NJ SCHOOL PERFORMANCE REPORT

ROBERT B JAGGARD SCHOOL
(05-1420-070)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† 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	BURLINGTON
District	EVESHAM TWP
Principal Name	MS. SOBEL
Address	2 WESTCOTT ROAD MARLTON, NJ 08053
Phone Number	(856)988-0679
Email Address	SOBELM@EVESHAM.K12.NJ.US
Website	https://www.evesham.k12.nj.us/Domain/272
Facebook	https://www.facebook.com/jaggardpta/

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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	63	54	56
1	68	73	71
2	74	67	73
3	72	72	72
4	64	67	82
5	75	69	87
Total	416	402	441

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	48.1%	47.0%	48.1%
Male	51.9%	53.0%	51.9%
Economically Disadvantaged Students	12.7%	13.9%	11.6%
Students with Disabilities	22.8%	29.9%	30.6%
English Learners	0.2%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.7%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	72.6%	72.1%	69.6%
Hispanic	4.3%	4.0%	5.0%
Black or African American	8.7%	7.5%	8.6%
Asian	12.5%	14.7%	14.7%
Native Hawaiian or Pacific Islander	0.2%	0.7%	0.7%
American Indian or Alaska Native	0.2%	0.0%	0.5%
Two or More Races	1.4%	1.0%	0.9%

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	32	25	27
KG - Full Day	31	29	29

Enrollment by Home Language

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

Home Language	% of Students
English	80.3%
Spanish	3.6%
Filipino	1.8%
Chinese	1.4%
Hindi	1.4%
Other Languages	11.6%

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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	59	50	50	Met Standard	52.5	48	50	Met Standard
White	61.5	49	50	Exceeds Standard	52	46	51	Met Standard
Hispanic	*	44.5	49	**	*	49	48	**
Black or African American	*	45.5	44	**	*	42.5	44	**
Asian, Native Hawaiian, or Pacific Islander	55	58	61	**	62	59	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	53.5	49	**	*	64.5	51	**
Economically Disadvantaged	67	48	48	**	64	48	47	**
Students with Disabilities	67	45.5	41	Exceeds Standard	51	38	43	Met Standard
English Learners	*	68	54	**	*	69	51	**

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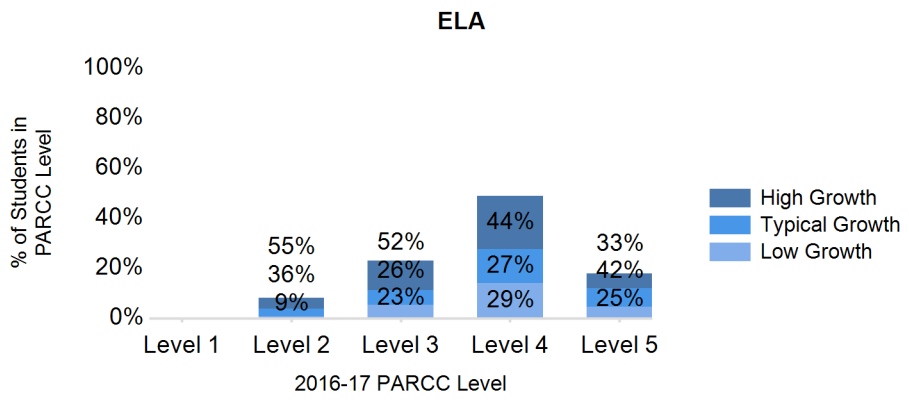
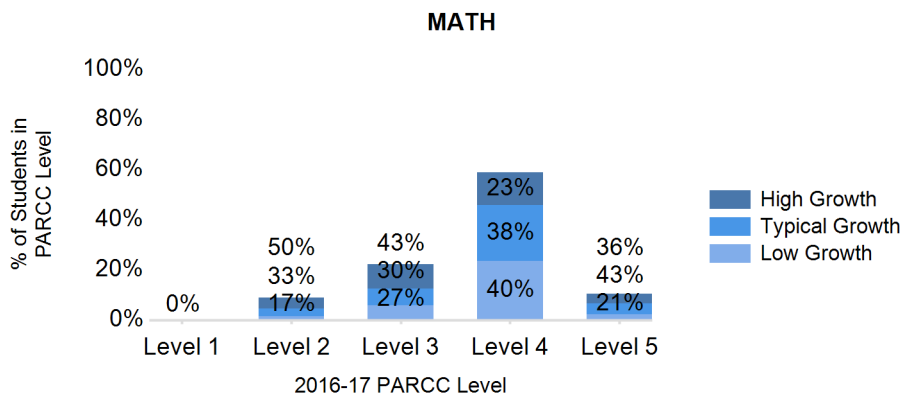
Student Growth by Performance Level

