



**Kenneth R. Olson Middle School  
2016-2017**


**Grade Span 05-08**

05-5130-040  
BURLINGTON  
TABERNACLE TWP  
132 NEW ROAD  
TABERNACLE, NJ 08088

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### **Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### **Other Resources:**

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	89	92	63
6	97	88	90
7	97	97	91
8	78	96	103
Ungraded	0	0	0
Total	361	373	347

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	52%
Male	53%	50%	48%
Economically Disadvantaged Students	13%	10%	12%
Students with Disabilities	17%	17%	16%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	89.3%
Hispanic	6.6%
Asian	1.2%
Black or African American	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.6%

### Enrollment by Home Language

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

Home Language	% of Students
English	99.4%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	277	85.1	48.80	50.10	54.90	43.4	41.2	Met Target
White	249	85.3	49.80	51.80	63.90	44.5	41.6	Met Target
Hispanic	17	83.3	29.40	32.40	39.80	25	34	Met Target†
Black or African American	*	*	*	66.70	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	25.00	80.70	*	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	57.10	54.90	*	**	**
Female	148	87.4	63.50	62.50	62.20	58.2		
Male	129	82.7	31.80	37.30	48.10	27.5		
Economically Disadvantaged Students	19	70.6	21.10	16.70	36.20	*	25.9	Not Met
Non-Economically Disadvantaged Students	258	86.7	50.70	53.90	65.80	*		
Students with Disabilities	40	73.7	30.00	26.60	20.50	23.3	26.4	Met Target†
Students without Disabilities	237	87.4	51.90	54.50	61.90	47.4		
English Learners	*	*	*	0.00	25.20	*	**	**
Non-English Learners	*	*	*	50.70	57.40	*		
Homeless Students	*	*	*	0.00	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	*	*	*	50.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	752	752	755	0%	*	45%	38%	*	45%	59%
White	47	752	752	763	0%	*	43%	40%	*	47%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	32	758	758	761	0%	*	41%	*	*	56%	66%
Male	21	743	743	749	0%	*	52%	*	*	29%	53%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	53	752	752	756	0%	*	45%	38%	*	45%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	738	738	751	*	32%	22%	32%	*	38%	54%
White	56	739	739	758	*	29%	20%	38%	*	43%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	37	745	745	758	*	27%	*	*	*	43%	61%
Male	31	730	730	745	*	39%	*	*	*	32%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	760	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	757	*	*	*	*	*	*	61%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	68	738	738	752	*	32%	22%	32%	*	38%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	83	752	752	756	*	*	29%	41%	15%	55%	59%
White	78	753	753	763	*	*	30%	41%	15%	56%	69%
Hispanic	*	*	*	741	*	*	*	*	*	*	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	45	764	764	764	*	*	*	*	*	76%	68%
Male	38	738	738	748	*	*	*	*	*	32%	51%
Economically Disadvantaged Students	*	*	*	738	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	70%
Students with Disabilities	15	730	730	719	*	*	*	*	*	33%	19%
Students without Disabilities	68	757	757	763	*	*	*	*	*	60%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	*
Non-English Learners	83	752	752	757	*	*	29%	41%	15%	55%	*
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	750	750	757	*	15%	24%	40%	*	52%	59%
White	82	749	749	764	*	16%	26%	39%	*	50%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	785	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	44	764	764	765	*	*	*	52%	*	71%	68%
Male	47	736	736	748	*	*	*	28%	*	34%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	700	N	N	N	N	N	N	*
Non-English Learners	91	750	750	758	*	15%	24%	40%	*	52%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

