



Northern Burlington County Regional High School

(05-3690-050)

Grades Offered: 09-12

2018-2019

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Burlington
District	Northern Burlington County Regional School District
Principal Name	Dr. Sally Lopez
Address	160 MANSFIELD ROAD EAST COLUMBUS, NJ 08022-9738
Phone Number	609-298-3900
Email Address	slopez@nburlington.com
Website	https://www.nburlington.com/o/nbc-hs
Facebook	https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/
Twitter	https://twitter.com/@nbc_hsprincipal



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	368	342	378
10	316	344	313
11	319	317	329
12	310	326	319
Total	1,313	1,329	1,339

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	46.3%	47.6%
Male	52.7%	53.7%	52.4%
Economically Disadvantaged Students	10.1%	12.0%	9.5%
Students with Disabilities	16.7%	16.4%	15.8%
English Learners	1.1%	1.1%	0.7%
Homeless Students	0.1%	0.2%	0.1%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	21.5%	22.5%	21.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	65.5%	64.9%	61.4%
Hispanic	10.2%	11.1%	11.9%
Black or African American	10.5%	10.1%	10.0%
Asian	10.5%	10.2%	12.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	2.9%	3.3%	3.7%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,313	1,329	1,339
Shared Time Students	0	0	0
Full Time Equivalent	1,313	1,329	1,339

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	90.7%
Spanish	2.3%
Telugu	1.6%
Other Languages	5.3%



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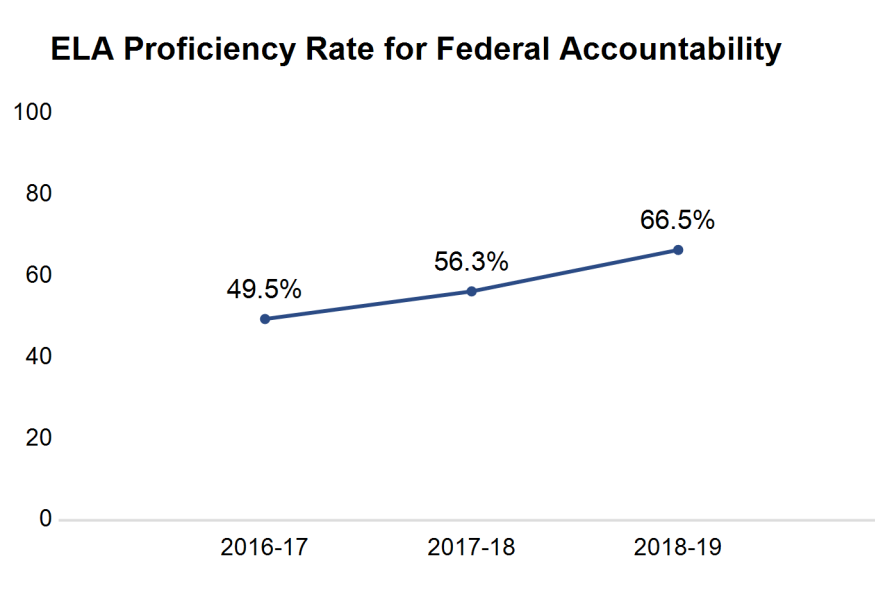
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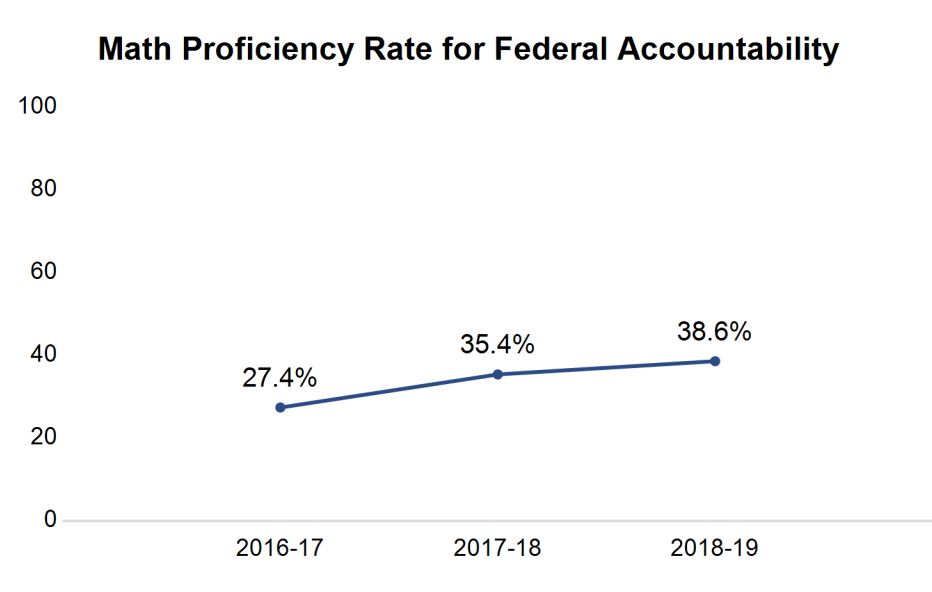
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	91.1%	96.6%	97.1%	88.0%	96.0%	96.8%
Proficiency Rate for Federal Accountability	49.5%	56.3%	66.5%	27.4%	35.4%	38.6%
Annual Target	48.1%	49.8%	51.4%	38.3%	40.5%	42.7%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	647	97.1	66.5	67.6	57.9	66.5	51.4	Met Target
White	387	96.8	65.9	66.7	66.9	65.9	50.4	Met Target
Hispanic	78	95.3	59.0	62.4	43.9	59.0	42.3	Met Target
Black or African American	60	95.3	48.3	45.6	38.5	48.3	46.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	89	100.0	88.8	89.5	82.9	88.8	74.5	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	62.5	Met Target
Female	312	97.3	77.2	77.3	64.8	77.2		
Male	335	96.9	56.4	58.8	51.3	56.4		
Economically Disadvantaged Students	57	96.7	36.8	41.0	40.0	36.8	40.1	Met Target†
Non-Economically Disadvantaged Students	590	97.1	69.3	70.6	67.9	69.3		
Students with Disabilities	97	92.6	22.7	27.0	22.7	22.0	16.7	Met Target
Students without Disabilities	550	97.9	74.2	75.3	65.1	74.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	137	97.3	67.9	63.7	57.8	67.9		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