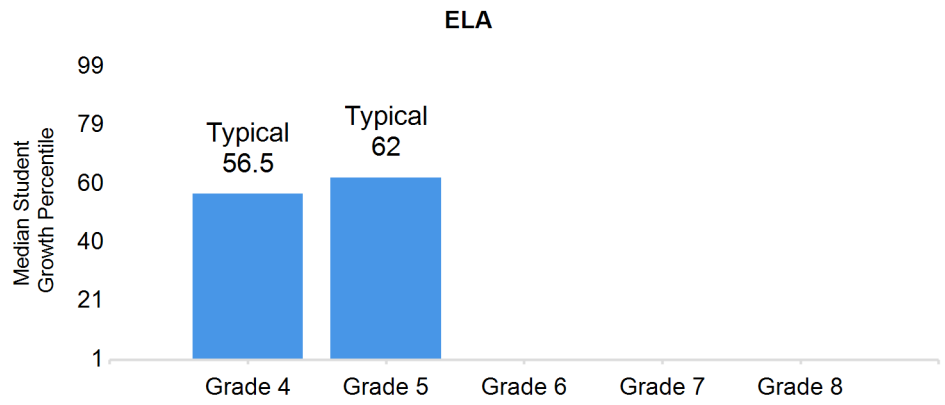
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