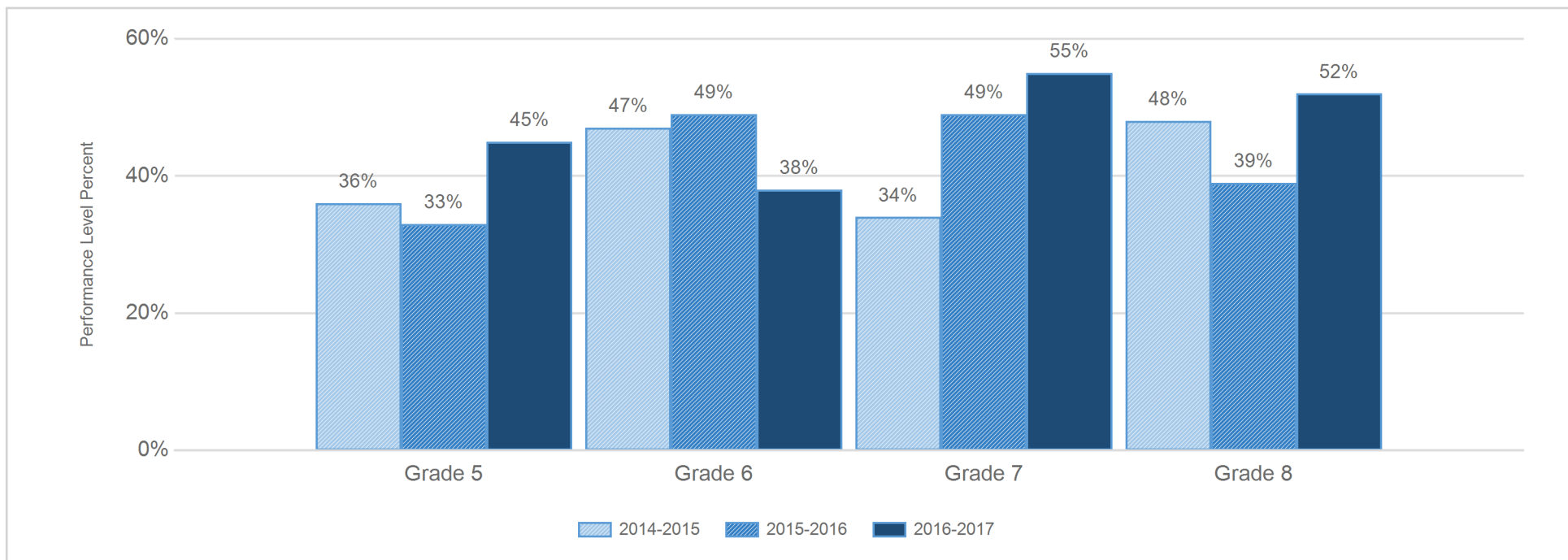


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph presents the percentage of students who met or exceeded expectations for the past two years.







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**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	277	85.1	39.00	43.80	43.50	34.7	37.3	Met Target†
White	249	85.3	40.20	46.10	52.40	36	38.1	Met Target†
Hispanic	17	83.3	17.60	22.90	27.60	15	29	Not Met
Black or African American	*	*	*	33.30	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	25.00	75.60	*	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	42.90	44.90	*	**	**
Female	148	87.4	42.60	47.10	44.10	39		
Male	129	82.7	34.90	40.40	42.90	30.2		
Economically Disadvantaged Students	19	70.6	15.80	*	25.10	*	19.6	Met Target†
Non-Economically Disadvantaged Students	258	86.7	40.70	*	54.30	*		
Students with Disabilities	40	73.7	20.00	18.80	16.50	15.5	19.5	Met Target†
Students without Disabilities	237	87.4	42.20	48.40	48.80	38.5		
English Learners	*	*	*	0.00	23.30	*	**	**
Non-English Learners	*	*	*	44.40	45.20	*		
Homeless Students	*	*	*	0.00	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	*	*	*	50.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	743	743	746	*	*	47%	32%	*	36%	46%
White	47	743	743	754	*	*	49%	32%	*	36%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	728	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	32	742	742	747	*	*	44%	*	*	34%	47%
Male	21	746	746	746	*	*	52%	*	*	38%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	53	743	743	748	*	*	47%	32%	*	36%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	735	735	743	*	24%	32%	31%	*	32%	44%
White	56	736	736	750	*	21%	32%	34%	*	36%	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	37	735	735	744	*	*	30%	30%	*	30%	45%
Male	31	735	735	742	*	*	36%	32%	*	36%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	68	735	735	744	*	24%	32%	31%	*	32%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	739	739	741	*	17%	49%	31%	*	31%	40%
White	72	741	741	748	*	15%	51%	32%	*	32%	49%
Hispanic	*	*	*	729	*	*	*	*	*	*	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	40	741	741	742	*	*	55%	30%	*	30%	41%
Male	37	738	738	739	*	*	43%	32%	*	32%	38%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	748	*	*	*	*	*	*	50%
Students with Disabilities	15	727	727	716	*	*	*	*	0%	13%	11%
Students without Disabilities	62	742	742	746	*	*	*	*	0%	36%	45%
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	77	739	739	742	*	17%	49%	31%	*	31%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	38	720	720	727	*	26%	40%	*	0%	11%	28%
White	*	*	*	735	*	*	*	*	*	*	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	746	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	14	721	721	730	*	*	*	*	*	*	30%
Male	24	719	719	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	38	720	720	729	*	26%	40%	*	0%	11%	*
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	761	761	742	0%	*	20%	74%	*	78%	42%
White	44	762	762	750	0%	0%	*	77%	*	82%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	29	766	766	743	0%	*	*	83%	*	86%	43%
Male	21	754	754	741	0%	*	*	62%	*	67%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	50	761	761	747	0%	*	20%	74%	*	78%	47%
English Learners	N	N	N	707	N	N	N	N	N	N	*
Non-English Learners	50	761	761	744	0%	*	20%	74%	*	78%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	*	733	*	*	*	*	*	*	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	734	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	737	*	*	*	*	*	*	*
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	*	*	*	734	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