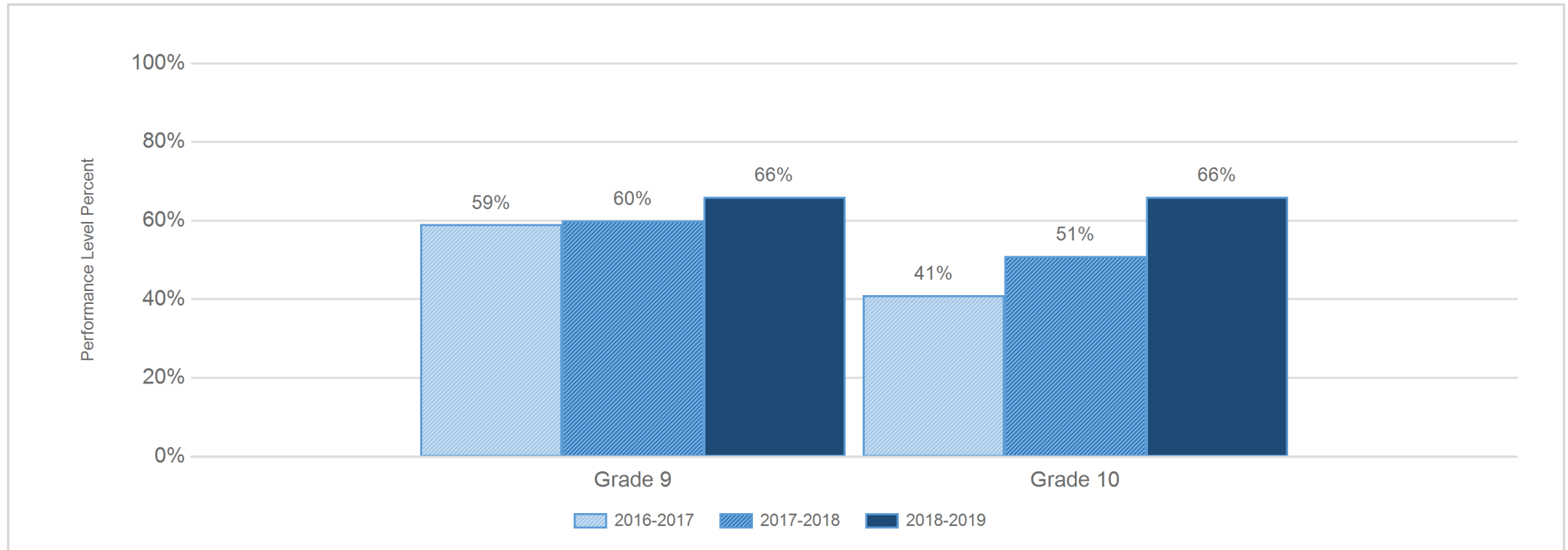
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	351	765	765	753	6%	9%	20%	39%	27%	66%	56%
White	199	764	764	762	6%	10%	21%	37%	28%	64%	65%
Hispanic	44	755	755	737	*	*	23%	*	*	59%	40%
Black or African American	34	749	749	732	*	*	35%	*	*	44%	33%
Asian, Native Hawaiian, or Pacific Islander	57	787	787	783	*	*	*	40%	49%	89%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	173	773	773	760	*	*	16%	41%	33%	74%	63%
Male	178	758	758	746	*	*	24%	37%	22%	58%	49%
Economically Disadvantaged Students	25	736	736	734	*	*	*	*	*	36%	36%
Non-Economically Disadvantaged Students	326	768	768	762	*	*	*	*	*	68%	65%
Students with Disabilities	51	725	725	717	*	*	25%	*	*	24%	17%
Students without Disabilities	300	772	772	760	*	*	19%	*	*	73%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	79	762	762	755	*	*	22%	49%	18%	67%	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	305	764	764	757	10%	9%	16%	41%	24%	66%	58%
White	189	762	762	767	9%	7%	16%	46%	22%	68%	67%
Hispanic	37	749	749	738	*	*	*	*	*	51%	43%
Black or African American	27	748	748	733	*	*	*	*	*	52%	38%
Asian, Native Hawaiian, or Pacific Islander	33	799	799	792	*	0%	*	*	*	88%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	19	767	767	766	*	*	*	*	*	53%	65%
Female	146	775	775	766	*	*	12%	49%	30%	79%	66%
Male	159	753	753	749	*	*	20%	35%	19%	53%	51%
Economically Disadvantaged Students	34	739	739	735	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	271	767	767	767	*	*	*	*	*	69%	67%
Students with Disabilities	44	720	720	711	36%	*	32%	*	*	18%	19%
Students without Disabilities	261	771	771	765	5%	*	14%	*	*	74%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	67	760	760	754	*	*	19%	51%	15%	66%	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	585	96.8	38.6	49.6	44.5	38.6	42.7	Not Met
White	353	96.0	38.2	49.8	54.1	38.2	44	Not Met
Hispanic	73	98.7	30.1	34.9	28.8	30.1	31.8	Met Target†
Black or African American	61	96.9	21.3	31.0	23.0	21.3	32.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	69	98.6	59.4	73.1	76.5	59.4	53.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	35.6	Met Target
Female	285	97.0	37.9	51.6	44.9	37.9		
Male	300	96.5	39.3	47.8	44.2	39.3		
Economically Disadvantaged Students	52	96.4	19.2	32.9	26.3	19.2	28.2	Met Target†
Non-Economically Disadvantaged Students	533	96.8	40.5	51.5	54.9	40.5		
Students with Disabilities	91	92.1	13.2	21.4	17.4	12.8	18.4	Met Target†
Students without Disabilities	494	97.7	43.3	55.1	50.0	43.3		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	134	97.9	38.8	44.7	46.4	38.8		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



