

**EVESHAM TWP**

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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**How to use this report:**

- **Learn more** about this district 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 at the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) for this district.
- 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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## District Contact Info

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

Type	Contact Information
County	BURLINGTON
District	EVESHAM TWP
Superintendent Name	MR. SCAVELLI JR
Address	25 S. MAPLE AVENUE MARLTON, NJ 08053
Phone Number	(856)983-1800 Ext. 5012
Email Address	<a href="mailto:SCAVELLIJ@EVESHAM.K12.NJ.US">SCAVELLIJ@EVESHAM.K12.NJ.US</a>
Website	<a href="https://www.evesham.k12.nj.us">https://www.evesham.k12.nj.us</a>
Facebook	<a href="https://www.facebook.com/pages/Evesham-Township-School-District/165948526939773">https://www.facebook.com/pages/Evesham-Township-School-District/165948526939773</a>

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## Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
<a href="#">FRANCES DEMASI ELEMENTARY SCHOOL</a>	KG-05
<a href="#">FRANCES DEMASI MIDDLE SCHOOL</a>	06-08
<a href="#">HELEN L BEELER</a>	KG-05
<a href="#">J HAROLD VAN ZANT</a>	KG-05
<a href="#">MARLTON ELEMENTARY</a>	KG-05
<a href="#">MARLTON MIDDLE</a>	06-08
<a href="#">RICHARD L RICE SCHOOL</a>	PK-05
<a href="#">ROBERT B JAGGARD SCHOOL</a>	KG-05

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## Enrollment Trends by Grade

## Enrollment Trends by Student Group

## Enrollment by Racial and Ethnic Group

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

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

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

Grade	2015-16	2016-17	2017-18
PK	116	133	141
KG	370	352	363
1	433	440	432
2	489	443	443
3	486	490	453
4	486	502	509
5	526	505	509
6	528	536	510
7	500	532	554
8	552	505	542
<b>Total</b>	<b>4,486</b>	<b>4,438</b>	<b>4,456</b>

Student Group	2015-16	2016-17	2017-18
Female	48.1%	47.4%	48.2%
Male	51.9%	52.6%	51.8%
Economically Disadvantaged Students	12.1%	10.7%	10.2%
Students with Disabilities	21.6%	24.5%	23.9%
English Learners	1.2%	0.9%	0.7%
Homeless Students		0.2%	0.3%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.4%	0.6%
Migrant Students		0.0%	0.0%

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	79.7%	79.0%	78.3%
Hispanic	3.5%	3.6%	4.0%
Black or African American	6.3%	6.1%	6.2%
Asian	9.3%	9.7%	9.6%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.3%	0.2%	0.2%
Two or More Races	0.8%	1.2%	1.4%

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
PK - Half Day	101	122	130
PK - Full Day	15	11	11
KG - Half Day	195	188	173
KG - Full Day	175	164	190

## 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	86.9%
Spanish	2.3%
Chinese	1.2%
Gujarati	1.1%
Other Languages	8.6%



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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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	50	50	Met Standard	48	50	Met Standard
White	49	50	Met Standard	46	51	Met Standard
Hispanic	44.5	49	Met Standard	49	48	Met Standard
Black or African American	45.5	44	Met Standard	42.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58	61	Met Standard	59	61	Met Standard
American Indian or Alaska Native	*	52	**	*	53	**
Two or More Races	53.5	49	Met Standard	64.5	51	Exceeds Standard
Economically Disadvantaged	48	48	Met Standard	48	47	Met Standard
Students with Disabilities	45.5	41	Met Standard	38	43	Not Met
English Learners	68	54	Exceeds Standard	69	51	Exceeds Standard



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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**

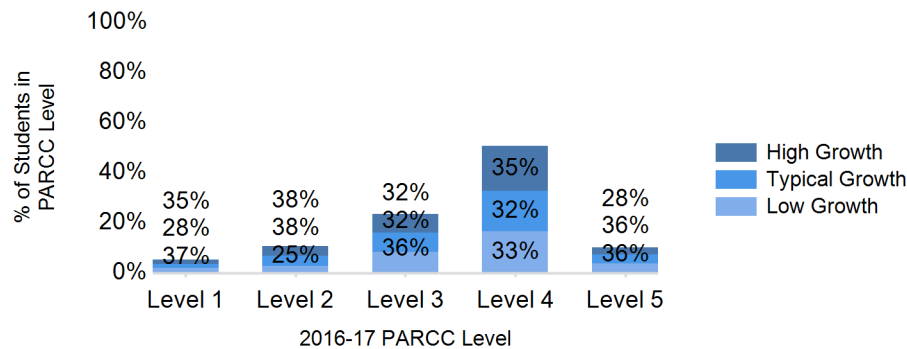
**High Growth: Greater than 65**

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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.

