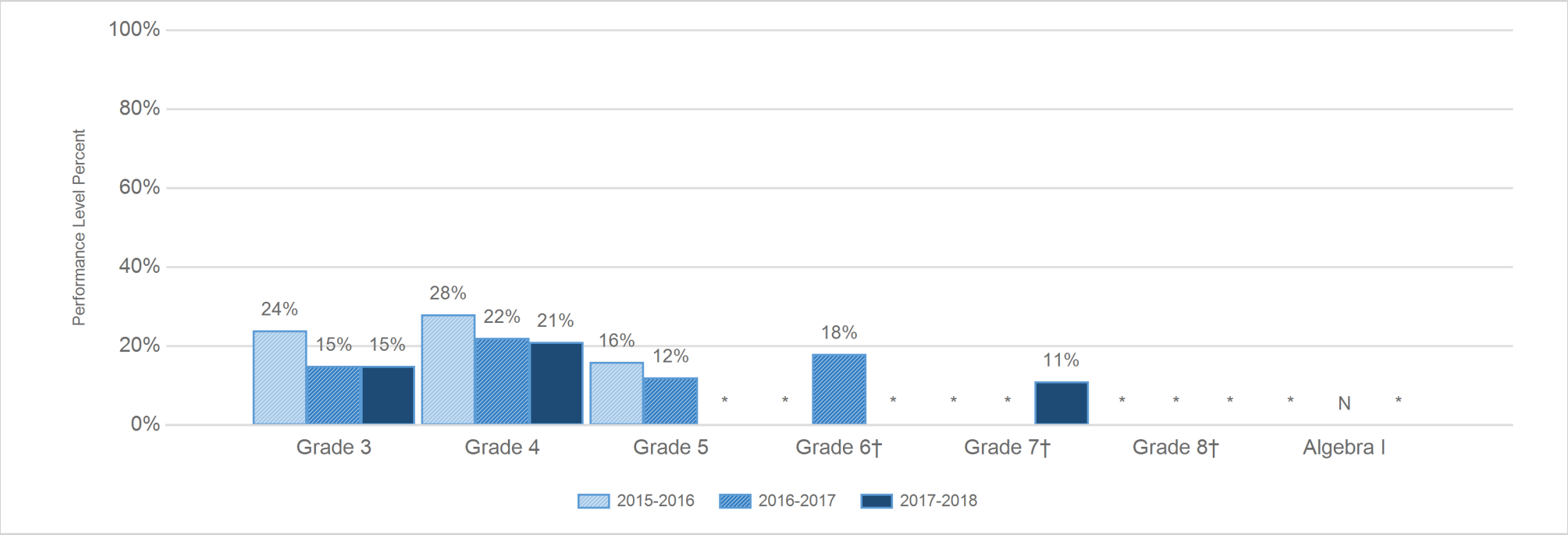
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	49.0%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	31	*	*
3-4	76	*	*
5 or more	86	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	74
7	0	0	58
8	0	0	51
Total	0	0	183

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	74
7	0	0	0	0	0	0	58
8	0	0	0	0	0	0	51
Total	0	0	0	0	0	0	183

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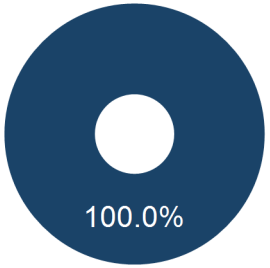
Visual and Performing Arts – Course Participation

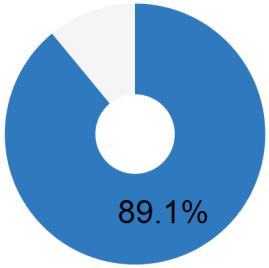
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

