



Eastampton Township Community School  
2016-2017


Grade Span KG-08

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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](mailto: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
KG	56	62	64
1	65	60	55
2	66	64	62
3	57	68	69
4	59	58	71
5	66	65	60
6	68	64	64
7	74	69	66
8	73	76	69
Ungraded	9	9	6
Total	593	595	586

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	52%	50%
Male	49%	48%	50%
Economically Disadvantaged Students	23%	27%	23%
Students with Disabilities	20%	21%	21%
English Learners	1%	1%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			7%
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	55.1%
Black or African American	23.0%
Hispanic	15.7%
Asian	2.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.2%

### 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	61	62	64

### 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	95.9%
Turkish	1.5%
Spanish	1.2%
Other	1.3%



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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	358	94.4	45.80	45.80	54.90	45.5	44.6	Met Target
White	200	94.6	52.00	52.00	63.90	51.7	49.2	Met Target
Hispanic	56	91.0	33.90	33.90	39.80	33.3	35.4	Met Target†
Black or African American	83	96.0	34.90	34.90	35.20	34.9	36.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	10	92.3	60.00	60.00	54.90	57.1	**	**
Female	177	94.7	53.10	53.10	62.20	53.1		
Male	181	94.2	38.70	38.70	48.10	38.1		
Economically Disadvantaged Students	70	94.3	42.90	42.90	36.20	*	31.6	Met Target
Non-Economically Disadvantaged Students	288	94.4	46.50	46.50	65.80	*		
Students with Disabilities	82	93.4	*	*	20.50	*	19.1	Not Met
Students without Disabilities	276	94.7	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	17	91.3	53.00	53.00	53.50	53		
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 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
<b>Schoolwide</b>	66	747	747	749	*	20%	17%	52%	*	53%	50%
White	31	758	758	759	*	*	*	55%	*	58%	61%
Hispanic	13	729	729	734	*	*	0%	*	0%	39%	35%
Black or African American	17	734	734	731	*	*	*	*	0%	41%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	754	754	754	*	*	*	58%	*	61%	55%
Male	33	740	740	745	*	*	*	46%	*	46%	46%
Economically Disadvantaged Students	13	747	747	731	*	*	*	*	*	54%	31%
Non-Economically Disadvantaged Students	53	747	747	762	*	*	*	*	*	53%	63%
Students with Disabilities	10	692	692	720	*	*	*	*	*	*	24%
Students without Disabilities	56	757	757	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

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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 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
<b>Schoolwide</b>	69	731	731	753	*	32%	25%	28%	*	29%	56%
White	35	741	741	762	*	*	31%	34%	*	37%	67%
Hispanic	14	728	728	740	*	*	*	*	0%	21%	40%
Black or African American	17	716	716	737	*	*	*	*	0%	18%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	732	732	758	*	*	*	*	*	28%	61%
Male	29	731	731	749	*	*	*	*	*	31%	51%
Economically Disadvantaged Students	13	724	724	737	*	*	*	*	*	23%	36%
Non-Economically Disadvantaged Students	56	733	733	764	*	*	*	*	*	30%	69%
Students with Disabilities	18	707	707	725	*	*	*	*	*	*	25%
Students without Disabilities	51	740	740	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	731	731	755	*	32%	25%	28%	*	29%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 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
<b>Schoolwide</b>	61	748	748	756	*	*	38%	43%	*	46%	59%
White	38	756	756	763	0%	*	37%	47%	*	53%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	27	748	748	761	*	*	37%	*	*	41%	66%
Male	34	749	749	750	*	*	38%	*	*	50%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	719	719	725	*	*	*	*	*	*	22%
Students without Disabilities	47	757	757	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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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 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
<b>Schoolwide</b>	61	737	737	752	16%	*	33%	34%	*	38%	54%
White	30	737	737	758	*	*	*	37%	*	40%	63%
Hispanic	11	734	734	740	*	0%	*	*	*	27%	38%
Black or African American	19	740	740	736	*	*	*	*	0%	42%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	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	26	749	749	758	*	*	39%	*	*	50%	61%
Male	35	729	729	746	*	*	29%	*	*	29%	46%
Economically Disadvantaged Students	18	734	734	737	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	43	739	739	761	*	*	*	*	*	33%	65%
Students with Disabilities	21	709	709	722	*	*	*	*	*	*	17%
Students without Disabilities	40	752	752	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	737	737	753	16%	*	33%	34%	*	38%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 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
<b>Schoolwide</b>	57	756	756	756	*	*	19%	49%	*	63%	59%
White	37	760	760	764	*	*	*	60%	*	73%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	32	763	763	764	*	*	*	56%	*	75%	68%
Male	25	748	748	749	*	*	*	40%	*	48%	51%
Economically Disadvantaged Students	15	754	754	739	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	42	757	757	766	*	*	*	*	*	67%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	57	756	756	758	*	*	19%	49%	*	63%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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**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
<b>Schoolwide</b>	68	748	748	757	*	21%	31%	31%	*	44%	59%
White	38	748	748	764	0%	29%	*	40%	*	47%	68%
Hispanic	10	745	745	742	*	*	*	*	*	40%	44%
Black or African American	17	742	742	738	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	35	756	756	766	*	*	*	*	*	60%	68%
Male	33	739	739	749	*	*	*	*	*	27%	50%
Economically Disadvantaged Students	12	726	726	739	*	*	*	*	*	17%	40%
Non-Economically Disadvantaged Students	56	753	753	766	*	*	*	*	*	50%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	68	748	748	759	*	21%	31%	31%	*	44%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