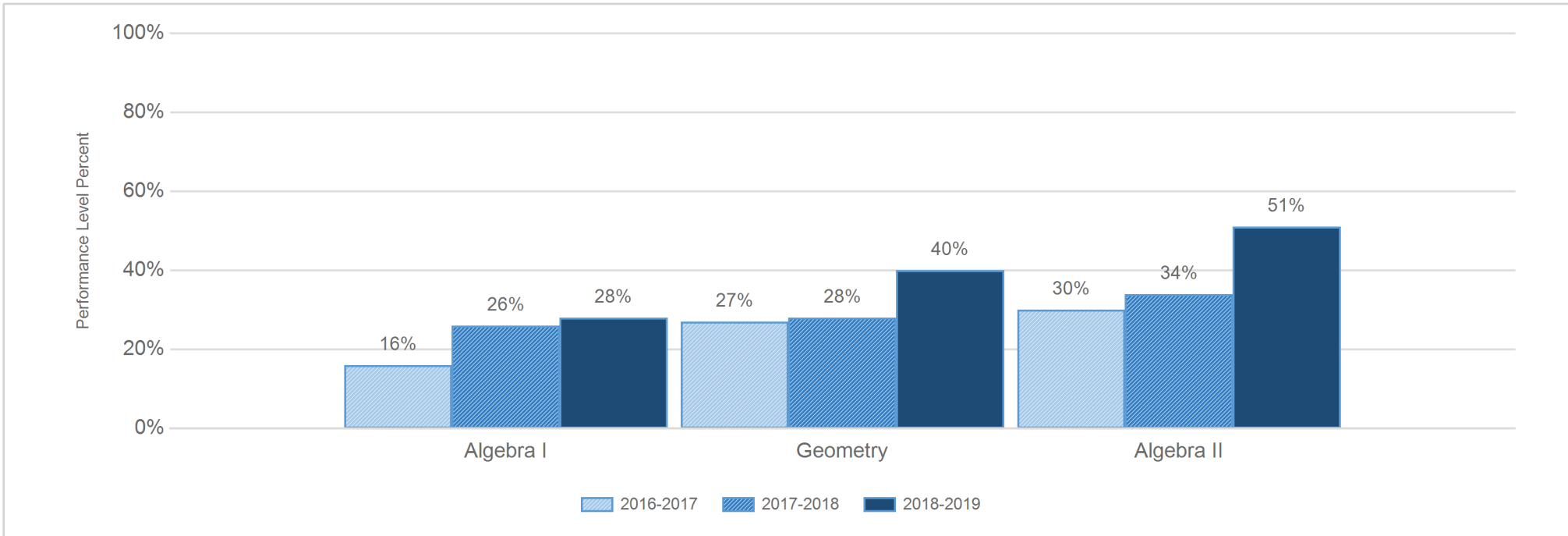
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	254	735	748	744	8%	23%	41%	28%	0%	28%	42%
White	157	736	749	752	*	*	43%	29%	0%	29%	53%
Hispanic	39	732	*	728	*	28%	38%	*	*	23%	24%
Black or African American	41	726	*	725	*	*	41%	*	*	20%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	750	752	*	*	*	*	*	*	51%
Female	129	735	746	745	*	*	48%	26%	0%	26%	44%
Male	125	734	750	743	*	*	34%	30%	0%	30%	41%
Economically Disadvantaged Students	35	728	*	727	*	31%	34%	*	*	20%	23%
Non-Economically Disadvantaged Students	219	736	*	752	*	22%	42%	*	*	29%	52%
Students with Disabilities	66	723	*	717	*	*	*	*	*	*	12%
Students without Disabilities	188	739	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	65	734	741	744	*	*	37%	34%	0%	34%	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	162	741	753	737	*	15%	40%	*	*	40%	35%
White	102	743	751	743	*	13%	40%	*	*	42%	43%
Hispanic	23	737	*	724	*	*	48%	*	*	30%	17%
Black or African American	13	729	*	720	*	*	*	*	*	31%	14%
Asian, Native Hawaiian, or Pacific Islander	14	750	773	762	0%	*	*	*	*	57%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	10	738	*	745	0%	*	*	*	*	30%	46%
Female	75	744	755	738	*	*	40%	*	*	45%	36%
Male	87	739	750	736	*	*	40%	*	*	36%	34%
Economically Disadvantaged Students	11	726	726	722	*	*	*	*	*	18%	16%
Non-Economically Disadvantaged Students	151	742	754	743	*	*	*	*	*	42%	43%
Students with Disabilities	17	716	*	712	*	*	*	*	*	12%	*
Students without Disabilities	145	744	*	741	*	*	*	*	*	43%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	53	743	*	739	0%	*	*	*	*	42%	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	177	749	749	755	7%	9%	33%	*	*	51%	58%
White	95	748	748	758	*	*	37%	*	*	48%	62%
Hispanic	13	742	742	731	*	*	*	*	*	38%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	47	756	756	777	*	*	28%	*	*	60%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	13	753	753	761	*	*	0%	77%	0%	77%	65%
Female	88	748	748	752	*	*	38%	*	*	47%	55%
Male	89	750	750	758	*	*	28%	*	*	55%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	25	746	746	742	*	*	40%	*	*	36%	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Northern Burlington County Regional High School