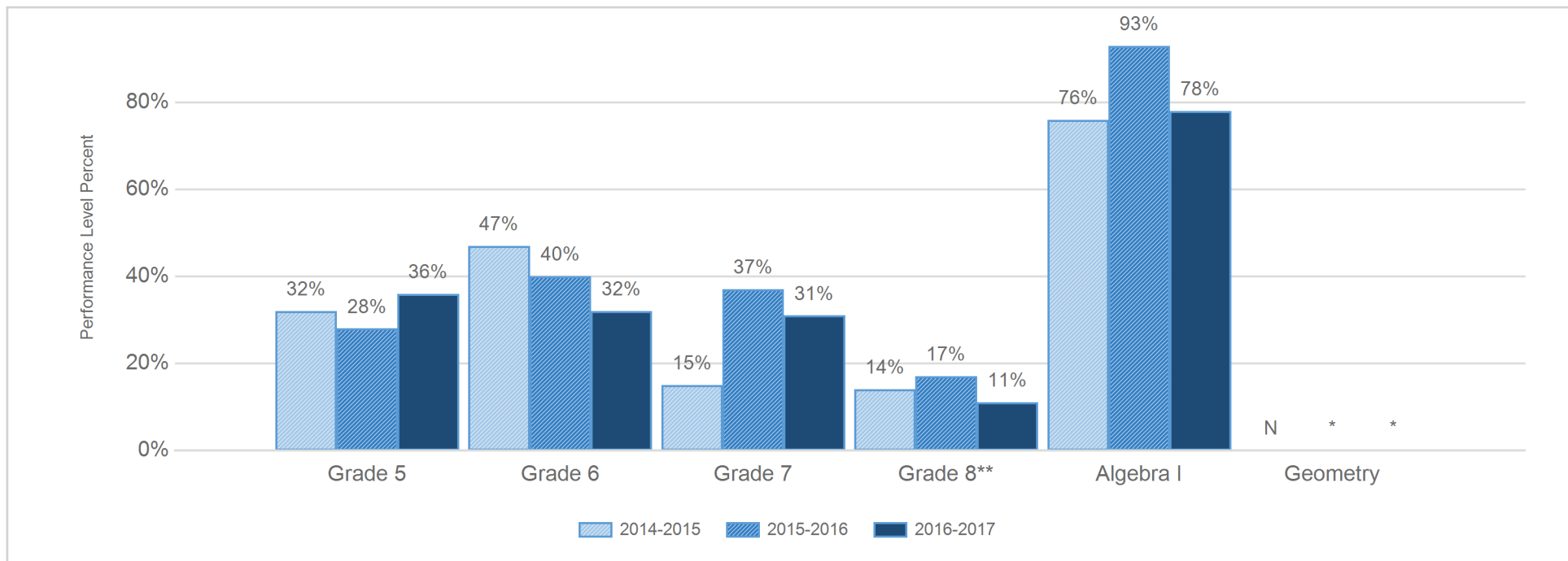


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**Mathematics Assessment – Performance Trends**