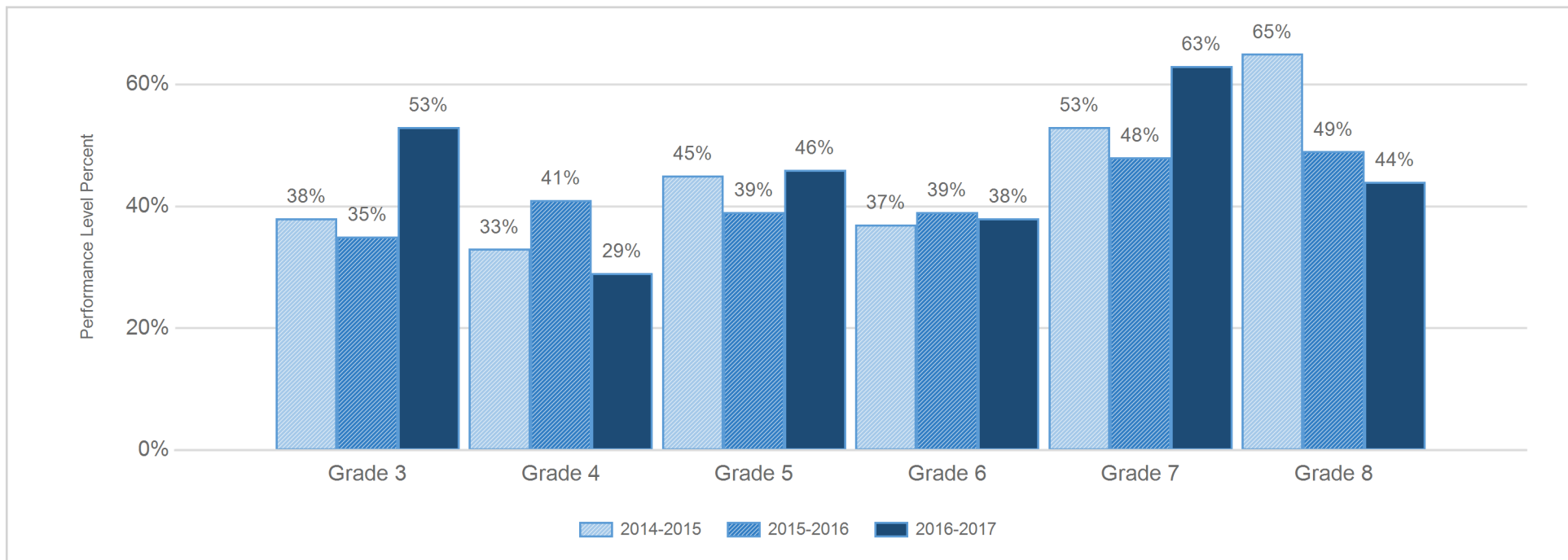


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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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	359	94.0	38.80	38.80	43.50	38.3	40.3	Met Target†
White	201	94.6	47.30	47.30	52.40	46.9	45.7	Met Target
Hispanic	56	89.7	25.00	25.00	27.60	24.1	34	Not Met
Black or African American	82	95.0	23.20	23.20	21.70	23.2	24.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	11	92.9	36.40	36.40	44.90	35.1	**	**
Female	177	94.2	35.60	35.60	44.10	35.5		
Male	182	93.7	41.80	41.80	42.90	41		
Economically Disadvantaged Students	70	92.2	28.60	28.60	25.10	*	28.3	Met Target†
Non-Economically Disadvantaged Students	289	94.5	41.20	41.20	54.30	*		
Students with Disabilities	82	93.4	*	*	16.50	*	19.1	Not Met
Students without Disabilities	277	94.1	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	17	91.3	41.20	41.20	39.90	41.2		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**Eastampton Township Community School  
2016-2017  
Grade Span KG-08**

05-1250-060  
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**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
<b>Schoolwide</b>	67	745	745	751	*	19%	30%	34%	*	43%	53%
White	31	755	755	759	*	*	*	42%	*	58%	63%
Hispanic	13	726	726	738	*	*	*	*	0%	15%	37%
Black or African American	17	737	737	733	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	34	745	745	751	*	*	*	38%	*	44%	52%
Male	33	746	746	751	*	*	*	30%	*	42%	53%
Economically Disadvantaged Students	14	738	738	736	*	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	53	747	747	761	*	*	*	*	*	43%	65%
Students with Disabilities	10	712	712	729	*	*	*	*	*	*	29%
Students without Disabilities	57	751	751	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**Eastampton Township Community School  
2016-2017**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**Grade Span KG-08**

**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
<b>Schoolwide</b>	69	723	723	747	23%	35%	22%	*	*	20%	47%
White	36	732	732	755	*	33%	*	*	*	28%	59%
Hispanic	13	720	720	734	*	*	*	*	0%	15%	30%
Black or African American	17	709	709	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	39	723	723	747	*	36%	*	*	*	15%	47%
Male	30	724	724	747	*	33%	*	*	*	27%	48%
Economically Disadvantaged Students	13	712	712	732	*	*	*	*	*	15%	27%
Non-Economically Disadvantaged Students	56	726	726	757	*	*	*	*	*	21%	61%
Students with Disabilities	18	703	703	724	*	*	*	*	*	*	22%
Students without Disabilities	51	731	731	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**Eastampton Township Community School  
2016-2017**