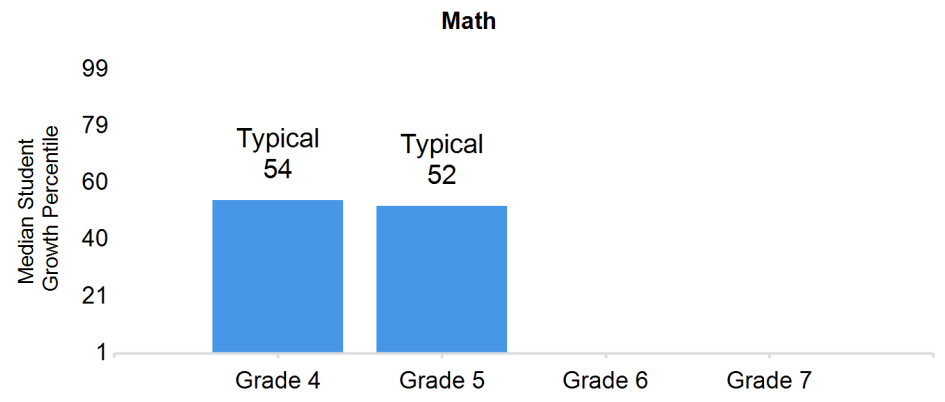




Student Growth by Grade

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	235	96.8	72.3	62.0	56.7	72.3	72.3	Met Target
White	166	96.6	75.3	62.5	65.6	75.3	68.7	Met Target
Hispanic	*	*	*	45.0	42.5	*	**	**
Black or African American	19	100.0	57.9	41.5	37.3	57.9	**	**
Asian, Native Hawaiian, or Pacific Islander	33	94.6	75.8	*	82.3	75.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	110	97.4	75.5	70.4	64.5	75.5		
Male	125	96.2	69.6	54.1	49.4	69.6		
Economically Disadvantaged Students	36	100.0	66.7	45.5	38.5	66.7	58.5	Met Target
Non-Economically Disadvantaged Students	199	96.2	73.4	63.9	67.5	73.4		
Students with Disabilities	77	95.1	59.8	29.8	21.6	59.8	58.8	Met Target
Students without Disabilities	158	97.6	78.5	71.9	63.9	78.5		
English Learners	*	*	*	47.3	27.3	*	**	**
Non-English Learners	*	*	*	62.2	59.4	*		
Homeless Students	*	*	*	33.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	73.3	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† 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	61	763	749	750	*	*	26%	*	*	62%	52%
White	40	761	750	759	*	*	25%	*	*	63%	61%
Hispanic	*	*	739	736	*	*	*	*	*	*	38%
Black or African American	*	*	738	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	763	757	777	*	*	*	*	*	55%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	29	772	754	756	*	*	*	*	*	72%	57%
Male	32	754	745	744	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	*	*	732	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	751	762	*	*	*	*	*	*	64%
Students with Disabilities	13	729	*	719	*	*	*	*	*	31%	24%
Students without Disabilities	48	772	*	756	*	*	*	*	*	71%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	61	763	*	753	*	*	26%	*	*	62%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	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	68	766	760	756	*	*	15%	51%	21%	72%	58%
White	47	770	761	764	0%	*	*	57%	21%	79%	68%
Hispanic	*	*	734	744	*	*	*	*	*	*	44%
Black or African American	*	*	740	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	769	771	782	0%	0%	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	749	763	*	*	*	*	*	*	63%
Female	34	765	767	762	*	*	*	*	*	74%	63%
Male	34	766	754	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	11	767	750	740	*	*	0%	*	*	82%	40%
Non-Economically Disadvantaged Students	57	766	762	767	*	*	18%	*	*	70%	70%
Students with Disabilities	10	746	737	726	*	*	*	*	*	50%	25%
Students without Disabilities	58	769	767	762	*	*	*	*	*	76%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	68	766	*	759	*	*	15%	51%	21%	72%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	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	N	N	N	732	N	N	N	N	N	N	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	77	772	757	755	0%	*	*	*	*	82%	58%
White	60	772	757	763	0%	*	*	*	*	83%	68%
Hispanic	*	*	759	743	*	*	*	*	*	*	43%
Black or African American	*	*	747	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	43	773	761	762	0%	*	*	*	*	79%	66%
Male	34	771	753	749	0%	*	*	*	*	85%	51%
Economically Disadvantaged Students	*	*	742	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	759	766	*	*	*	*	*	*	71%