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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**Alternate Assessments - Participation**

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

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

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

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

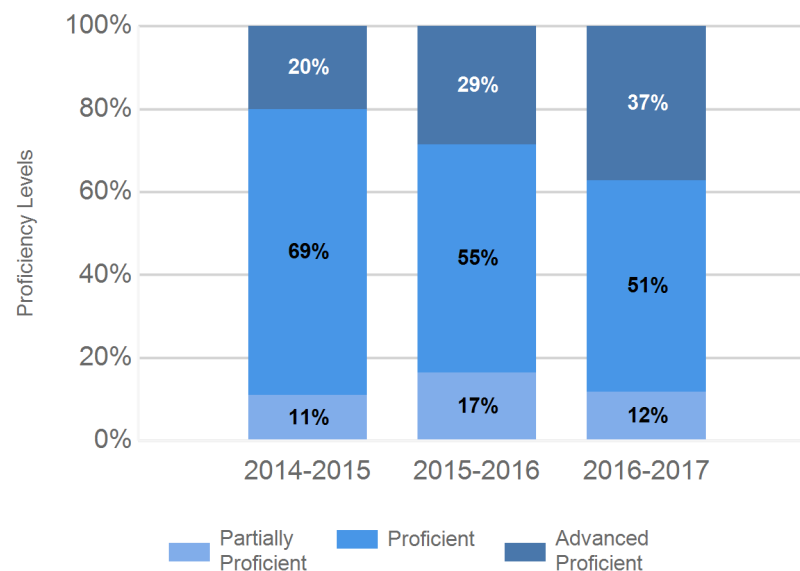
### NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	37%	51%	12%
White	37%	*	*
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	N	*
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41	39	50	Met Target	52	48	50	Met Target
White	44.5	40	50	Met Target	50	47	52	Met Target
Hispanic	19	*	49	**	48	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	27	22.5	47	**	*	*	46	**
Students with Disabilities	36	33	41	Not Met	42.5	40.5	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

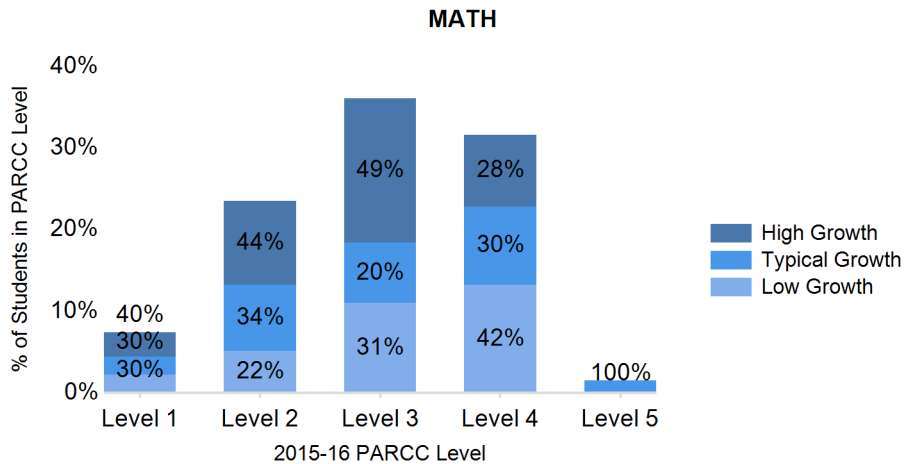
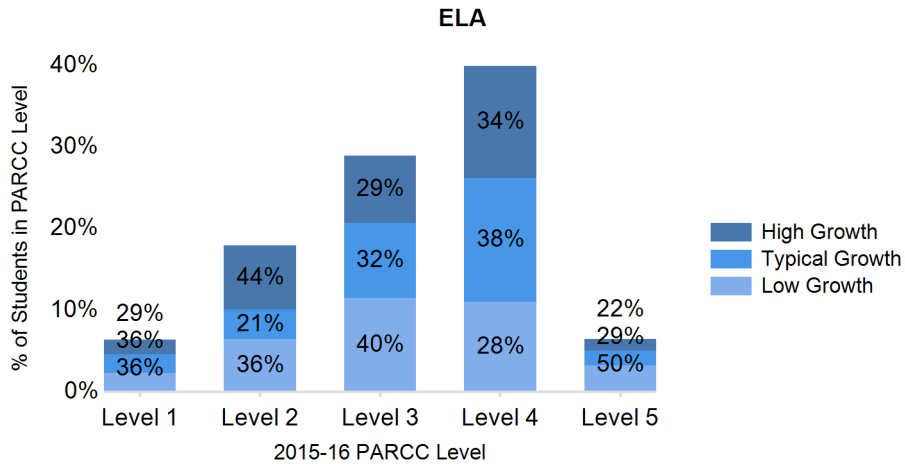
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