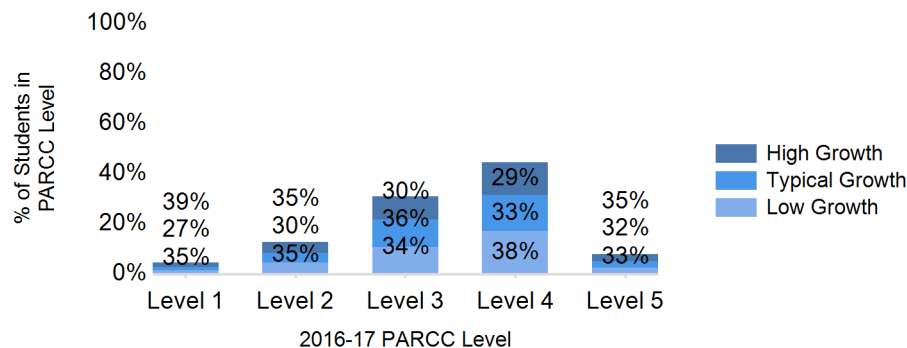
**Student Growth by Performance Level**

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

**ELA**



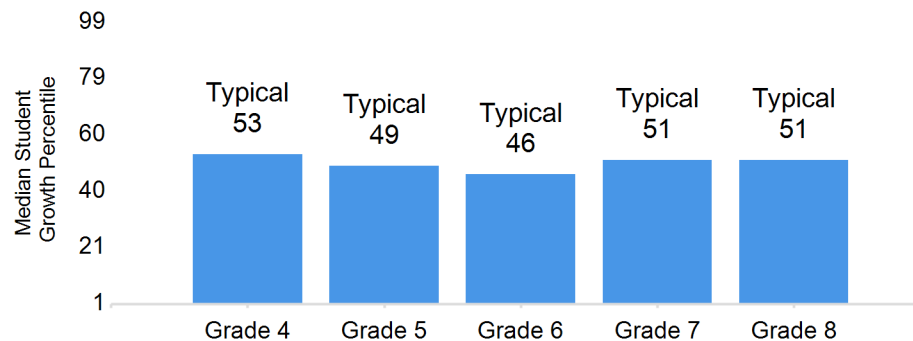
**MATH**



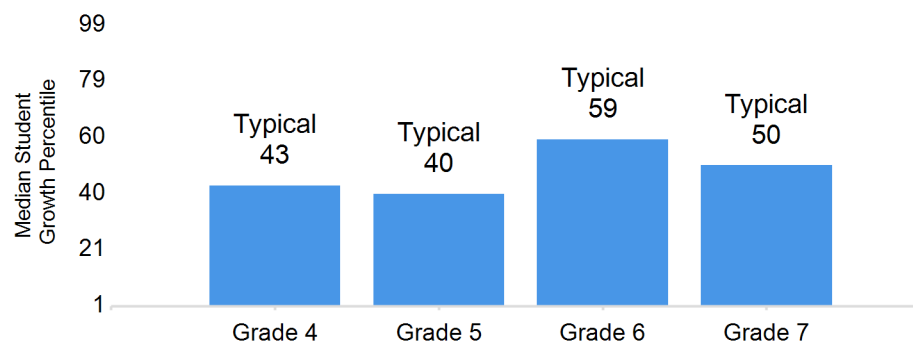
**Student Growth by Grade**

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

**ELA**



**Math**





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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 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	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
Districtwide	2966	97.2	62.0	56.7	62.0	60.4	Met Target
White	2329	96.9	62.5	65.6	62.5	60.6	Met Target
Hispanic	111	99.1	45.0	42.5	45.0	46.9	Met Target†
Black or African American	188	98.0	41.5	37.3	41.5	43.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	300	98.1	*	82.3	76.6	74.1	Met Target
American Indian or Alaska Native	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	63.4	*	66.9	Met Target
Female	1439	97.4	70.4	64.5	70.4		
Male	1527	97.1	54.1	49.4	54.1		
Economically Disadvantaged Students	321	97.3	45.5	38.5	45.5	43	Met Target
Non-Economically Disadvantaged Students	2645	97.2	63.9	67.5	63.9		
Students with Disabilities	699	93.9	29.8	21.6	29.4	35.9	Not Met
Students without Disabilities	2267	98.3	71.9	63.9	71.9		
English Learners	38	97.5	47.3	27.3	47.3	31.5	Met Target
Non-English Learners	2928	97.2	62.2	59.4	62.2		
Homeless Students	12	100.0	33.3	27.7	33.3		
Students In Foster Care	*	*	*	26.3	*		
Military-Connected Students	15	100.0	73.3	57.4	73.3		
Migrant Students	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	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
Districtwide	436	749	750	8%	14%	26%	46%	5%	51%	52%
White	324	750	759	8%	14%	27%	46%	5%	51%	61%
Hispanic	22	739	736	*	*	*	*	*	45%	38%
Black or African American	30	738	733	*	*	*	40%	0%	40%	35%
Asian, Native Hawaiian, or Pacific Islander	51	757	777	*	*	22%	*	*	61%	77%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	219	754	756	6%	13%	23%	*	*	58%	57%
Male	217	745	744	11%	16%	29%	*	*	44%	46%
Economically Disadvantaged Students	42	732	733	*	31%	*	*	*	33%	34%
Non-Economically Disadvantaged Students	394	751	762	*	13%	*	*	*	53%	64%
Students with Disabilities	100	*	719	26%	16%	30%	*	*	28%	24%
Students without Disabilities	336	*	756	3%	14%	25%	*	*	58%	57%
English Learners	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%