(05-3690-050)

Grades Offered: 09-12

2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	*	*	*
5 or more	N	N	N



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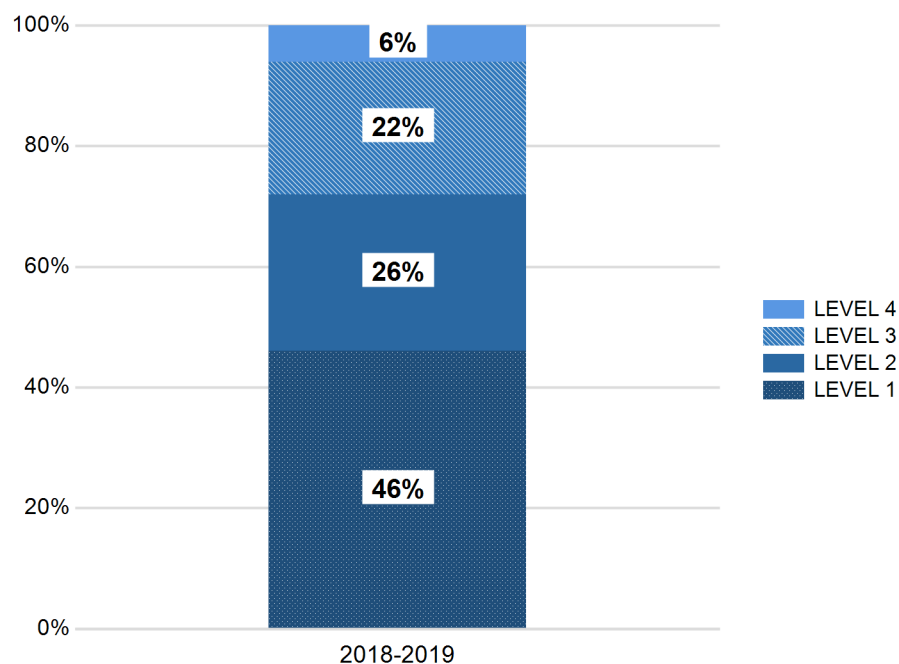
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	26	22	6
White	48	26	21	5
Hispanic	67	21	6	6
Black or African American	56	26	19	0
Asian, Native Hawaiian, or Pacific Islander	18	25	43	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	45	27	9	18
Female	38	28	28	6
Male	54	23	16	7
Economically Disadvantaged Students	66	28	6	0
Non-Economically Disadvantaged Students	44	25	23	7
Students with Disabilities	76	17	4	2
Students without Disabilities	41	27	25	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	47	30	20	3
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	96.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	74.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.5%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	494	476	Grade 10: 430 Grade 11: 460	72%	61%
PSAT 10/NMSQT - Math	485	477	Grade 10: 480 Grade 11: 510	48%	43%
SAT - Reading and Writing	572	539	480	82%	70%
SAT - Math	560	541	530	64%	53%
ACT - Reading	25	25	22	64%	66%
ACT - English	24	24	18	80%	81%
ACT - Math	24	24	22	68%	65%
ACT - Science	25	24	23	64%	57%