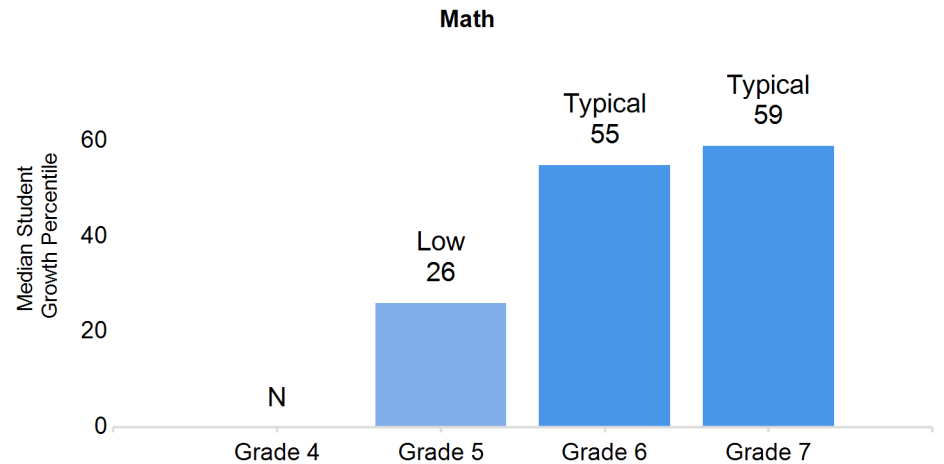
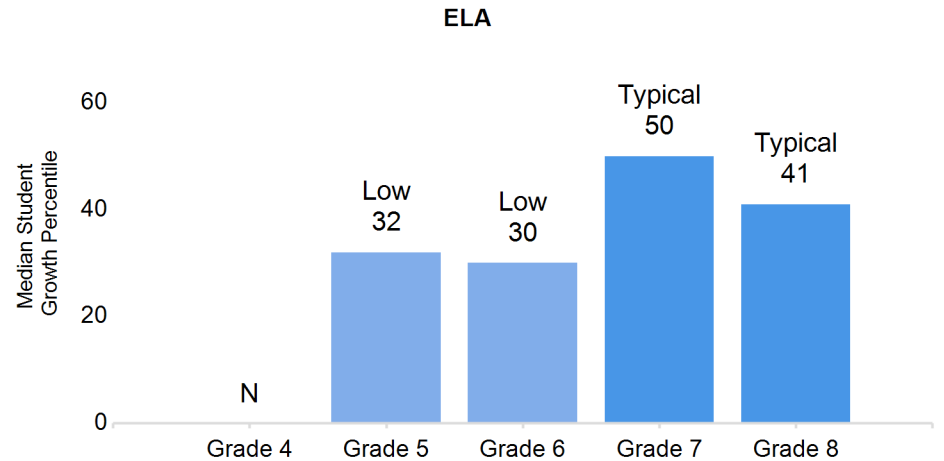
**Student Growth by Performance Level**

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	92
7	6	0	85
8	47	9	48
Schoolwide	53	9	225

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	91	0	0	0	0	0	0
7	90	0	0	0	0	0	1
8	103	0	0	0	0	0	1
Schoolwide	284	0	0	0	0	0	2
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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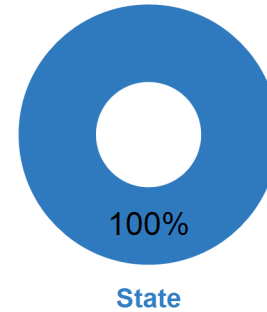
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Visual and Performing Arts – Course Participation