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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	488	760	756	5%	10%	21%	44%	19%	64%	58%
White	366	761	764	3%	10%	23%	45%	19%	64%	68%
Hispanic	16	734	744	*	*	*	*	*	25%	44%
Black or African American	29	740	739	*	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	64	771	782	*	*	*	55%	27%	81%	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	749	763	*	*	*	*	*	54%	63%
Female	227	767	762	*	*	17%	46%	25%	71%	63%
Male	261	754	751	*	*	25%	43%	14%	57%	53%
Economically Disadvantaged Students	57	750	740	*	18%	19%	*	*	54%	40%
Non-Economically Disadvantaged Students	431	762	767	*	10%	22%	*	*	65%	70%
Students with Disabilities	111	737	726	*	*	32%	*	*	33%	25%
Students without Disabilities	377	767	762	*	*	18%	*	*	72%	64%
English Learners	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	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	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
Districtwide	498	757	755	4%	8%	25%	55%	8%	62%	58%
White	378	757	763	4%	8%	25%	56%	7%	63%	68%
Hispanic	14	759	743	0%	*	*	*	*	64%	43%
Black or African American	41	747	738	*	*	37%	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	57	766	780	*	*	19%	*	*	75%	84%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	255	761	762	*	*	26%	55%	10%	65%	66%
Male	243	753	749	*	*	24%	55%	5%	60%	51%
Economically Disadvantaged Students	56	742	739	*	*	29%	*	*	45%	39%
Non-Economically Disadvantaged Students	442	759	766	*	*	25%	*	*	65%	71%
Students with Disabilities	119	734	724	*	*	34%	*	*	32%	22%
Students without Disabilities	379	765	762	*	*	22%	*	*	72%	65%
English Learners	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	485	757	754	2%	12%	24%	49%	13%	61%	56%
White	393	757	761	*	*	24%	51%	12%	63%	66%
Hispanic	*	*	742	*	*	*	*	*	*	42%
Black or African American	30	741	737	*	*	33%	*	*	37%	35%
Asian, Native Hawaiian, or Pacific Islander	39	774	779	0%	0%	*	*	*	79%	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	241	765	761	*	*	18%	*	*	73%	64%
Male	244	748	748	*	*	31%	*	*	50%	48%
Economically Disadvantaged Students	48	739	739	*	*	40%	*	*	33%	37%
Non-Economically Disadvantaged Students	437	759	764	*	*	23%	*	*	65%	68%
Students with Disabilities	96	726	723	10%	47%	27%	*	*	16%	18%
Students without Disabilities	389	764	760	0%	4%	24%	*	*	73%	63%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	524	763	760	5%	10%	18%	40%	28%	68%	63%
White	438	763	768	4%	10%	18%	40%	27%	68%	72%
Hispanic	*	*	746	*	*	*	*	*	*	49%
Black or African American	25	*	740	*	*	*	*	*	44%	42%
Asian, Native Hawaiian, or Pacific Islander	43	782	790	0%	*	*	35%	49%	84%	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	258	773	769	*	*	15%	41%	36%	78%	72%
Male	266	754	752	*	*	21%	38%	20%	58%	54%
Economically Disadvantaged Students	52	746	742	*	*	23%	23%	21%	44%	44%
Non-Economically Disadvantaged Students	472	765	771	*	*	18%	42%	29%	70%	73%
Students with Disabilities	105	725	721	*	*	26%	*	*	22%	22%
Students without Disabilities	419	773	768	*	*	16%	*	*	79%	71%
English Learners	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%



## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	516	760	759	4%	10%	24%	46%	16%	62%	60%
White	406	760	767	4%	10%	23%	48%	16%	63%	70%
Hispanic	*	*	744	*	*	*	*	*	*	45%
Black or African American	32	744	739	*	*	44%	*	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	49	*	789	*	*	*	47%	31%	78%	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	245	769	768	*	*	17%	53%	21%	74%	69%
Male	271	752	751	*	*	30%	40%	11%	51%	52%
Economically Disadvantaged Students	59	742	740	*	25%	25%	*	*	44%	42%
Non-Economically Disadvantaged Students	457	762	769	*	8%	24%	*	*	64%	71%
Students with Disabilities	113	727	719	*	*	33%	*	*	22%	19%
Students without Disabilities	403	769	766	*	*	21%	*	*	73%	68%
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%