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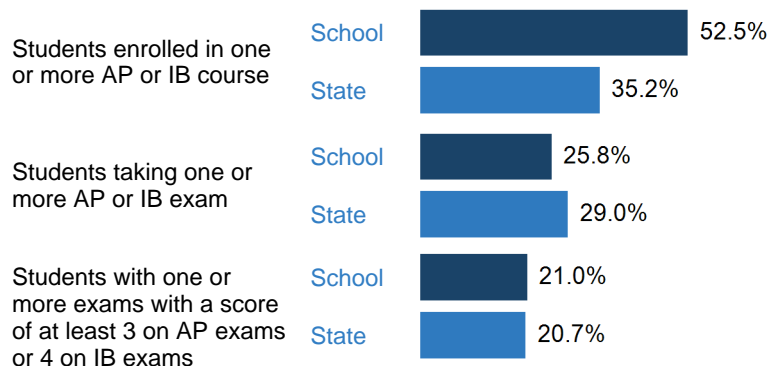
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	15
AP Calculus AB	112	62
AP Calculus BC	33	25
AP Chemistry	9	6
AP Chinese Language and Culture	6	2
AP Comparative Government and Politics	0	1
AP Computer Science A	19	8
AP English Language and Composition	50	44
AP English Literature and Composition	66	24
AP Environmental Science	11	5
AP European History	0	1
AP French Language and Culture	0	2
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	1
AP Microeconomics	0	1
AP Music Theory	8	5

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	88	36
AP Physics 2	19	6
AP Physics C: Electricity and Magnetism	16	12
AP Physics C: Mechanics	16	14
AP Psychology	66	14
AP Research	23	22
AP Seminar	0	30
AP Spanish Language	11	10
AP Statistics	106	27
AP Studio Art—Two-Dimensional	11	10
AP U.S. Government and Politics	88	13
AP U.S. History	195	81
AP World History	77	82
Total Exams taken		560
Exams with scores of at least 3 on AP exams or 4 on IB exams		426



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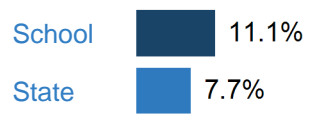
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

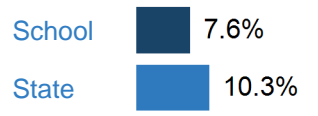
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

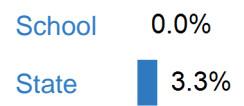
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	11.1%	7.6%	7.7%	10.3%
White	10.8%	9.7%	6.1%	9.6%
Hispanic	13.8%	6.9%	10.3%	11.3%
Black or African American	16.4%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	7.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	15.1%	8.9%	7.3%	10.6%
Male	7.5%	6.4%	8.0%	10.1%
Economically Disadvantaged Students	15.7%	9.4%	10.4%	11.8%
Students with Disabilities	20.3%	16.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	8.0%	5.9%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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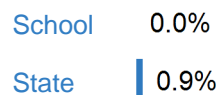
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	251		
Total (All Clusters)	251	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	186	125	84	0	0	0	20
10	6	153	113	47	11	10	10
11	0	11	149	106	57	20	30
12	0	3	12	60	108	91	86
Total	192	292	358	213	176	121	146
Enrolled in AP/IB Course					145	106	0
Enrolled in Dual Enrollment Course	0	0	0	213	176	121	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	352	0	0	2	2	4
10	16	234	0	3	50	4
11	4	28	0	92	210	11
12	26	3	0	28	48	53
Total	398	265	0	125	310	72
Enrolled in AP/IB Course	26	9		11	120	0
Enrolled in Dual Enrollment Course	26	9	0	11	120	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	360	7	0	0	0	5
10	14	292	1	3	0	5
11	7	313	7	60	13	97
12	1	41	17	117	30	154
Total	382	653	25	180	43	261
Enrolled in AP/IB Course	77	195	0	66		88
Enrolled in Dual Enrollment Course	77	165	0	66	0	88

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	267	73	0	0	0	24	0
10	209	30	0	0	0	20	0
11	64	19	0	0	0	15	0
12	18	5	0	0	0	7	0
Total	558	127	0	0	0	66	0
Enrolled in AP/IB Course	11	0	0	0	0	6	0
Enrolled in Dual Enrollment Course	395	94	0	0	0	26	0
Enrolled in Level 3 or Higher	151	29	0	0	0	24	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	19	0	0	0	0	0
10	21	0	0	0	0	0
11	17	0	0	0	0	0
12	32	0	0	0	0	0
Total	89	0	0	0	0	0
Enrolled in AP/IB Course	19		0			0
Enrolled in Dual Enrollment Course	19	0	0	0	0	0



Northern Burlington County Regional High School

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Chinese	*
Spanish	*
Total	*



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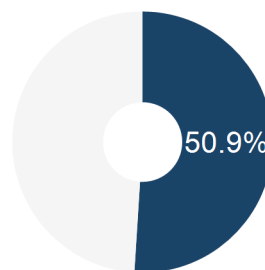
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Visual and Performing Arts – Course Participation

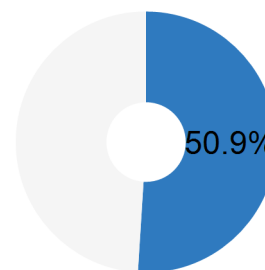
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