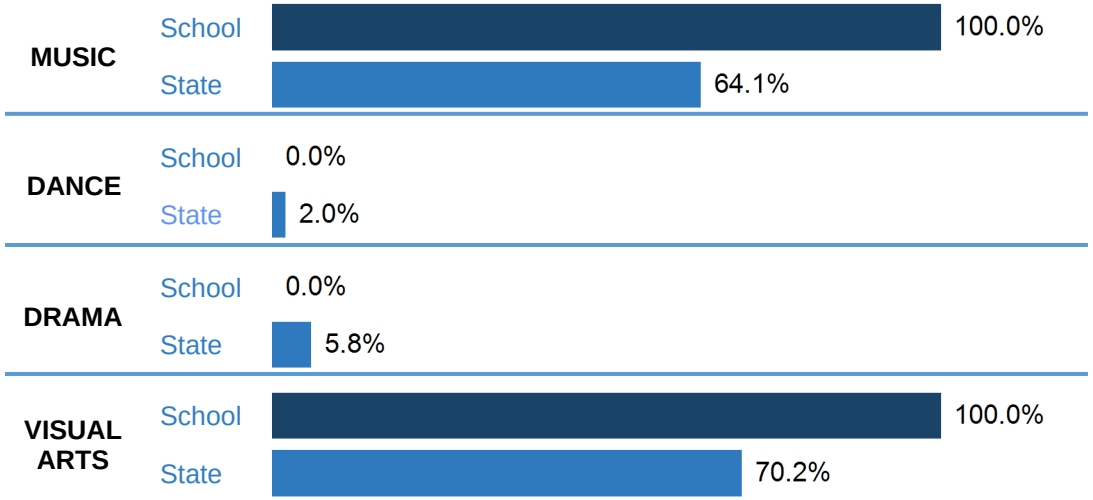


School



State

Students enrolled in one or more classes by discipline:



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

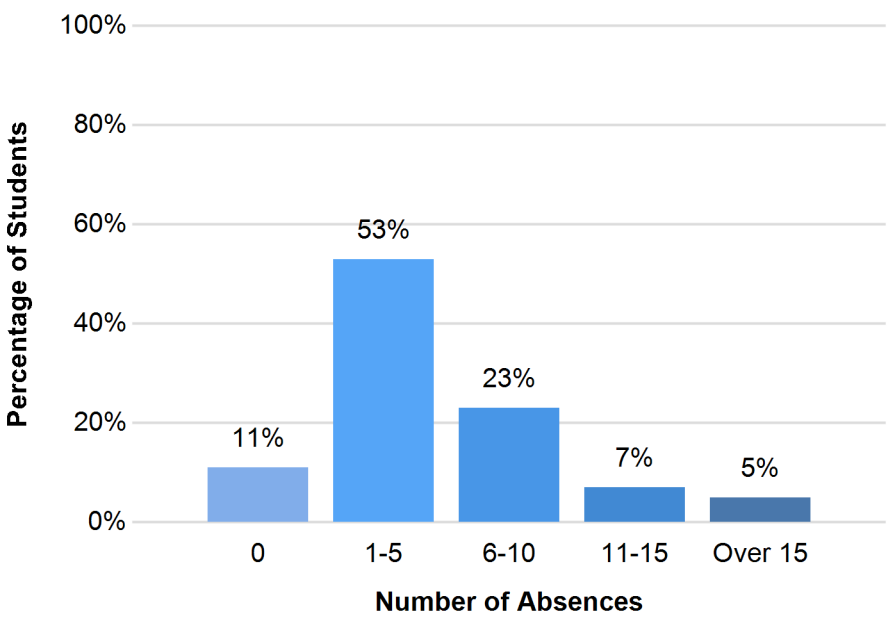
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	25	4.2	9.1	Met
White	3	17.6	**	**
Hispanic	11	2.4	9.1	Met
Black or African American	10	8.3	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	24	4.3	9.1	Met
Students with Disabilities	3	7.5	9.1	Met
English Learners	4	2.0	9.1	Met