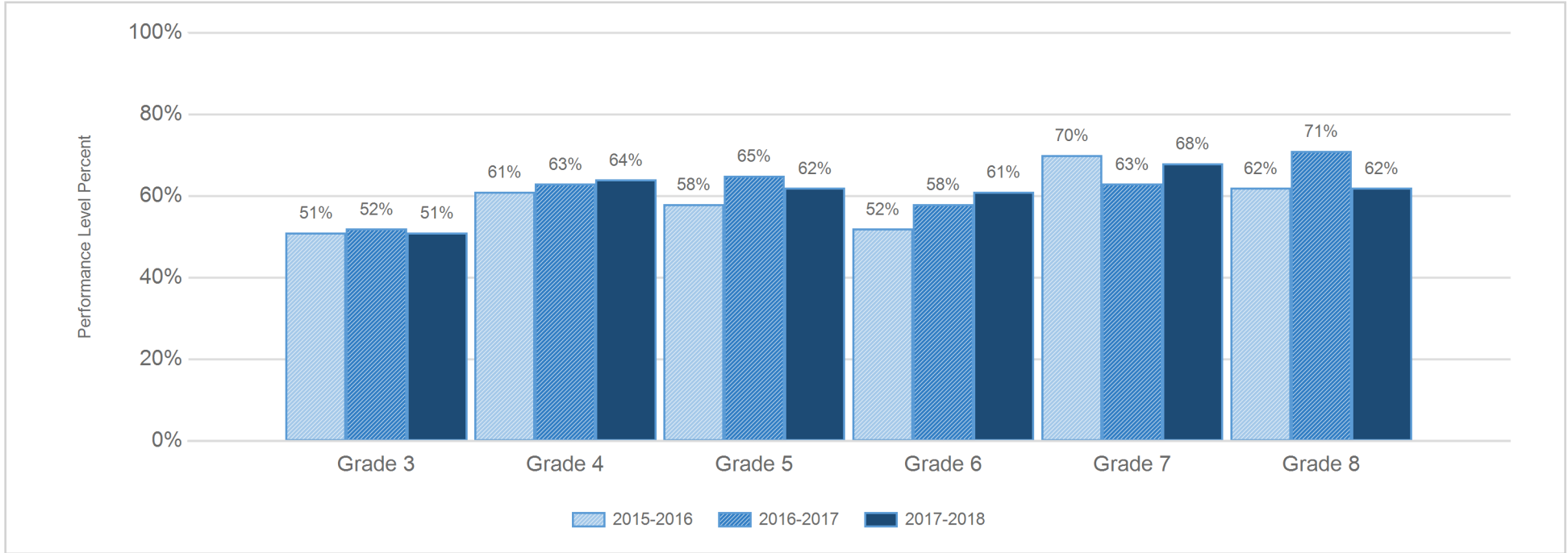


**EVESHAM TWP**  
 (05-1420)  
 Grades Offered: PK-08  
 2017-2018

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

English Language Arts/Literacy Assessment - Performance 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.





## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

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N No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - 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 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	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
Districtwide	2967	97.5	49.5	45.0	49.5	52.5	Not Met
White	2329	97.2	49.0	54.1	49.0	52.2	Not Met
Hispanic	111	99.1	31.5	29.2	31.5	40.2	Not Met
Black or African American	188	98.0	24.4	23.4	24.4	29.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	301	98.4	*	77.0	75.7	74.9	Met Target
American Indian or Alaska Native	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	53.0	*	57.6	Met Target†
Female	1438	97.5	50.7	46.0	50.7		
Male	1529	97.4	48.3	43.9	48.3		
Economically Disadvantaged Students	321	97.3	33.7	26.6	33.7	34.5	Met Target†
Non-Economically Disadvantaged Students	2646	97.5	51.4	55.9	51.4		
Students with Disabilities	700	94.7	24.9	17.1	24.7	31.8	Not Met
Students without Disabilities	2267	98.4	57.1	50.5	57.1		
English Learners	39	97.6	43.6	24.6	43.6	53	Met Target†
Non-English Learners	2928	97.5	49.6	46.9	49.6		
Homeless Students	12	100.0	25.0	17.3	25.0		
Students In Foster Care	*	*	*	16.2	*		
Military-Connected Students	15	100.0	53.4	45.8	53.4		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.



**EVESHAM TWP**  
(05-1420)  
Grades Offered: PK-08  
2017-2018

**Report Key:**

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	437	750	752	5%	15%	27%	43%	10%	53%	53%
White	325	750	760	4%	16%	29%	42%	10%	51%	64%
Hispanic	22	737	739	*	*	*	*	*	36%	38%
Black or African American	30	738	734	*	*	*	40%	0%	40%	32%
Asian, Native Hawaiian, or Pacific Islander	51	765	780	*	*	*	61%	20%	80%	83%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	218	748	752	*	20%	27%	*	*	50%	53%
Male	219	752	751	*	11%	26%	*	*	55%	53%
Economically Disadvantaged Students	42	737	736	*	29%	*	*	*	40%	35%
Non-Economically Disadvantaged Students	395	752	762	*	14%	*	*	*	54%	66%
Students with Disabilities	102	*	730	*	*	25%	*	*	32%	29%
Students without Disabilities	335	*	756	*	*	27%	*	*	59%	57%
English Learners	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%





## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

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N No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 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	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
Districtwide	487	747	748	5%	15%	31%	45%	5%	49%	49%
White	366	747	755	4%	13%	33%	46%	4%	49%	60%
Hispanic	15	727	737	*	*	*	*	*	13%	34%
Black or African American	29	731	730	*	34%	38%	*	*	17%	27%
Asian, Native Hawaiian, or Pacific Islander	64	762	774	*	*	20%	*	*	72%	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	13	736	752	*	*	*	*	*	46%	55%
Female	226	747	748	5%	15%	34%	41%	5%	46%	50%
Male	261	748	748	5%	15%	29%	48%	4%	52%	49%
Economically Disadvantaged Students	57	739	733	*	23%	40%	*	*	32%	30%
Non-Economically Disadvantaged Students	430	749	758	*	14%	30%	*	*	52%	62%
Students with Disabilities	110	*	725	*	25%	33%	*	*	28%	22%
Students without Disabilities	377	*	753	*	12%	31%	*	*	55%	55%
English Learners	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

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N No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 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	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
Districtwide	498	749	748	4%	13%	31%	46%	6%	52%	49%
White	378	748	756	3%	13%	33%	46%	5%	51%	60%
Hispanic	14	749	736	0%	*	*	*	*	57%	32%
Black or African American	41	731	730	*	*	39%	*	*	24%	26%
Asian, Native Hawaiian, or Pacific Islander	57	766	777	*	*	*	*	*	79%	82%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	255	748	749	*	13%	32%	*	*	51%	50%
Male	243	750	747	*	12%	30%	*	*	53%	48%
Economically Disadvantaged Students	56	733	733	*	18%	36%	*	*	30%	29%
Non-Economically Disadvantaged Students	442	751	758	*	12%	30%	*	*	55%	62%
Students with Disabilities	119	731	726	*	24%	34%	*	*	26%	20%
Students without Disabilities	379	755	752	*	9%	30%	*	*	60%	55%
English Learners	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	485	747	744	6%	17%	30%	37%	10%	47%	44%
White	393	748	751	5%	17%	30%	39%	8%	48%	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	30	728	726	*	*	40%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	39	769	771	0%	*	*	36%	41%	77%	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	241	751	745	4%	14%	30%	40%	11%	51%	45%
Male	244	744	742	8%	20%	30%	33%	9%	42%	42%
Economically Disadvantaged Students	48	733	729	*	23%	27%	*	*	33%	24%
Non-Economically Disadvantaged Students	437	749	753	*	16%	30%	*	*	48%	56%
Students with Disabilities	96	716	717	*	*	*	*	*	*	13%
Students without Disabilities	389	755	748	*	*	*	*	*	*	49%
English Learners	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