05-1250-060  
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1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**Grade Span KG-08**

**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
<b>Schoolwide</b>	61	756	756	747	*	*	38%	44%	*	56%	46%
White	38	763	763	754	*	*	37%	47%	*	63%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	27	755	755	747	*	*	44%	44%	*	52%	47%
Male	34	756	756	746	*	*	32%	44%	*	59%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	14	732	732	725	*	*	*	*	*	14%	19%
Students without Disabilities	47	763	763	751	*	*	*	*	*	68%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Eastampton Township Community School  
2016-2017

05-1250-060  
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1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

Grade Span KG-08

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	61	732	732	743	*	31%	28%	25%	*	30%	44%
White	30	737	737	751	*	*	*	*	*	37%	54%
Hispanic	11	731	731	731	0%	*	*	*	0%	27%	27%
Black or African American	19	724	724	724	*	*	*	*	0%	21%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	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	26	730	730	745	*	*	*	*	*	23%	45%
Male	35	734	734	742	*	*	*	*	*	34%	43%
Economically Disadvantaged Students	18	723	723	728	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	43	736	736	752	*	*	*	*	*	33%	56%
Students with Disabilities	21	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	40	745	745	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	732	732	745	*	31%	28%	25%	*	30%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



**Eastampton Township Community School  
2016-2017  
Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**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
<b>Schoolwide</b>	57	742	742	741	*	*	44%	32%	*	35%	40%
White	37	748	748	748	*	0%	46%	41%	*	46%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	32	743	743	743	*	*	*	*	*	31%	41%
Male	25	742	742	740	*	*	*	*	*	40%	38%
Economically Disadvantaged Students	15	738	738	729	*	*	67%	*	*	13%	22%
Non-Economically Disadvantaged Students	42	744	744	749	*	*	36%	*	*	43%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	57	742	742	742	*	*	44%	32%	*	35%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	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.



**Eastampton Township Community School  
2016-2017  
Grade Span KG-08**

05-1250-060  
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EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**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
<b>Schoolwide</b>	68	744	744	728	*	19%	27%	37%	*	44%	28%
White	38	745	745	736	*	*	*	45%	*	47%	35%
Hispanic	10	742	742	721	*	*	*	*	*	40%	21%
Black or African American	17	733	733	715	*	*	*	*	*	29%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	35	746	746	730	*	*	*	29%	*	40%	30%
Male	33	743	743	725	*	*	*	46%	*	49%	26%
Economically Disadvantaged Students	12	722	722	719	*	*	*	*	*	25%	19%
Non-Economically Disadvantaged Students	56	749	749	734	*	*	*	*	*	48%	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	68	744	744	729	*	19%	27%	37%	*	44%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	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.



Eastampton Township Community School  
2016-2017

Grade Span KG-08

05-1250-060  
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1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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
<b>Schoolwide</b>	N	N	N	743	N	N	N	N	N	N	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	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	N	N	N	744	N	N	N	N	N	N	43%
Male	N	N	N	741	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	747	N	N	N	N	N	N	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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%