Days Absent

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



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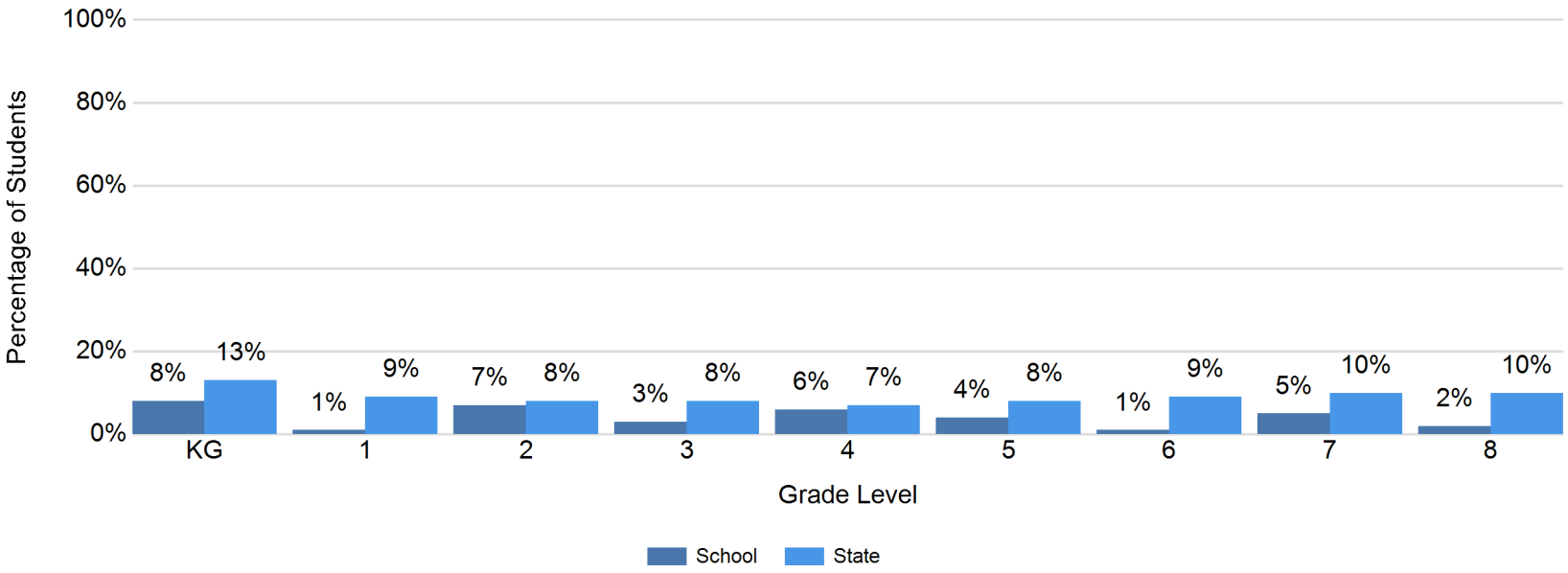
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	0
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	4.17

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	42	7.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	42	7.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,180	$13,694	$14,874

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	9.0	12.0
Average years experience in district	7.3	10.7
Teachers in district for 4 or more years	64.4%	75.5%

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	34	9,374
Average years experience in public schools	17.5	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	300:1	184:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		1040:1
Students to Nurses		520:1
Students to Counselors		240:1
Students to Child Study Team		520:1