**EVESHAM TWP**  
(05-1420)  
Grades Offered: PK-08  
2017-2018

**Report Key:**

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

**Mathematics Assessment - Performance by Grade: Grade 7**

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	525	749	743	4%	14%	34%	39%	9%	48%	43%
White	439	748	750	5%	14%	35%	40%	7%	46%	54%
Hispanic	*	*	732	*	*	*	*	*	*	27%
Black or African American	25	*	727	*	40%	*	*	*	28%	21%
Asian, Native Hawaiian, or Pacific Islander	43	771	767	*	*	*	44%	35%	79%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	258	751	745	*	12%	33%	*	*	52%	45%
Male	267	746	741	*	17%	34%	*	*	43%	42%
Economically Disadvantaged Students	52	736	730	*	23%	38%	*	*	29%	24%
Non-Economically Disadvantaged Students	473	750	751	*	14%	33%	*	*	50%	55%
Students with Disabilities	106	723	717	*	*	30%	*	*	13%	12%
Students without Disabilities	419	755	748	*	*	34%	*	*	56%	50%
English Learners	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%



## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

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N No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	419	737	728	11%	18%	36%	34%	0%	34%	28%
White	326	737	736	11%	18%	34%	37%	0%	37%	36%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	32	726	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	33	*	747	*	*	39%	45%	0%	45%	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	729	*	*	*	*	*	*	28%
Female	199	742	731	5%	19%	37%	39%	0%	39%	31%
Male	220	732	725	17%	18%	35%	30%	0%	30%	26%
Economically Disadvantaged Students	56	727	719	21%	*	46%	*	*	18%	20%
Non-Economically Disadvantaged Students	363	738	735	10%	*	35%	*	*	37%	35%
Students with Disabilities	110	713	705	*	*	22%	15%	0%	15%	*
Students without Disabilities	309	745	735	*	*	41%	41%	0%	41%	*
English Learners	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



## EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

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N No Data is available to display

† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	98	788	746	0%	0%	*	*	*	99%	46%
White	80	785	755	0%	0%	*	*	*	99%	57%
Hispanic	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	755	N	N	N	N	N	N	54%
Female	46	786	748	0%	0%	*	*	*	100%	48%
Male	52	790	745	0%	0%	*	*	*	98%	44%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	98	788	749	0%	0%	*	*	*	99%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%

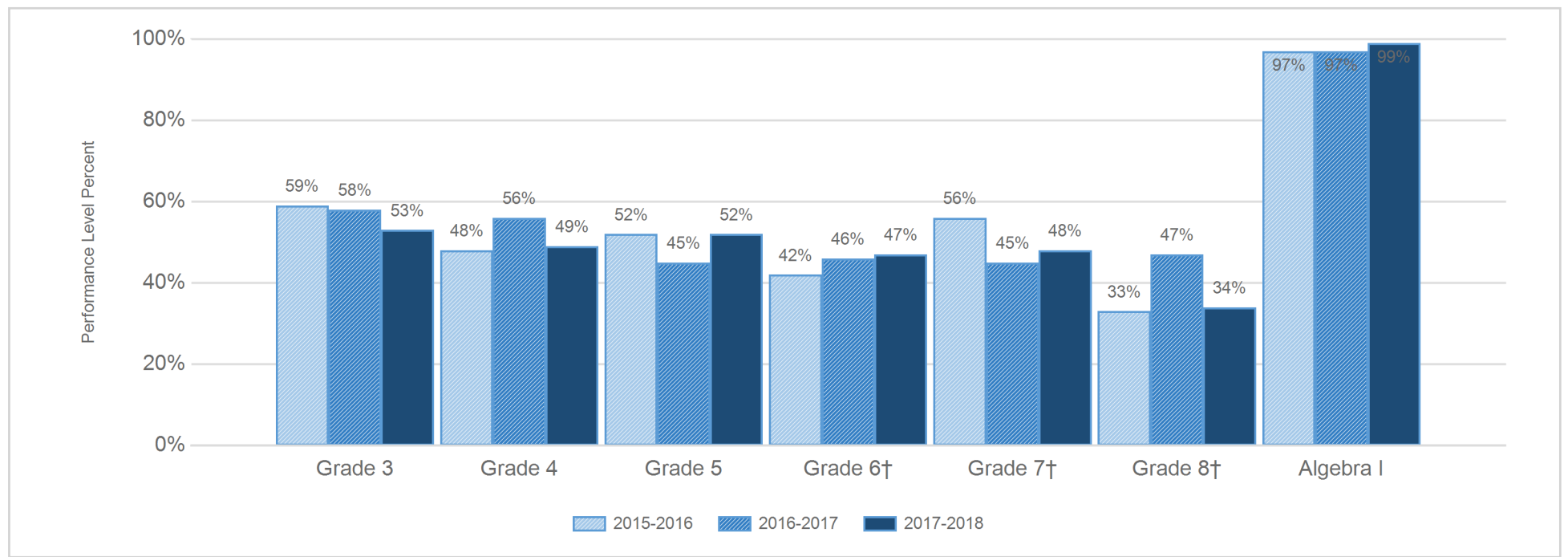


**EVESHAM TWP**  
 (05-1420)  
 Grades Offered: PK-08  
 2017-2018

**Report Key:**  
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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.