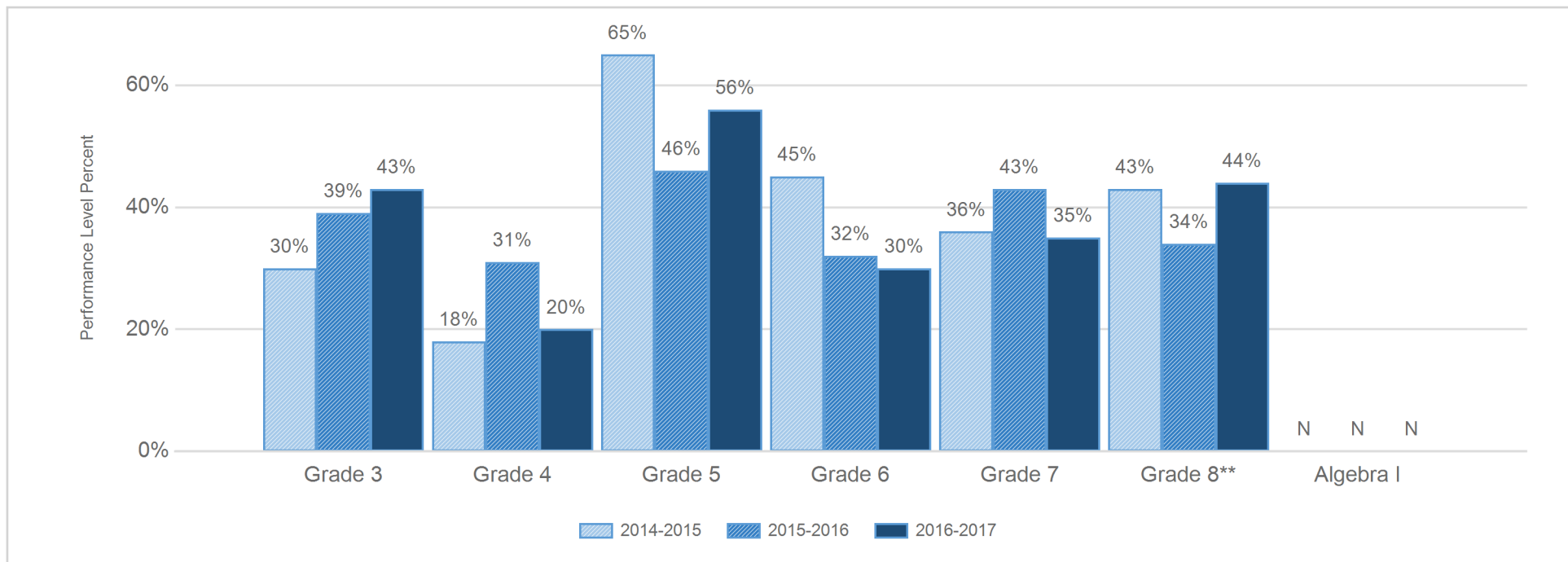


**Eastampton Township Community School**  
**2016-2017**  
**Grade Span KG-08**

05-1250-060  
 BURLINGTON  
 EASTAMPTON TWP  
 1 STUDENT DRIVE  
 EASTAMPTON, NJ 08060-9626

**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.



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**Alternate Assessments - Participation**

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

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



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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.

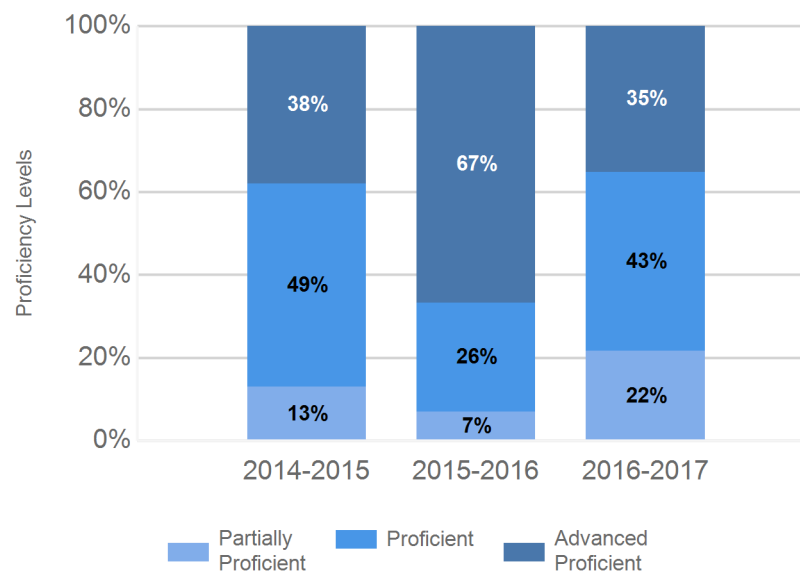
### NJASK Science Assessment Performance: Grade 4

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	35%	43%	22%
White	53%	30%	18%
Hispanic	21%	*	29%
Black or African American	11%	63%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	33%	47%	20%
Students with Disabilities	16%	47%	37%
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 4

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





**Eastampton Township Community School  
2016-2017  
Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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.

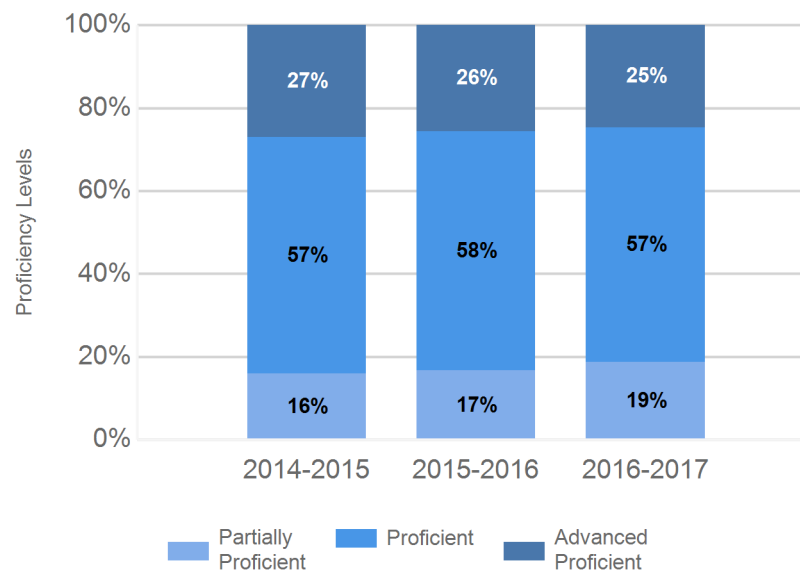
**NJASK Science Assessment Performance: Grade 8**

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	25%	57%	19%
White	31%	51%	18%
Hispanic	*	*	*
Black or African American	6%	69%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	N	64%	36%
Students with Disabilities	N	*	*
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 8**

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





Eastampton Township Community School  
2016-2017

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

Grade Span KG-08

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	42	50	Met Target	46	46	50	Met Target
White	41.5	41.5	50	Met Target	53	53	52	Met Target
Hispanic	43.5	43.5	49	Met Target	44	44	47	Met Target
Black or African American	41	41	45	Met Target	36.5	36.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48	48	47	Met Target	34	34	46	Not Met
Students with Disabilities	40.5	40.5	41	Met Target	43	43	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