Students with Disabilities	21	755	734	724	0%	*	*	*	*	62%	22%
Students without Disabilities	56	778	765	762	0%	*	*	*	*	89%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	77	772	*	757	0%	*	*	*	*	82%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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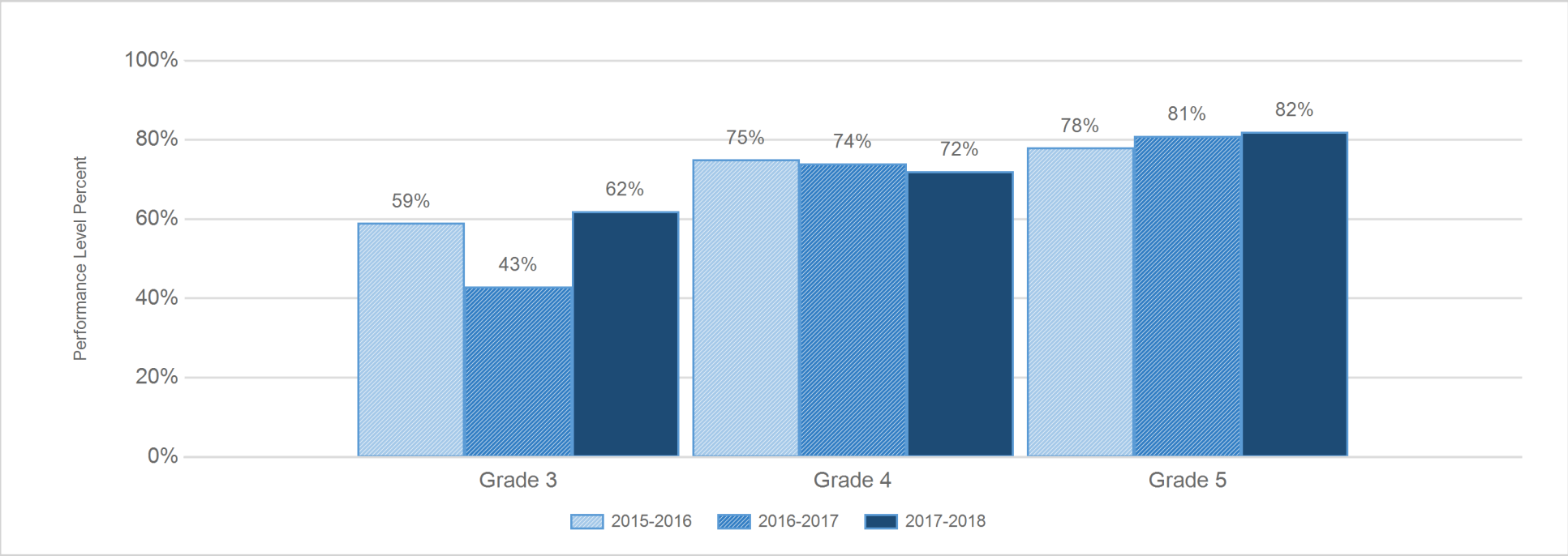
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	235	99.6	64.2	49.5	45.0	64.2	64.2	Met Target
White	166	100.0	60.9	49.0	54.1	60.9	62.8	Met Target†
Hispanic	*	*	*	31.5	29.2	*	**	**
Black or African American	19	100.0	57.9	24.4	23.4	57.9	**	**
Asian, Native Hawaiian, or Pacific Islander	33	97.2	84.8	*	77.0	84.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	110	100.0	58.1	50.7	46.0	58.1		
Male	125	99.2	69.6	48.3	43.9	69.6		
Economically Disadvantaged Students	36	100.0	66.6	33.7	26.6	66.6	55.3	Met Target
Non-Economically Disadvantaged Students	199	99.5	63.8	51.4	55.9	63.8		
Students with Disabilities	77	100.0	57.2	24.9	17.1	57.2	50.1	Met Target
Students without Disabilities	158	99.4	67.7	57.1	50.5	67.7		
English Learners	*	*	*	43.6	24.6	*	**	**
Non-English Learners	*	*	*	49.6	46.9	*		
Homeless Students	*	*	*	25.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	53.4	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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 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	759	750	752	*	*	16%	52%	16%	68%	53%
White	41	757	750	760	*	*	*	*	*	63%	64%
Hispanic	*	*	737	739	*	*	*	*	*	*	38%
Black or African American	*	*	738	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	768	765	780	0%	*	0%	*	*	73%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	29	759	748	752	*	*	*	*	*	66%	53%
Male	33	760	752	751	*	*	*	*	*	70%	53%
Economically Disadvantaged Students	*	*	737	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	752	762	*	*	*	*	*	*	66%
Students with Disabilities	14	744	*	730	*	*	*	*	*	50%	29%
Students without Disabilities	48	764	*	756	*	*	*	*	*	73%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	62	759	*	754	*	*	16%	52%	16%	68%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ROBERT B JAGGARD SCHOOL
(05-1420-070)
Grades Offered: KG-05
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
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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	67	752	747	748	*	*	33%	*	*	54%	49%
White	47	752	747	755	0%	*	36%	*	*	51%	60%
Hispanic	*	*	727	737	*	*	*	*	*	*	34%
Black or African American	*	*	731	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	767	762	774	0%	0%	*	*	*	82%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	736	752	*	*	*	*	*	*	55%
Female	33	747	747	748	*	*	*	*	*	42%	50%
Male	34	758	748	748	*	*	*	*	*	65%	49%
Economically Disadvantaged Students	11	743	739	733	*	*	*	*	*	45%	30%
Non-Economically Disadvantaged Students	56	754	749	758	*	*	*	*	*	55%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	67	752	*	750	*	*	33%	*	*	54%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	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	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