## NJ SCHOOL PERFORMANCE REPORT

### EVESHAM TWP

(05-1420)

Grades Offered: PK-08

2017-2018

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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	13	12
4	15	16
5	10	10
6	*	*
7	10	*
8	10	10

#### 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 district'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	62.5	56.6%	Met Target

† Target was met within one standard deviation

#### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	80.0%	20.0%
3-4	*	*	*
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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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	499
7	0	0	545
8	99	46	435
Total	99	46	1479

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	511	0	0	0	0	0	0
7	547	0	0	0	0	0	0
8	498	0	0	0	0	0	0
Total	1556	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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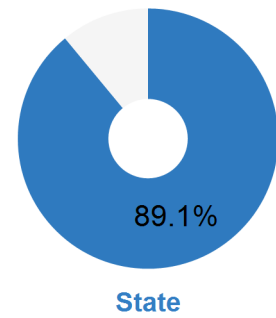
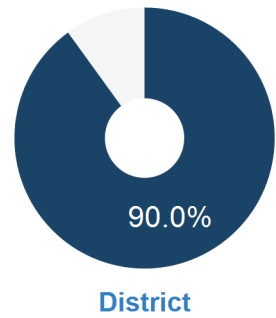
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**Visual and Performing Arts – Course Participation**

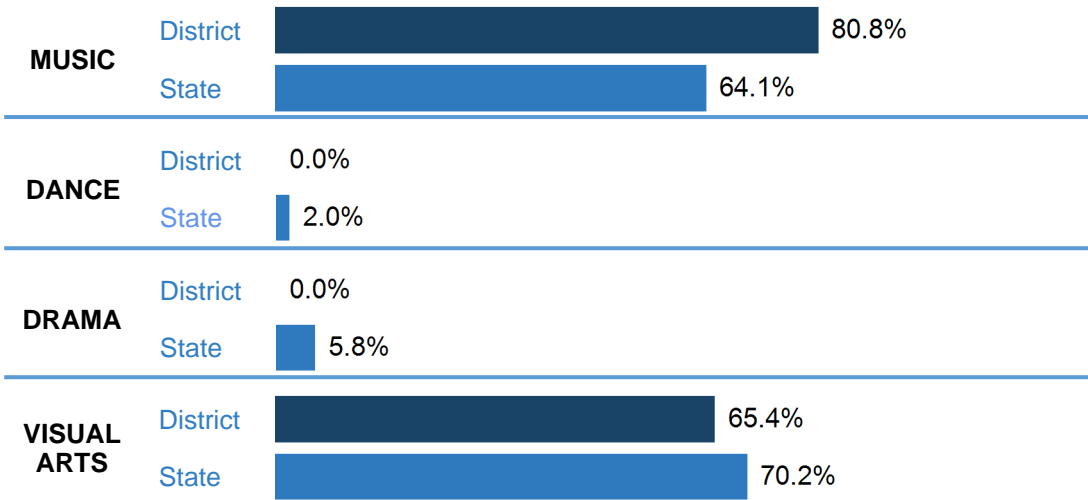
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





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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.

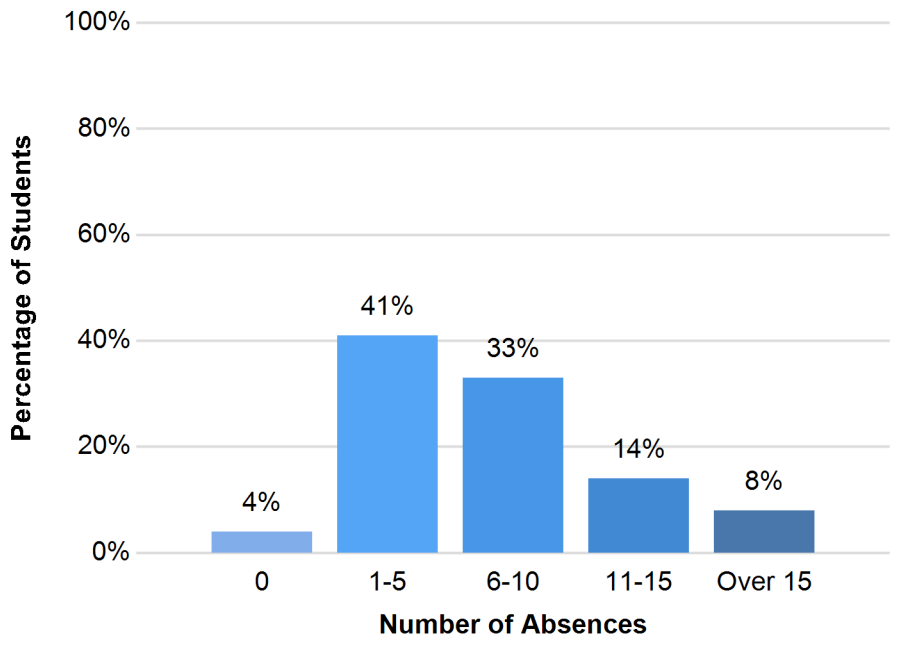
**Chronic Absenteeism**

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
Districtwide	225	5.2	9.1	Met
White	185	5.5	9.1	Met
Hispanic	9	5.1	9.1	Met
Black or African American	15	5.6	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	12	2.8	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Economically Disadvantaged Students	49	10.7	9.1	Not Met
Students with Disabilities	102	10.1	9.1	Not Met
English Learners	0	0	9.1	Met