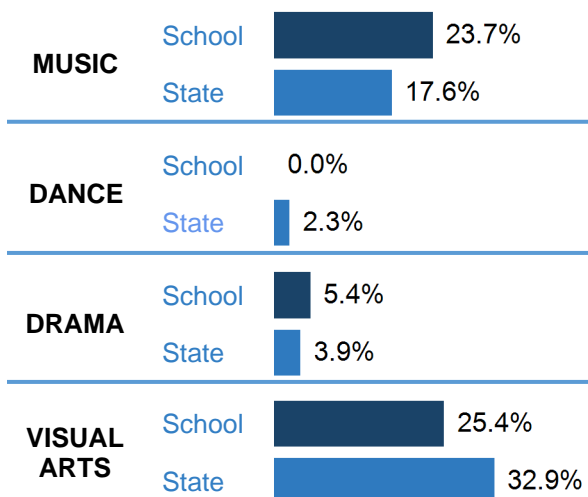


School



State

Students enrolled in one or more classes by discipline:





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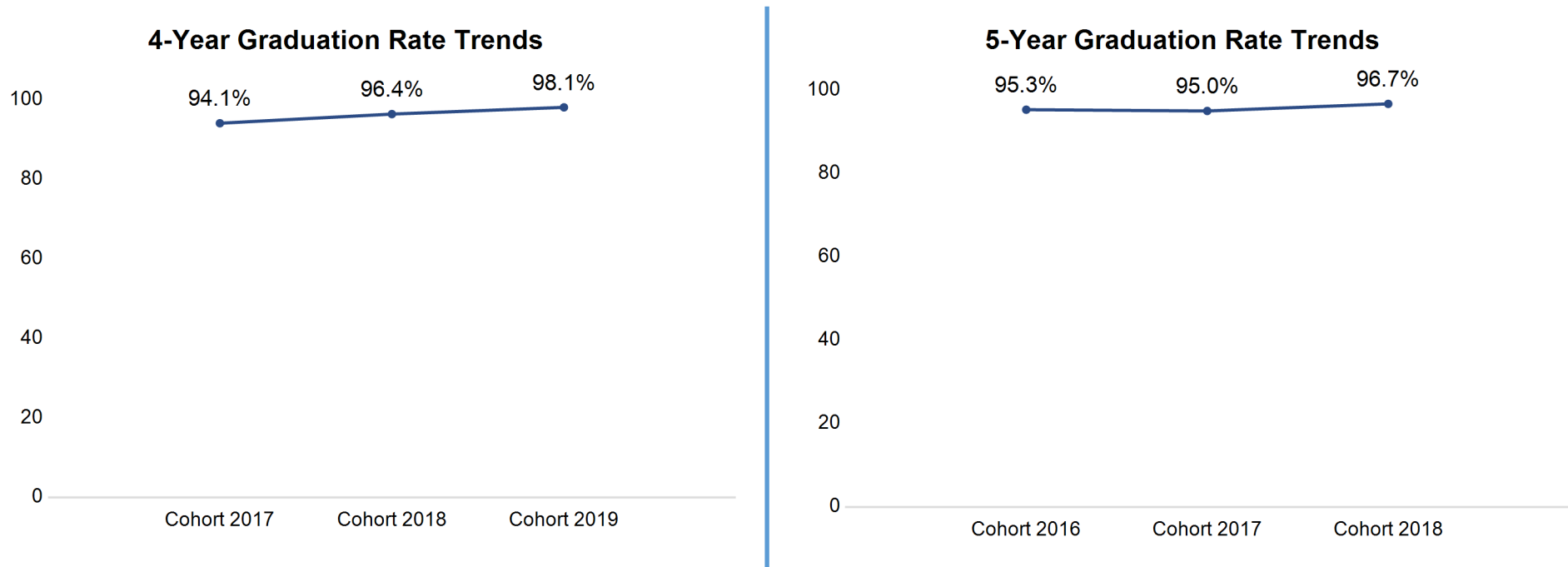
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.1%	96.4%	98.1%	95.3%	95.0%	96.7%
Annual Target	93.3%	N		N	N	
Met Annual Target?	Met Target	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Northern Burlington County Regional High School
(05-3690-050)
Grades Offered: 09-12
2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.1%	90.6%	96.7%	92.5%	96.4%	N	Met Goal	95.0%	N	Met Goal
White	98.1%	94.9%	97.0%	95.9%	96.6%	N	Met Goal	94.3%	96.0%	Not Met
Hispanic	94.4%	84.5%	96.9%	87.3%	96.9%	N	Met Goal	*	95.8%	Not Met
Black or African American	100.0%	83.3%	93.9%	87.1%	93.9%	94.0%	Not Met	97.4%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	96.4%	97.8%	96.4%	N	Met Goal	97.1%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.8%	92.8%	96.6%	94.4%	96.6%			94.3%		
Male	99.4%	88.5%	96.8%	90.8%	96.3%			95.7%		
Economically Disadvantaged Students	97.5%	84.0%	93.0%	87.3%	90.7%	82.7%	Met Target	85.7%	96.0%	Not Met
Students with Disabilities	93.8%	79.2%	90.7%	83.8%	90.7%	78.5%	Met Target	86.3%	90.4%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	47.8%	43.4%
Substitute Competency Test	50.3%	54.4%
Portfolio Appeals Process	0.3%	0.3%
Alternate Requirements specified in IEP	1.3%	1.6%
Unknown	0.3%	0.3%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.2%	1.1%