**Eastampton Township Community School  
2016-2017**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**Grade Span KG-08**

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

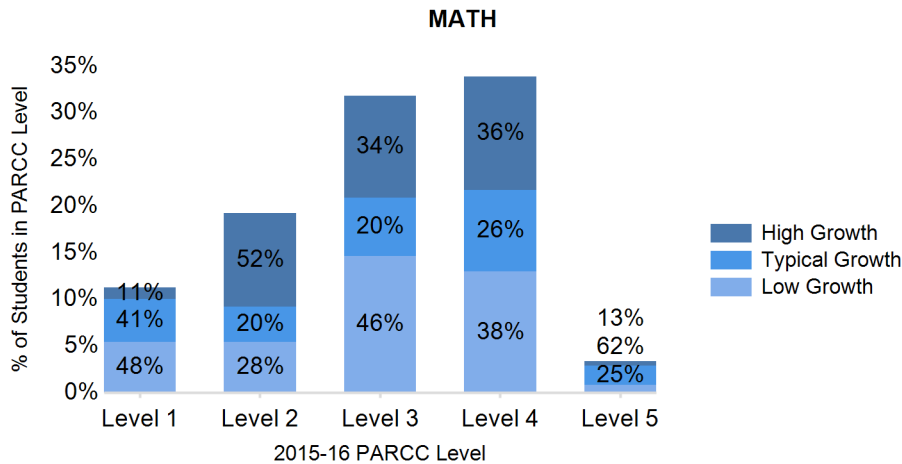
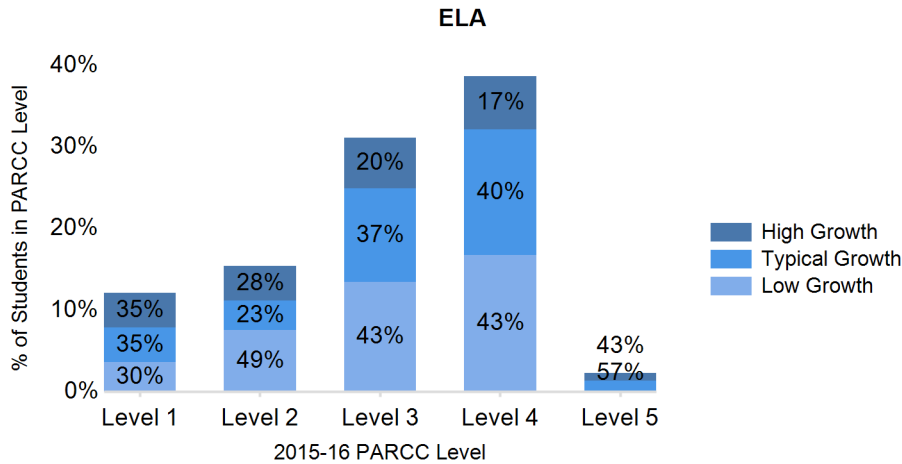
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

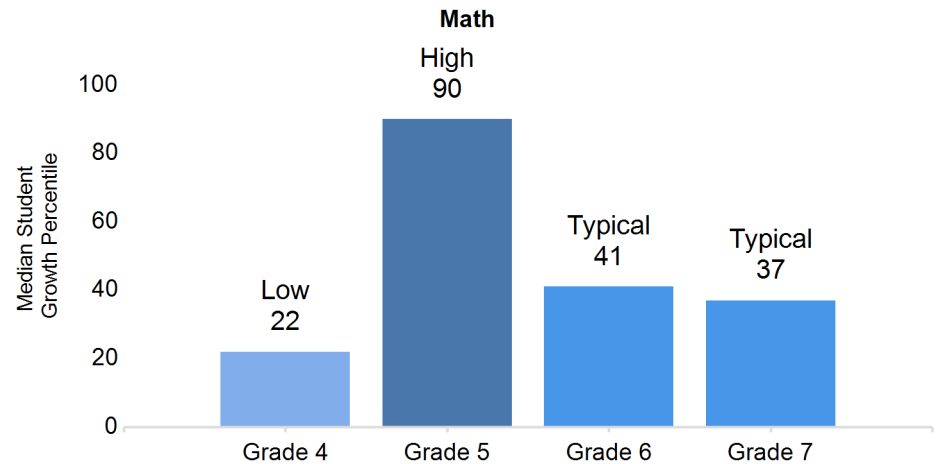
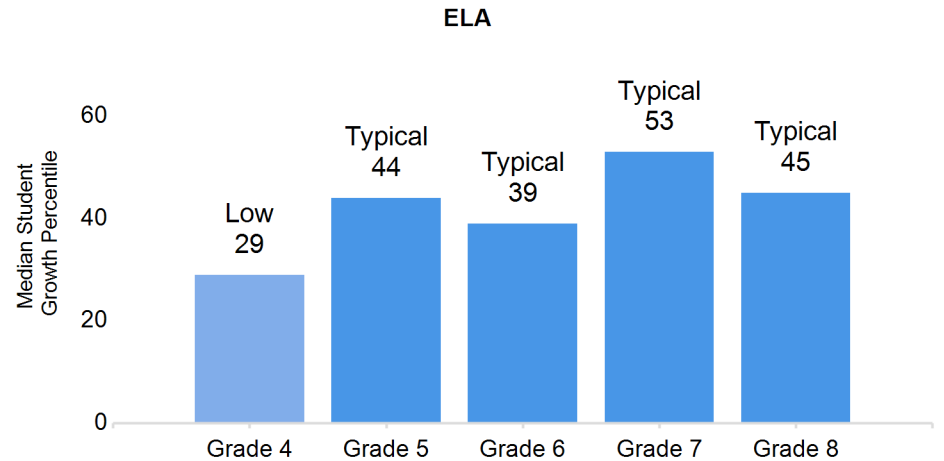
**Student Growth by Performance Level**

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.