ROBERT B JAGGARD SCHOOL
(05-1420-070)
Grades Offered: KG-05
2017-2018

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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	77	761	749	748	0%	*	23%	*	*	68%	49%
White	60	760	748	756	0%	*	23%	*	*	67%	60%
Hispanic	*	*	749	736	*	*	*	*	*	*	32%
Black or African American	*	*	731	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	43	755	748	749	0%	*	*	*	*	63%	50%
Male	34	769	750	747	0%	*	*	*	*	74%	48%
Economically Disadvantaged Students	*	*	733	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	751	758	*	*	*	*	*	*	62%
Students with Disabilities	21	749	731	726	0%	*	*	*	*	52%	20%
Students without Disabilities	56	766	755	752	0%	*	*	*	*	73%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	77	761	*	750	0%	*	23%	*	*	68%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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(05-1420-070)
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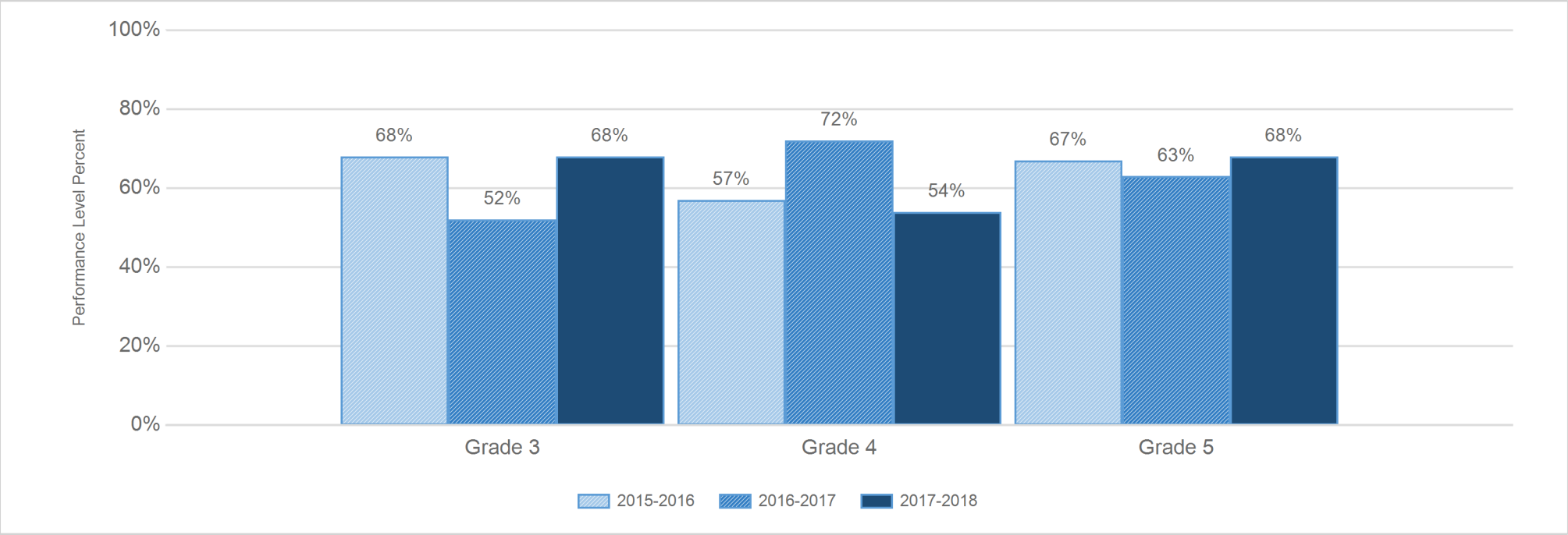
Mathematics Assessment – Performance Trends

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.

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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	12	11
4	12	13
5	*	*

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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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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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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.