**Days Absent**

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





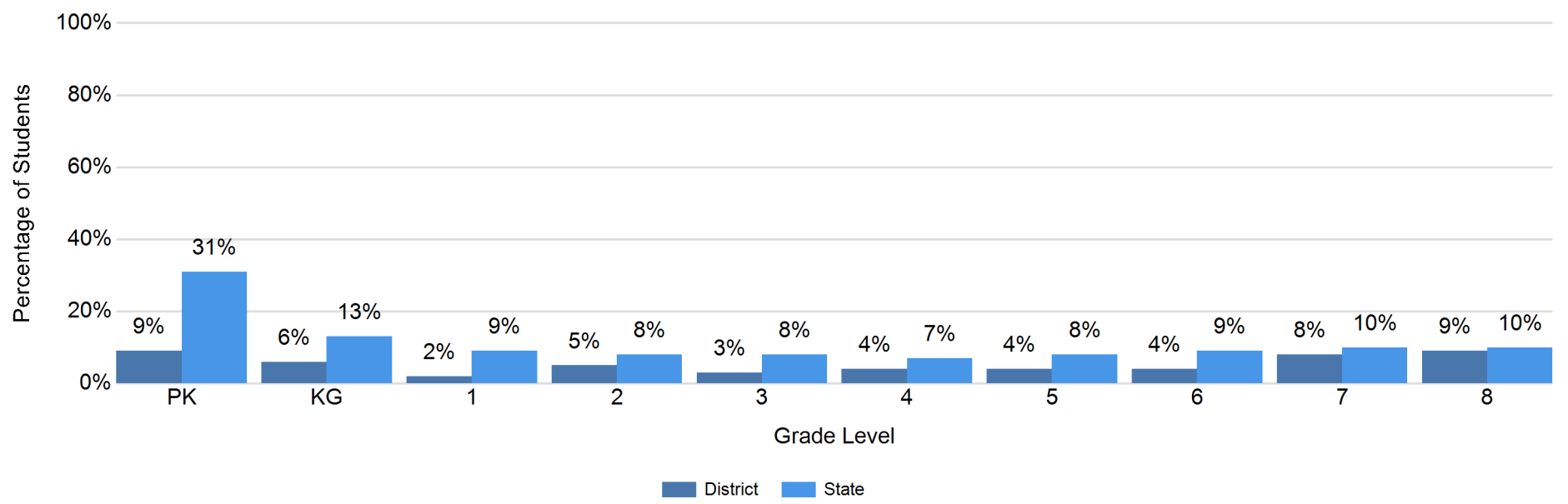
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### Chronic Absenteeism by Grade

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





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**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	24
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	34
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	1.32

**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	13
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

**Harassment, Intimidation, and Bullying (HIB) Investigations**

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	5	12	17
Religion	0	5	5
Ancestry	0	2	2
Gender	2	3	5
Sexual Orientation	1	2	3
Disability	1	1	2
Other	4	11	15
No Identified Nature	19		19

**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	91	2.0%
Out-of-School	47	1.1%
Any Suspension	123	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
124

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## 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



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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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	352	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	8.8	10.7
Teachers in district for 4 or more years	70.2%	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 district.

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	212:1
Teachers to Administrators	17:1
Students to Librarian/Media Specialists	637:1
Students to Nurses	557:1
Students to Counselors	446:1
Students to Child Study Team	318:1





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**Teachers and Administrators - Level of Education**

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

**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 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	96.7%



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## Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.9%	52.4%
Male	9.1%	47.6%
White	97.4%	100.0%
Hispanic	1.1%	0.0%
Black or African American	0.6%	0.0%
Asian	0.9%	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](#).

### Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. 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. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

**There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.**



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## Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Not Met	N	Met Standard	Met Standard	Met Target†	Met
White	Met Target	Not Met	N	Met Standard	Met Standard	n/a	Met
Hispanic	Met Target†	Not Met	N	Met Standard	Met Standard	n/a	Met
Black or African American	Met Target†	Not Met	N	Met Standard	Met Standard	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	N	Met Standard	Met Standard	n/a	Met
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	Met Target	Met Target†	N	Met Standard	Exceeds Standard	n/a	Met
Economically Disadvantaged Students	Met Target	Met Target†	N	Met Standard	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	N	Met Standard	Not Met	n/a	Not Met
English Learners	Met Target	Met Target†	N	Exceeds Standard	Exceeds Standard	Met Target	Met

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

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## District 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:

- Students in grades K-8 take an end-of-year district math assessment that targets skills taught throughout the school year. In the 2017-18 school year, 90% of all students assessed met the benchmark.
- Students in grades 1-5 take an individualized reading inventory in the fall and spring to document growth. In 2017-18, 89% of all GE students assessed were promoted reading on grade level.
- Literacy and Leashes is a district-wide therapy dog program where each elementary school has a dog and handler that works directly with the second grade students to promote oral reading.