**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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	63
7	0	0	66
8	70	0	0
Schoolwide	70	0	129

### 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	65	0	0	0	0	0	0
7	66	0	0	0	0	0	0
8	71	0	0	0	0	0	0
Schoolwide	202	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Eastampton Township Community School  
2016-2017  
Grade Span KG-08

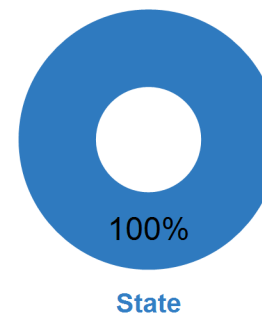
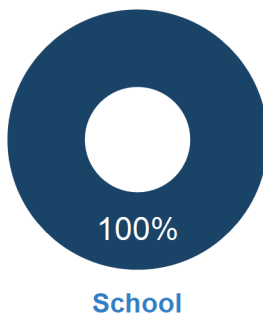
05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

Visual and Performing Arts – Course Participation

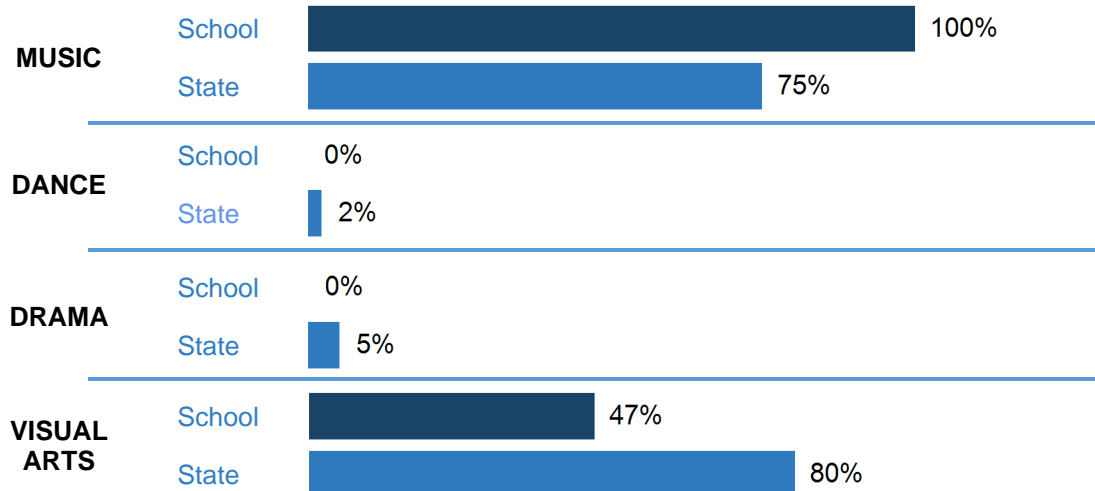
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





Eastampton Township Community School  
2016-2017

Grade Span KG-08

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

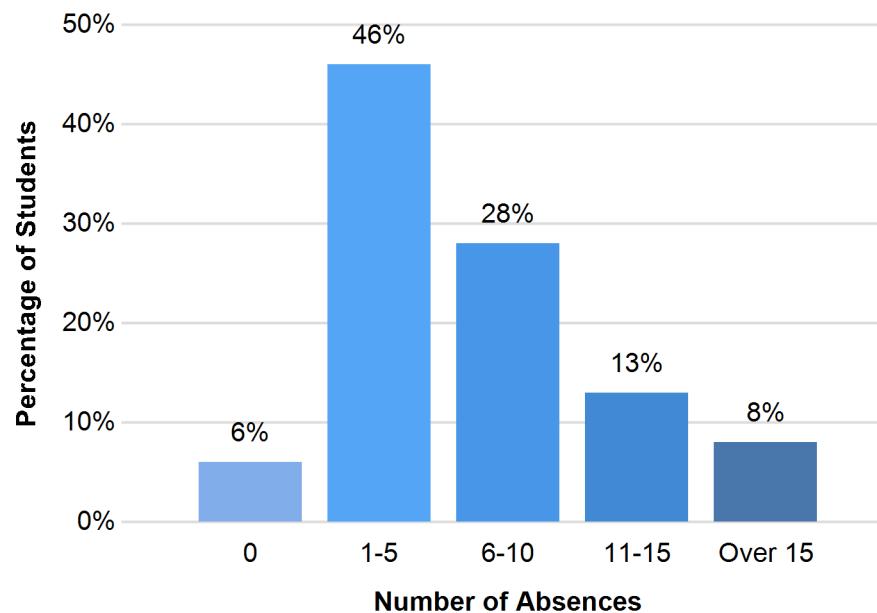
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.50	Met Target
White	5.20	8.50	Met Target
Hispanic	4.30	8.50	Met Target
Black or African American	2.30	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.30	8.50	Met Target
Students with Disabilities	9.20	8.50	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.