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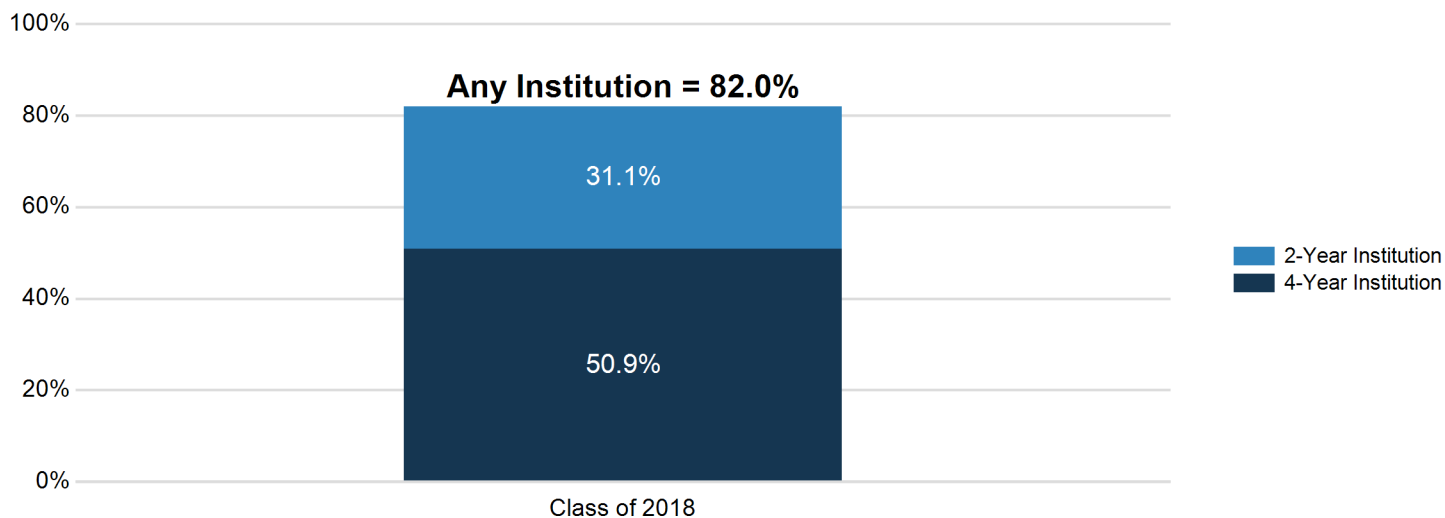
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.1%
% Enrolled in 4-Year Institution	50.9%
% Enrolled in Any Postsecondary Institution	82.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	70.7%	29.9%	70.1%
White	70.1%	32.9%	67.1%
Hispanic	59.5%	54.5%	45.5%
Black or African American	65.7%	21.7%	78.3%
Asian, Native Hawaiian, or Pacific Islander	94.1%	9.4%	90.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged	53.6%	80%	20%
Students with Disabilities	36%	72.2%	27.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	82%	37.9%	62.1%	75.8%	24.2%	60.2%	39.8%
White	83.7%	40%	60%	73.7%	26.3%	58.9%	41.1%
Hispanic	74.2%	47.8%	52.2%	82.6%	17.4%	60.9%	39.1%
Black or African American	73.5%	28%	72%	72%	28%	56%	44%
Asian, Native Hawaiian, or Pacific Islander	85.2%	17.4%	82.6%	95.7%	4.3%	82.6%	17.4%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	60.5%	73.9%	26.1%	82.6%	17.4%	65.2%	34.8%
Students with Disabilities	66.7%	77.8%	22.2%	83.3%	16.7%	83.3%	16.7%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

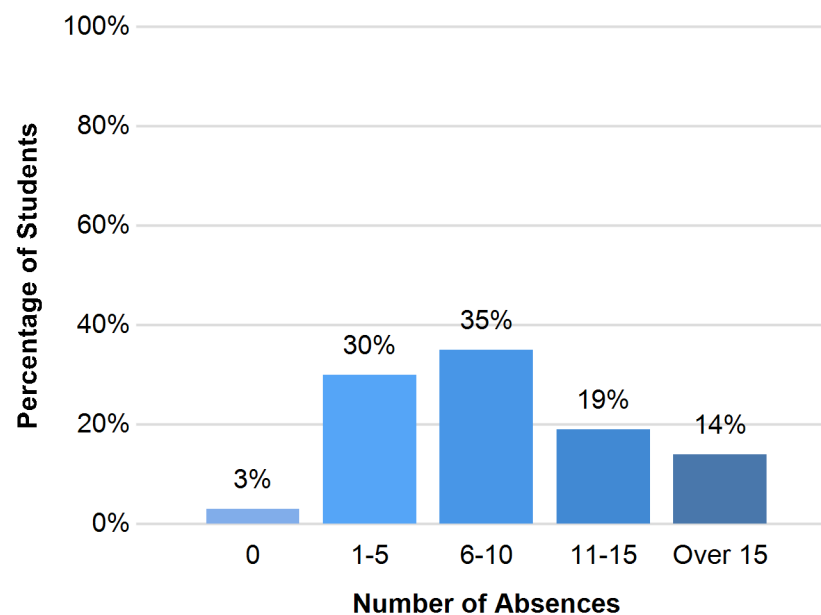
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	153	11.2	14.2	Met
White	107	12.7	14.2	Met
Hispanic	21	12.9	14.2	Met
Black or African American	12	9.1	14.2	Met
Asian, Native Hawaiian, or Pacific	9	5.2	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	76	11.8		
Male	77	10.7		
Economically Disadvantaged Students	25	19.7	14.2	Not Met
Students with Disabilities	42	17.7	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	30	10.5		
Migrant Students	N	N		