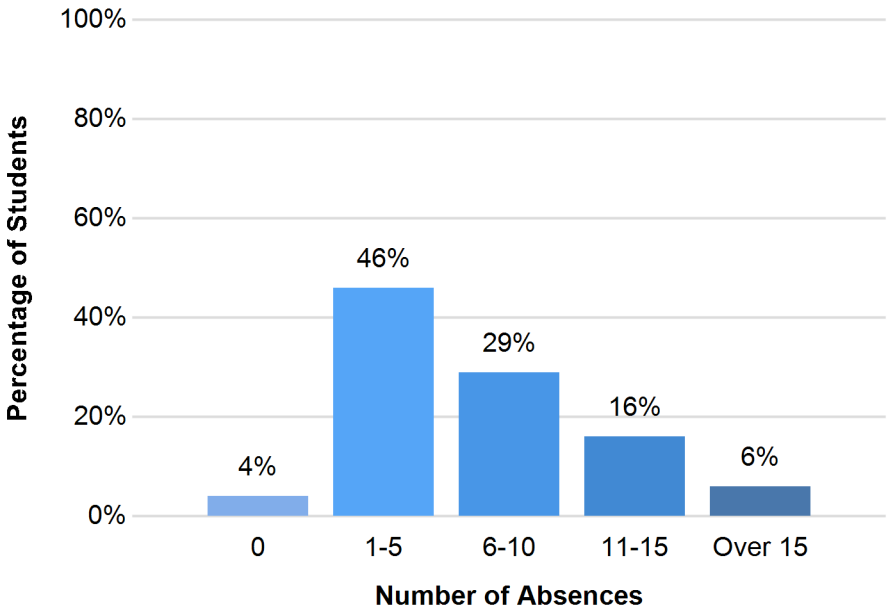
Chronic Absenteeism

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	21	4.7	8.9	Met
White	13	4.2	8.9	Met
Hispanic	1	4.5	8.9	Met
Black or African American	4	10.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	4.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	7.7	8.9	Met
Students with Disabilities	9	6.4	8.9	Met
English Learners	N	N	N	N

Days Absent

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



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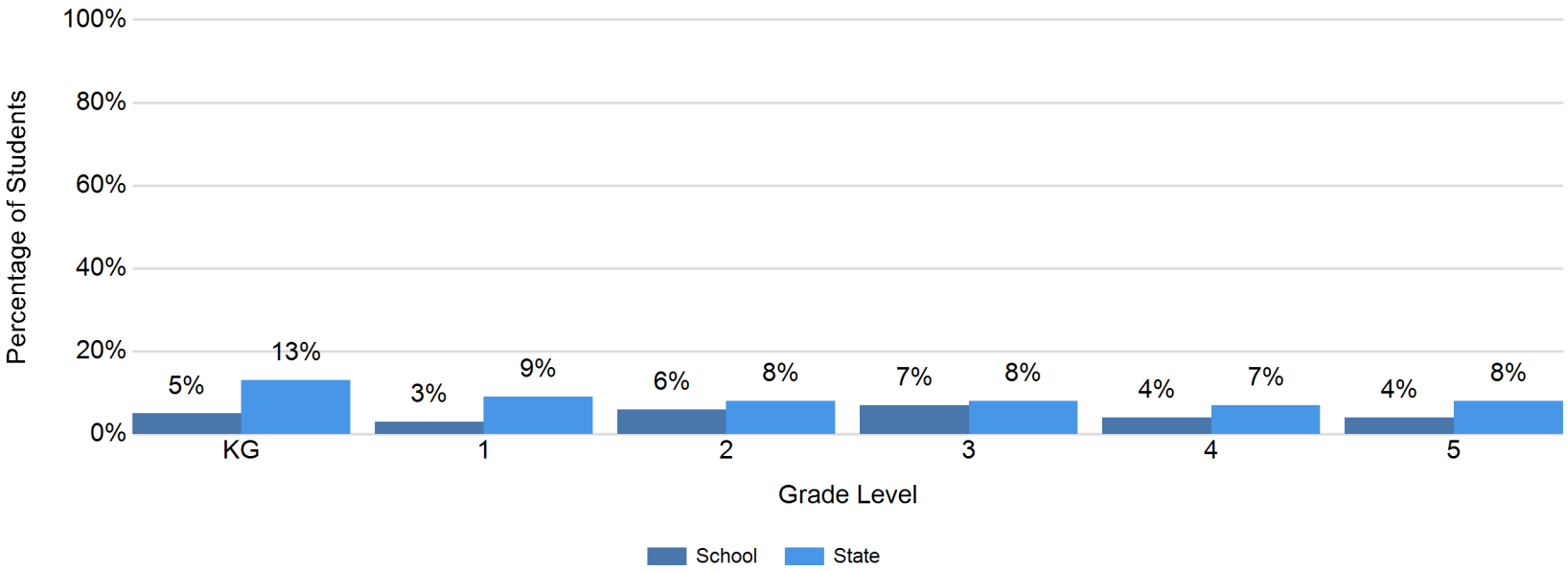
Chronic Absenteeism by Grade