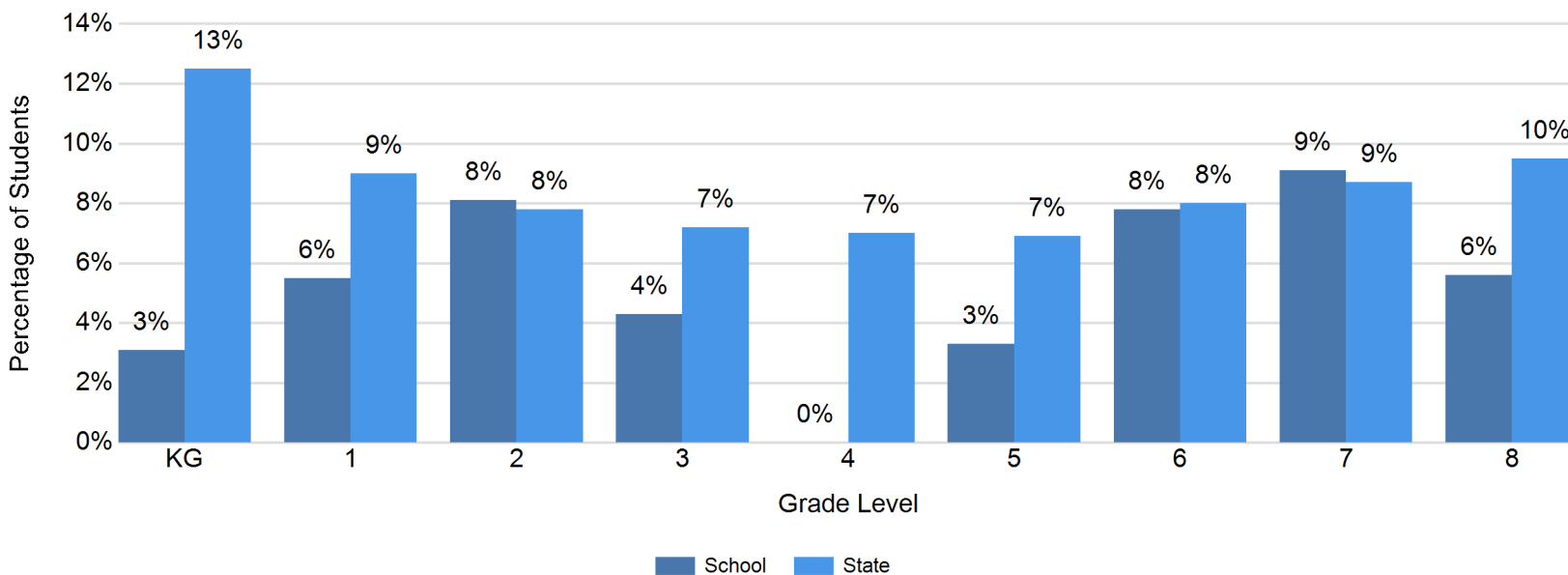


Eastampton Township Community School  
2016-2017  
Grade Span KG-08

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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.





Eastampton Township Community School  
2016-2017

Grade Span KG-08

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

### School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	5 Hrs. 30 Mins.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.19

### 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	2.0%
Any Suspension	2.4%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	170.6 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	\$502	\$13,820	\$14,322



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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	49	120,724
Average years experience in public schools	14.6	11.8
Average years experience in district	14.6	10.5
Teachers in district for 4 or more years	80%	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	5	9,506
Average years experience in public schools	10.2	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	60%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	117:1	117:1
Librarian/Media Specialists		586:1
Nurses		586:1
Counselors		293:1
Child Study Team		195:1



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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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	87%	89%
2015-16 Administrators: Same district 2016-17	75%	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%



**Eastampton Township Community School**  
**2016-2017**  
**Grade Span KG-08**

05-1250-060  
 BURLINGTON  
 EASTAMPTON TWP  
 1 STUDENT DRIVE  
 EASTAMPTON, NJ 08060-9626

### 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	27.3	17.5%
Mathematics Proficiency	31.7	17.5%
English Language Arts Growth	24.4	25.0%
Mathematics Growth	32.9	25.0%
Chronic Absenteeism	74.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		35.8
<b>Summative Rating:</b> Percentile rank of Summative Score		27.2
<b>Requires Comprehensive Support:</b> 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.