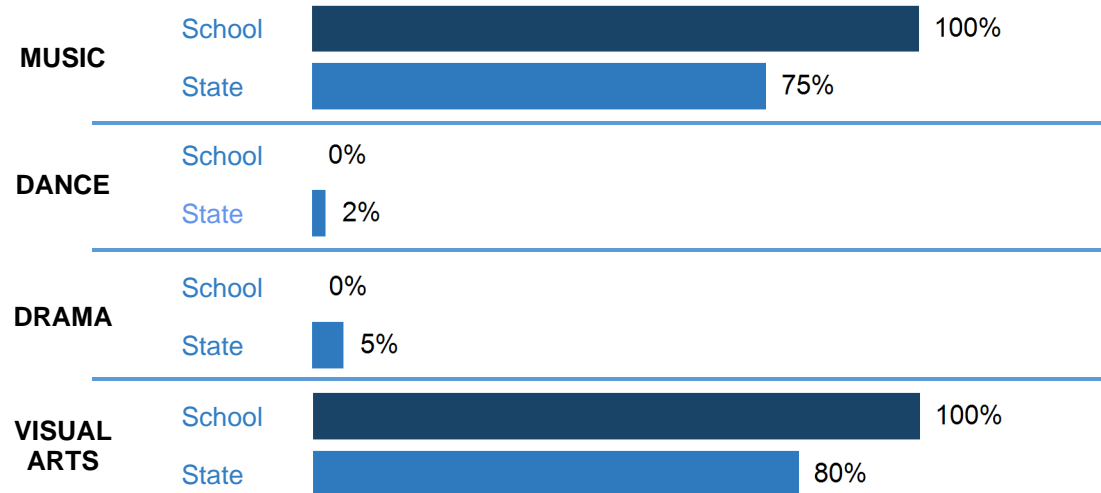
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

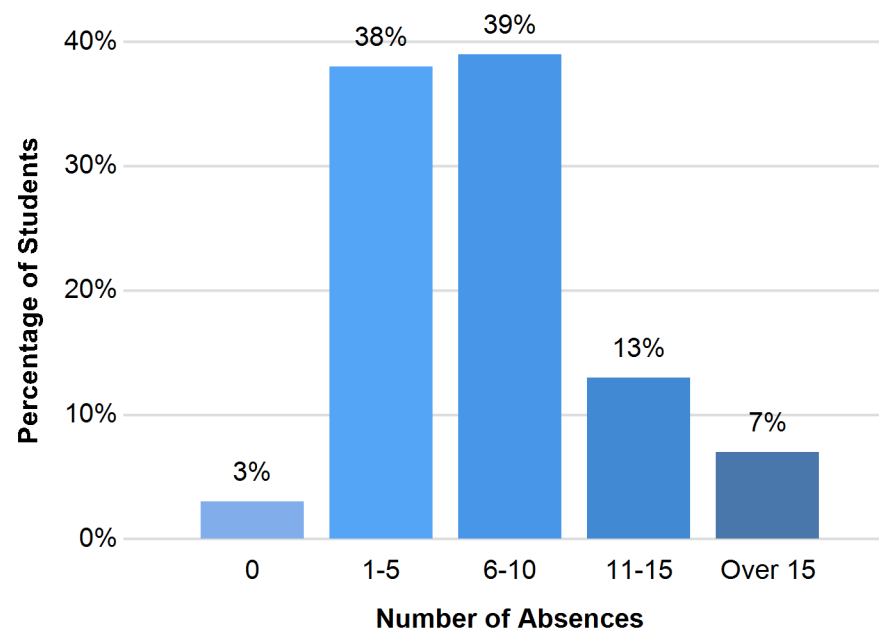
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.30	Met Target
White	4.80	8.30	Met Target
Hispanic	8.30	8.30	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	10.00	8.30	Not Met
Students with Disabilities	8.60	8.30	Not Met
English Learners	N	**	**