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



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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	1	0	1
Other	1	1	2
No Identified Nature	2		2

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 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	1.0:1

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)	$377	$14,959	$15,336

NJ SCHOOL PERFORMANCE REPORT

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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	40	117,464
Average years experience in public schools	8.4	12.0
Average years experience in district	6.0	10.7
Teachers in district for 4 or more years	47.5%	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	21	9,374
Average years experience in public schools	16.0	16.0
Average years experience in district	9.3	12.0
Administrators in district for 4 or more years	76.2%	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	11:1	13:1
Students to Administrators	441:1	212:1
Teachers to Administrators	40:1	17:1
Students to Librarians/Media Specialists		637:1
Students to Nurses		557:1
Students to Counselors		446:1
Students to Child Study Team		318:1

NJ SCHOOL PERFORMANCE REPORT

ROBERT B JAGGARD SCHOOL
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2017-2018

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Teachers: All classroom teachers
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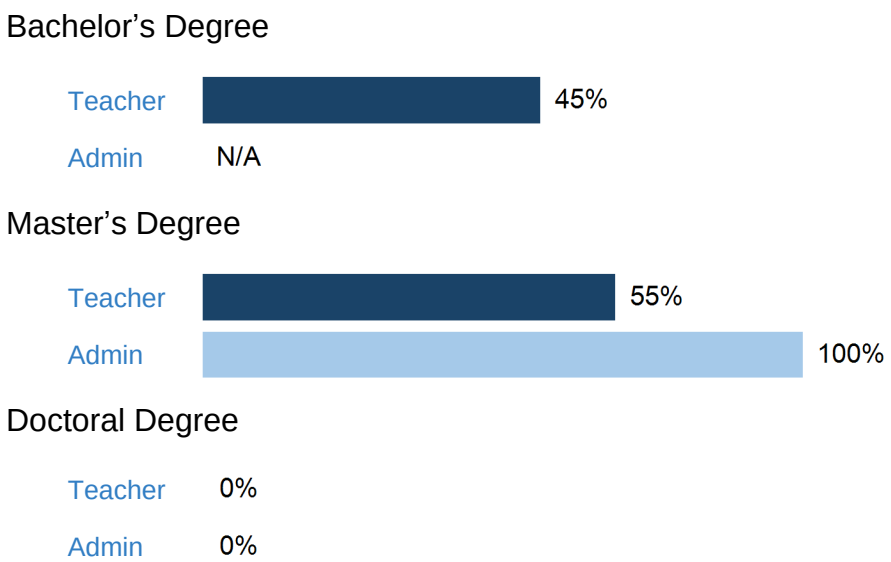
Teachers and Administrators - Level of Education

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	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	95.5%	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	96.9%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	95.0%	100.0%
Male	5.0%	0.0%
White	95.0%	100.0%
Hispanic	2.5%	0.0%
Black or African American	0.0%	0.0%
Asian	2.5%	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		

NJ SCHOOL PERFORMANCE REPORT

ROBERT B JAGGARD SCHOOL
(05-1420-070)
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2017-2018

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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	80.27	17.5%
Mathematics Proficiency	85.72	17.5%
English Language Arts Growth	89.22	25.0%
Mathematics Growth	57.98	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	72.60	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	76.74	n/a
Summative Rating: Percentile Rank of Summative Score	87.68	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	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	68.07	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Students with Disabilities	89.71	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Robert B. Jaggard Elementary School prides itself on educating the whole child. Our responsive classroom approach and adoption of CARES results in an environment conducive to teaching and learning. • Building a school community is important to us and is built through buddy classrooms, school-wide morning meetings, after-school and evening events, community service , and special activities. • Developing life long readers is very important to the Jaggard School Community. Programs such as Reading Recovery, Literacy Support and Bookmates are valued. All students are reading every day.
Mission, Vision, Theme:	The mission of the Robert B. Jaggard Elementary School is to create a safe and respectful environment in cooperative partnership with families and community members. We will empower students to develop the fundamental tools necessary to become critical thinkers and effective communicators. Students will be challenged to reach their personal best while becoming life-long learners in an ever changing global society. Jaggard adopted a school-wode Superhero theme this year encouraging students and staff alike to utilize their Superpowers so they can do their personal best.