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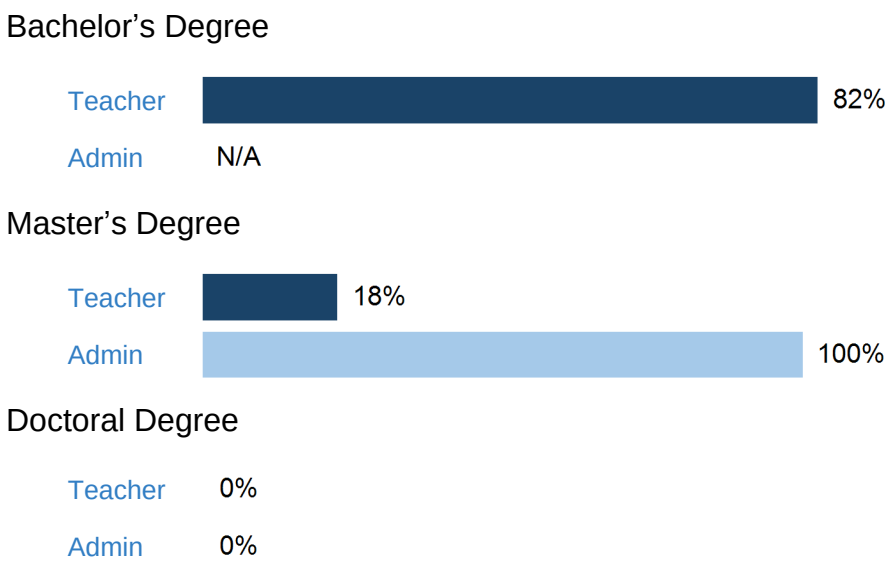
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.7%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	85.9%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	84.4%	50.0%
Male	15.6%	50.0%
White	68.9%	50.0%
Hispanic	17.8%	0.0%
Black or African American	11.1%	50.0%
Asian	2.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	2.78	15.0%
Mathematics Proficiency	3.50	15.0%
English Language Arts Growth	15.23	20.0%
Mathematics Growth	10.33	20.0%
Progress Towards English Language Proficiency	37.45	20.0%
Chronic Absenteeism	86.39	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	22.18	n/a
Summative Rating: Percentile Rank of Summative Score	10.25	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Not Met	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	29.23	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	18.63	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	24.91	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	30.97	14.08	No	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

BUCKSHUTEM ROAD SCHOOL
(11-0540-050)
Grades Offered: KG-08
2017-2018

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

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:	• • We created and developed our own student led news broadcast (Bobcats Live!) • All K-2 teacher are fully trained in Orton-Gillingham • All 3-8 homerooms utilize their own laptop cart; all K-2 & SE
Mission, Vision, Theme:	Buckshutem Road School is an active and engaging learning environment where students are challenged to think critically and correlate what they learn in school to real life experiences. Our staff readily addresses the intellectual, emotional, and social well being of students in grades kindergarten through grade eight by exposing them to skills needed to compete and excel in a changing global environment.
Awards, Recognition, Accomplishments:	Buckshutem Road School addresses the needs of all students through rigorous curriculum which is congruent to the New Jersey Student Learning Standards. The teaching staff recognizes that students learn in a myriad of ways and at different rates. Differentiated instruction and a variety of learning tasks and activities are provided to address the academic needs of all students.

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Courses, Curriculum, Instruction:	Students in Grades K-5 will begin utilizing the Journeys curriculum while students in grades 6-8 utilize the Holt/McDougal Literature Series for Language Arts Literacy. The Go Math Series is utilized for students in grades K-6, while students in Grades 7 and 8 are taught using the Holt-McDougal math series
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	Buckshutem Road School is an active participant in the Positive Behavior Support In Schools Program (PBSIS), ClassDojo, and The Leader In Me. Additional school activities include TD Banking Program, Reading Buddies, Safety Patrol, Student Ambassadors, Read Across America Day, Great Blacks In Wax Museum, Career Day, Community Service Projects, Kindergarten Expo, Science Fair, theater experiences, Pathways 21st CCLC,

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Before and After School Programs:	Buckshutem offers a variety of extended day programs, a summer enrichment program, and we participate in the Pathways 21st CCLC program.
Staff and Professional Learning:	Teachers partcipate in various professional development activities and they also collaborate weekly in grade level and content area PLC's.

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Student Supports and Services:	ESL & bilingual services, I&RS, OT/PT, speech, behavioral therapy, indivdiual/group counseling
Student Health and Wellness:	Health/PE classes, nutrition policy, fitness program during Pathways 21st CCLC program
Parent and Community Involvement:	SLC, School Safety team, Paret/Teacher Leadership Team, ClassDojo, Genesis parent portal.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Survey given in the spring each year. the survey involves question regarding safety, physical environment, teaching and learning.
Facilities:	The new addition to the building (wing, gym, offices, library) was completed in the spring of 2016.