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

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



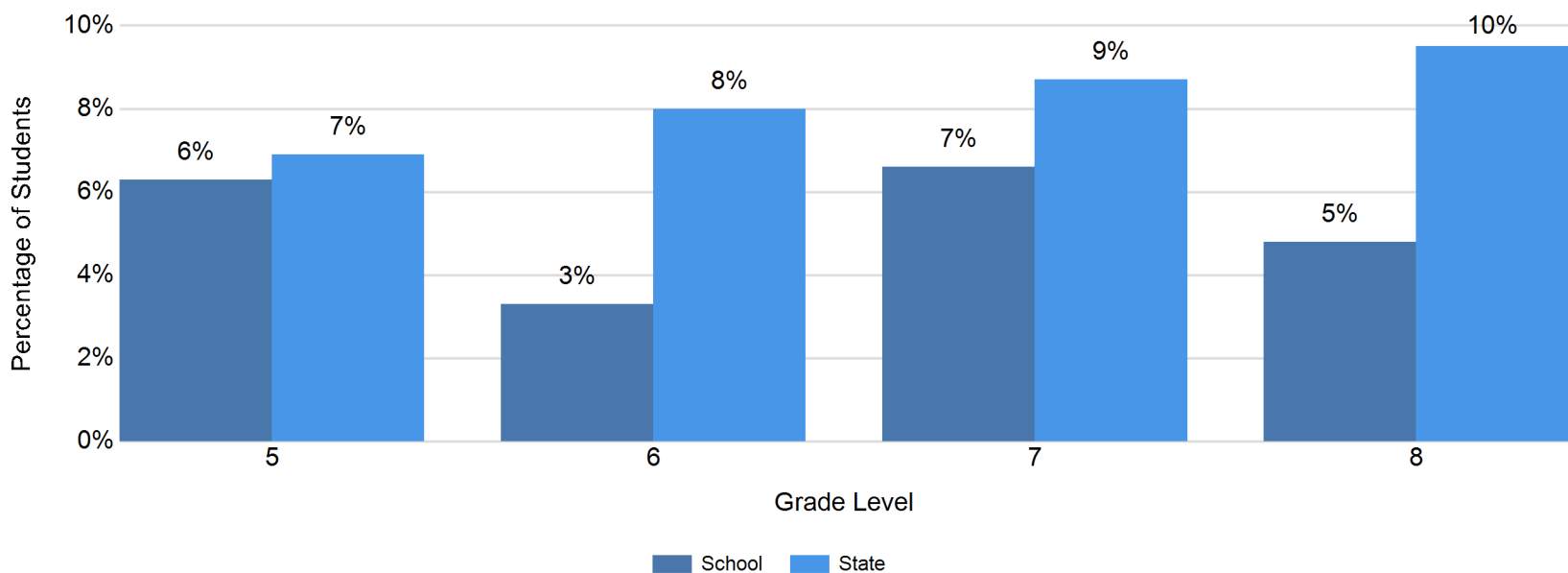


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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.







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### School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	3
Vandalism	3
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.59

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	1.4%
Any Suspension	1.7%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.0	1410.4 kbps	100 kbps	Yes	N	Fiber	No

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$371	\$15,809	\$16,180



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	32	115,100
Average years experience in public schools	12.3	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	78%	74%

### Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,476
Average years experience in public schools	24.0	15.7
Average years experience in district	10.2	11.5
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	347:1	118:1
Librarian/Media Specialists		355:1
Nurses		355:1
Counselors		709:1
Child Study Team		236:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	85%
2015-16 Administrators: Same district 2016-17	66%	85%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17	17.5%
Mathematics Proficiency	17	17.5%
English Language Arts Growth	19	25%
Mathematics Growth	49	25%
Chronic Absenteeism	64	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		32.5
<b>Summative Rating:</b> Percentile rank of Summative Score		23 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	33	12	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	30	12	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Met Target†	Not Met	**	**	No
Students with Disabilities	48	12	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Grosser	<b>Email Address:</b>	<a href="mailto:grossers@tabschools.org">grossers@tabschools.org</a>
<b>Address:</b>	132 NEW ROAD TABERNACLE, NJ 08088	<b>Website:</b>	<a href="http://www.tabschools.org">www.tabschools.org</a>
<b>Phone:</b>	(609)268-0153	<b>Facebook:</b>	<a href="http://www.facebook.com/tabernaclepublicschools">www.facebook.com/tabernaclepublicschools</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@tabschools">https://twitter.com/@tabschools</a>