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Courses, Curriculum, Instruction:	Our balanced language arts literacy program includes Guided Reading, Readers' and Writers' Workshop, Core Literature and Word Work. Mathematics instruction emphasizes problem solving and application of concepts and strategies to everyday life. Science, social studies, and the related arts are other areas of the curriculum. The school also has a world language and instrumental music program. The Responsive Classroom approach is integrated into the curriculum and the routines of the school.
Clubs and Activities:	Presently there are 21 after-school clubs offered at different times during the school year. These include Art, Yearbook, Chorus, Orchestra, Band, Student Council, Sports, Music Makers, You Before Me, Circle of Friends, Girls Empowered, Livestream, and Music & Movement . An after school homework club and reading club may be offered as well.

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Before and After School Programs:	Evesham Child Care (ECC) is a before and after school program for students in kindergarten through fifth grade that attend Jaggard.
Staff and Professional Learning:	Our school continues to excel academically because of the combination of our wonderful staff, students, supportive parents, and strong educational programs here at Jaggard School. Jaggard has over 115 staff members. Staff includes classroom teachers at grades K-5, both general and special education. Designated staff instruct in the related arts and specialty areas and the school has many paraprofessionals Professional learning opportunities include building-based workshops, faculty meetings, book clubs, grade level/department meetings, PLC teams, etc.

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Student Supports and Services:	The school has an I&RS team in place that provides supports to general education students. Jaggard has 10 self-contained special education classes. The school has the services of resource teachers, a nurse, a guidance counselor, reading and literacy specialists, a Reading Recovery Teacher/Intervention Specialist, a technology coach, math coaches, responsive classroom facilitators, gifted and talented teacher/coordinator, speech/language pathologists, and occupational and physical therapists.
Student Health and Wellness:	District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services. In addition to district-wide programs, building-based initiatives are also utilized to promote the health and well-being of the whole child where positive character development and making good choices are recognized and reinforced. Although there is a focus on Wellness throughout the year, the district has a Wellness Week in March. Jaggard has a Recess Runners program during the fall and spring months.
Parent and Community Involvement:	The PTA provides activities that benefit the school community. The activities they sponsor include assemblies, book fairs, literacy night, the science expo, and Halloween trunk or treat. Parents are invited to attend programs that support them in understanding different topics such as curriculum, standardized tests, rchild development, etc. A partnership with the ETPD allows the school to offer a fifth grade drug awareness program and an SRO is part of the Jaggard School Community. Fire Department comes in annually for fire safety lessons. Additionally there is school partnership with Cherokee High School for Read Across America every year.

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Climate Surveys:	Who is surveyed: Teachers
Facilities:	The Jaggard School officially opened in 1972. Its namesake, Robert B. Jaggard (1904-1968) was a long-time resident of Evesham and a member of the Board of Education for 10 years. An addition was built in 2000 adding a lot of square footage including a new gym, music room, art room, and instructional spaces. This addition is named after Coletta Berger, a former Jaggard principal.
School Safety:	Robert B. Jaggard School plans for and recognizes the importance of school safety and security. To that end, we have various procedures and policies in place that include the practice of various security drills with our students and staff on a regular basis. Our local police department routinely participates in our security drills and provides guidance and assistance as needed. All doors within each school are secure, with security cameras positioned both outside and within our buildings. In addition, all visitors are required to enter through the main entrance where a visitor entry/management system is utilized as visitors enter the school. Jaggard also has a full-time school resource officer to assist with daily building security. Community Police Officers participate at times in events that occur after school hours.

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Technology and STEM:	The instructional program at Robert B. Jaggard School is designed to facilitate student learning and to encourage the authentic integration and application of technology both in and out of the classroom. Classrooms are equipped with an ActivBoard/Panel or some other related interactive device that is utilized to enhance instruction and make learning more hands-on. At the upper elementary grades at Jaggard, all students have access to individual Chromebook classroom-based devices. The primary grade students have access to classroom iPads. STEM courses/units of instruction are integrated into technology and club offerings. Classroom teachers utilize a wide range of technology tools such as Google Classroom, Google Forms, Google Docs and Slides. Internet-based resources such as BrainPop are also used.