Mission, Vision,  
Theme:

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, staff, families, and community, the district provides a strong educational foundation that will empower our students to: achieve their unique potential; embrace self-directed, lifelong learning; develop the skills necessary for appropriate risk-taking and responsible decision-making; respect themselves and others; problem-solve individually and collaboratively; and become contributing members of a diverse, global society.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The schools in Evesham Township offer 25 state of the art instructional and specialized programs in order to provide for the many diverse talents of our students. All students have an opportunity to experience these programs during their K-8 career as they are offered within the school day and academic year. Each curriculum area incorporates best practice in the field of education and is aligned to the NJ Student Learning Standards. Curriculum revisions in each subject area are made on an ongoing basis through a collaborative process involving teachers and administrators, with input from parents and board members. In addition, elementary schools integrate the Responsive Classroom approach into the school day, which is a way of teaching that emphasizes social, emotional and academic growth in a strong and safe school community.</p>
 <p><b>Sports and Athletics:</b></p>	<p>At the middle school level, various interscholastic and intramural sports are offered seasonally. Specific offerings are noted in DMS and MMS reports.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The district offers a wide-range of after school clubs and activities in each of our eight schools. Clubs and activities include a variety of offerings such as athletics, arts and academic enrichment. Club offerings also include service learning and sustainability. There is an annual participation fee associated with non-service related clubs that allows students to participate in unlimited clubs throughout the year. Individual offerings vary from school to school.</p>

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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 the Evesham Township School District. Programs are located at all elementary schools and operate Monday through Friday from 7 am - 6 pm during the regular school year, with some coverage opportunities for holiday closures.



### Staff and Professional Learning:

ETSD has a staff of approximately 900 that provide an extensive range of educational and support services. Administrators, teaching and support staff work diligently to provide positive classroom and school communities where students are challenged academically and enjoy school. PD in the ETSD encompasses all types of facilitated learning opportunities to enhance the teaching & learning process, ranging from coursework and conferences to meetings and learning situated in practice such as lesson study, PLC work, and reflective supervision. The district offers an extensive PD calendar every year focused on various goals and objectives to ensure staff are current on best practice and effective instructional strategies and techniques.

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### Student Supports and Services:

ETSD offers specialized programs and related services, which are offered to eligible students based on need, beginning in preschool and continuing through middle school. These programs include, but are not limited to: Special Education, Gifted and Talented, English as a Second Language, Reading Recovery. Each school has an I&RS Team in place that provides educational supports to general education students, prior to any necessary child study team referrals. Schools also have a designated intervention specialist to work with students in the areas of literacy and math as needed. The Special Education Department offers extensive resource and self-contained programs, along with related services such as speech therapy, occupational and physical therapy, behavioral intervention, etc. School counselors are assigned to each school/house and provide various guidance services. A nurse is assigned to each school building and provides school health services.



### Student Health and Wellness:

Various district-wide programs are utilized in the ETSD to teach students about the importance of making informed food choices, and developing sound eating and physical activity habits. Character education enable students to make responsible decisions that influence lifelong healthy behaviors within the context of self, family, school and the local and global communities. District-wide programs include: Comprehensive Health and Physical Education, Responsive Classroom, Social Studies, School Counseling, and School Health Services.



### Parent and Community Involvement:

The community is very supportive of the district and works closely with the schools to enhance the educational experiences provided for the students. Each school has an active PTA/PTO organization that works collaboratively with the schools. Parents and local organizations often volunteer their time to come in and work with students & staff at each of our schools. They may be guest speakers on a designated topic, provide a school-wide assembly, participate in Science Fairs, read-aloud books to classrooms, etc. The ETPD works closely with the schools and building-based SROs are in place. ETSD also partners with the Evesham Education Foundation, which partially funds programs such as CAPPS and Metamorphosis.



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## District Narrative

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 <p>Climate Surveys:</p>	<p>Who is surveyed: Teachers</p> <p>As part of a required staff training on Enhancing Climate and Culture, staff completed a twenty-question school climate survey. Questions covered topics related to the school environment, safety, student and parent involvement, staff engagement, expectations, and communication.</p>
 <p>Facilities:</p>	<p>The Evesham Township School District (ETSD) is one of the largest K-8 districts in southern New Jersey. In addition we offer preschool inclusion and self-contained classes. There are currently six elementary and two middle schools housed in seven school buildings. The district also includes an administration building, located in the original elementary school built in the 1800's, an operations building, and a transportation facility.</p>
 <p>School Safety:</p>	<p>ETSD 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 enhanced security exists and a visitor entry/management system is utilized in order to gain access to the school. Each school also has a full-time school resource officer to assist with daily building security.</p>

**EVESHAM TWP**

(05-1420)

Grades Offered: PK-08

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

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### Technology and STEM:

The instructional program 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. ETSD continues to provide a 1:1 Chromebook initiative for all middle school students across the district. At the upper elementary grades, 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 Applied Design & Technology courses, enrichment periods, and club offerings. GAfE are the primary technology tools utilized with grade-specific app, extensions, and add-ons.



### Early Childhood Education:

ETSD's preschool program is based on extensive research on best practice and has evolved to include a variety of offerings servicing both general education and special education students. These include half-day preschool inclusion and self-contained classes for three and four-year olds. In addition, a multi-age full-day option is provided for children with more significant disabilities. These various program offerings allow us to provide comprehensive individualized education experiences for children ages three to five years old based on each child's individual needs. A tuition-based preschool integrated program is offered to families with three or four-year old general education students residing in Evesham Township.