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**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	35.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	34.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	39.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	48.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	47.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	42.4	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**




05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

**School General Info**

<b>Principal:</b>	Mr. Duckett III	<b>Email Address:</b>	<a href="mailto:aduckett@eastampton.k12.nj.us">aduckett@eastampton.k12.nj.us</a>
<b>Address:</b>	1 STUDENT DRIVE EASTAMPTON, NJ 08060-9626	<b>Website:</b>	<a href="http://www.etsdnj.us">www.etsdnj.us</a>
<b>Phone:</b>	(609)267-9172	<b>Facebook:</b>	<a href="https://www.facebook.com/ECSGoldenKnights/">https://www.facebook.com/ECSGoldenKnights/</a>

**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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• STEM taught to all. Launch listed as NJSBA A+ Program. ETSD continues to host state-wide annual robotics competition.</li> <li>• For the 3rd consecutive year, ETSD was designated "No Place For Hate" by the Anti-Defamation League.</li> <li>• Hosted security seminar with Kristina Anderson, Va Tech shooting survivor, for school, federal, and state officials.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Our mission is to provide a safe, supportive, challenging environment to give students the opportunity to develop necessary life skills to maximize individual potentials and empower them to be productive, responsible citizens. Essential to the success of this mission are parental involvement, community support and a competent/caring staff. The BOE expects that all students will achieve the NJLS.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our STEM teacher, Katie Yoder, earned the national distinction of becoming a PLTW Master Teacher for K-5 and 6-8. We hosted STEM certification training (usually conducted in a college setting) in our state-of-the-art facility. District partnerships with universities continue: Princeton (Roots), TCNJ (data), Rowan (STEM), and FDU/WPU (teacher training). We successfully completed three NJDOE QSAC evaluations and each time have been designated a high-performing school district.</p>






**Eastampton Township Community School  
2016-2017**

**Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We offer a rich and challenging curriculum that is fully aligned with the NJLS. Additional courses include STEM K-8, audio-visual, and guitar/keyboard, as well as fine arts. Academically talented, honors, and enrichment classes are offered to challenge students at all levels.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls)</p>
 <p><b>Clubs and Activities:</b></p>	<p>Art Club, Battle of the Books, Chorus, Select Chorale, Drama Club, Honor Society, Jazz Ensemble, STEM Club, Student Council, Woodwind Ensemble, Yearbook Club</p>







**Eastampton Township Community School  
2016-2017  
Grade Span KG-08**

05-1250-060  
BURLINGTON  
EASTAMPTON TWP  
1 STUDENT DRIVE  
EASTAMPTON, NJ 08060-9626

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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional learning includes, but is not limited to, SpEd law, HIB, suicide prevention, co-teaching, differentiated instruction, diversity, Google classroom, Next Gen Science Standards, data, PLCs, Section 504, I&amp;RS, bloodborne pathogens, restraint training, CPR, EpiPen delegate training, concussion training, and school security procedures. This year we created weekly PD sessions for our staff, by our staff called Community of Learners in all subject areas.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student Support Services include English Language Learners instruction, all required CST services, Section 504, I&amp;RS, homework support, and study skills.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>We have a Wellness Committee which promotes good health. Breakfast is offered to all students. Our students have PE or recess each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have an active PTA which meets monthly and provides resources to support school initiatives. The SEPAG works with our school in communicating SpEd practices and policies. Our district uses PowerSchool for our student database. Parents have access via internet.</p>





**Eastampton Township Community School**  
**2016-2017**  
**Grade Span KG-08**

05-1250-060  
 BURLINGTON  
 EASTAMPTON TWP  
 1 STUDENT DRIVE  
 EASTAMPTON, NJ 08060-9626

**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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>We administer a district-created survey annually. In the past, the survey was used to hire the superintendent and create Board goals. In addition, the survey was utilized to engage our stakeholders in a discussion about improving our climate by incorporating a positive behavior system.</p>
 <p>Facilities:</p>	<p>Our building contains four PC computer labs, one Mac lab and Audio Visual Studio, and a state-of the-art pre-engineering room. We have also engaged in an aggressive plan to update and improve our facility. Our HVAC system has been updated and serviced, our wireless access points have been upgraded, and we have recently started a two year project to paint every classroom and office in the district.</p>



**Eastampton Township Community School**  
**2016-2017**  
**Grade Span KG-08**

05-1250-060  
 BURLINGTON  
 EASTAMPTON TWP  
 1 STUDENT DRIVE  
 EASTAMPTON, NJ 08060-9626

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.



Other Information:

At the K-5 level, our LAL curriculum exposes children to a multitude of literary experiences that emphasize comprehension, writing, phonics, learning centers. Children learn computation and real-life problem solving, interpreting/organizing data, measuring and using math in everyday situations. Social Studies provides children with the knowledge about our diverse society, communities, families, and neighbors. Health is integrated among the curricula, with topics varying from nutrition, systems of the body, and well-being. Our science curriculum reflects the next generation science standards and provides multiple opportunities for hands-on experiences. Spanish is offered one day a week to students in grades 3, 4, and 5. The PE program develops gross and fine motor skills, encourages physical fitness, incorporates multicultural games, and helps students develop an appreciation for sportsmanship and teamwork. The fine arts program is enhanced with opportunities for students to share their efforts through art exhibits and musical performances in the winter and spring. Our 6th-8th grade students have a rigorous schedule that provides an array of learning opportunities. We have retooled our schedule to meet the needs of all of our students. The core courses in the 6th-8th grades are language arts, math, science, and social studies. Physical education and/or health are provided to students every day. In addition, our students have one quarter of Technology, STEM, Spanish, and Audio Visual which is tied to the NJLS. Students also have a choice of electives that include art, music, band, chorus, guitar, and keyboard. The math curriculum offers students pre-algebra, algebra, or honors middle school algebra. In social studies, students study world cultures in the sixth grade, American History in the seventh grade, and civics and economics in the eighth grade. Honors level classes are offered in all four core subject areas in grades 6-8.