School Narrative

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

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Featured on NJEA Classroom Closeup - iSTEM Program</li> <li>• Undefeated Field Hockey Team</li> <li>• Received Bronze Award from Sustainable Jersey for Schools</li> </ul>
<b>Mission, Vision, Theme:</b>	Mission Statement: Empathetic, Innovation, Game Changers! We Think...We Feel...We Do! Vision: Educating For A Lifetime!
<b>Awards, Recognition, Accomplishments:</b>	The Future Cities Team from Kenneth R. Olson Middle School placed 2nd in the NJ State Future Cities Competition - including recognition for Best Engineering Practices.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The district adopted the New Jersey Student Learning Standards to assure that our curriculum and instruction are preparing all students for success in a 21st century economy. The district will be continuing to efforts to develop a comprehensive balanced literacy program and curriculum in K through 8 with a focus on Writer’s Workshop, Word Study, Personal Choice Reading, and align the Design Thinking process with Next Generation Science Standards, iSTEAM and Engineering is Elementary programs.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Field Hockey (Girls), Lacrosse (Girls), Softball (Girls), Track and Field - Spring (Boys and Girls),</p> <p>Our district believes that promoting sports involvement at the middle school level will not only develop sport skills, but will develop a sense of responsibility, involvement, and social skills. Our coaches prepare students for a high school level. Coaches also expect them to develop socially, mentally, and physically. While teaching students, these skills, they are also taught sportsmanship, self-discipline, and team work. The district is well known for its championship caliber teams.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Olson Middle School offers the following clubs and organizations: Middle School Chorus, Band, Drama, Student Council, Olson Academic Leaders (Honor Society), Future City Club, Hand Chimes Choir, Yearbook, Technology Club, Art Club. Students participate in the Future Cities Competition, Battle of The Books, and Choral and Drama Competitions.</p>









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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers are involved in a myriad of professional growth opportunities that are in and out of district. Some of which include EdCamps, college and university offerings, and in-house trainings developed by staff.</p>
 <p><b>Student Supports and Services:</b></p>	<p>In addition to all standard curriculum, Olson Middle School offers Algebra I, Geometry, Spanish I and an extensive gifted and talent program for advanced learning.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Tabernacle School District organized a formal District Wellness Committee which meets regularly to discuss and plan activities and events to address student, family, staff and community wellness. Included in these plans are: Family Fitness Night, Jump Rope for Heart and activities centered around National Wellness Week. In addition, students enjoy daily recess as well as weekly physical education classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parent and Community involvement are instrumental to student success. To that end, The Tabernacle School District is supported by an active Home and School Association, the district provides</p>



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### Other Information:

Kenneth R. Olson Middle School exemplifies an overall commitment to our mission of academic excellence and civic responsibility. Cooperation, Academics, Respect, and Excellence are qualities we foster to promote good citizenship and academic achievement. We strive to have our students CARE. Our Developmental Design program provides a learning climate that equalizes educational opportunities and provides high standards and results. Technology is a common and immensely important thread that runs through all of our academic programs and support systems. Our cross-curricular technology is the vehicle for the way our students are being presented in a 1:1 technology environment with curriculum, knowledge, content and skills. We are dedicated to imparting technology skills to all of our students through all of our programs. Our 1:1 computer initiative provides ample opportunities for teachers and students to meet our goal of attaining proficiency. Families and community are an indispensable part of learning. Olson Middle School has a long history of parents working to develop and support programs that significantly benefit all students. Before-and after-school enrichment programs, co-curricular activities and field trips, adult community education programs, athletics and recreation activities are ways the school reaches out to both utilize community resources and give back to our citizens. Every child at Olson Middle School is unique and special. With such a wide range of academic programs, we can help our children to develop positive values and a love of learning as we prepare them for the challenges of the future. Dedicated to excellence, our school, in partnership with the family and community provides an environment for quality educational experiences. This enables all students to become active, productive members of a diverse society prepared to meet the challenges of an ever-changing world.