Days Absent

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





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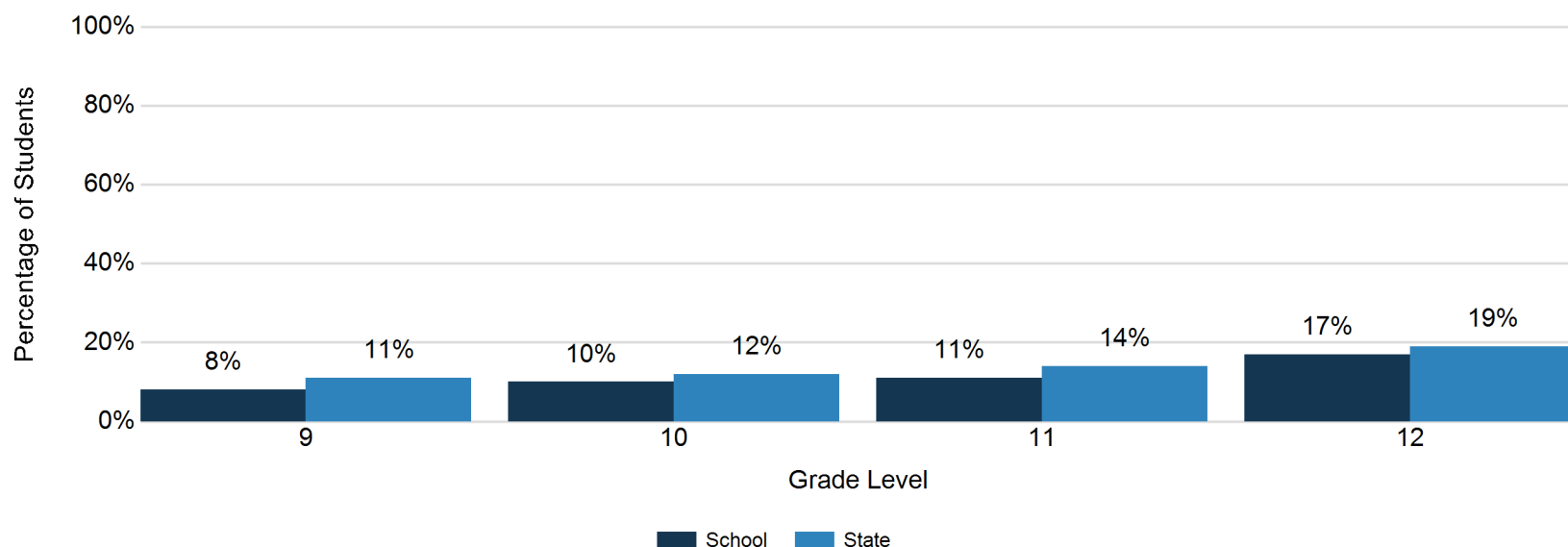
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	16
Weapons	2
Vandalism	2
Substances	48
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	67
Incidents Per 100 Students Enrolled	5.00

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	5
Weapons	1
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	0	2
No Identified Nature	1		1

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	108	8.1%
Out-of-School Suspensions	46	3.4%
Any Suspension	121	9.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

204



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School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 6 Mins
Shared Time - Instructional Time	6 Hrs. 6 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	108	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	68.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	18.2	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	268:1	142:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		1065:1
Students to Nurses		1065:1
Students to Counselors		266:1
Students to Child Study Team Members		304:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	58.3%	40.0%	48.4%	77.1%	54.9%
Male	52.4%	41.7%	60.0%	51.6%	22.9%	45.1%
White	61.4%	87.0%	80.0%	42.4%	83.6%	77.4%
Hispanic	11.9%	6.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.0%	0.9%	20.0%	15.0%	6.6%	13.9%
Asian	12.5%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

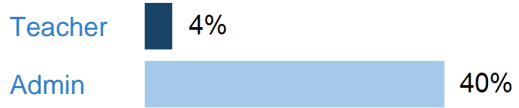
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	97.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.5%	56.3%	66.5%
Math Proficiency	27.4%	35.4%	38.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.1%	96.4%	98.1%
5-Year Graduation Rate†	95.3%	95.0%	96.7%
Progress toward English Language Proficiency		50.0%	*
Chronic Absenteeism	9.9%	12.4%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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(05-3690-050)

Grades Offered: 09-12

2018-2019

Report Key:

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target	Not Met	Met Goal	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
Black or African American	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- A comprehensive high school that provides multiple and varied educational opportunities for students.
- Offering a diverse selection of curricular and co-curricular clubs and activities.
- A strong athletic program that fosters teamwork and a sense of community.



Mission, Vision, Theme:

Northern Burlington County Regional High School proudly serves students from Chesterfield, Mansfield, North Hanover, and Springfield Townships, as well as students from Joint Base McGuire-Dix Lakehurst. The diversity of our students in terms of their backgrounds and life experiences adds to the culture of our school and provides a superior foundation upon which to prepare our students for the futures.



Awards, Recognition, Accomplishments:

Northern Burlington County Regional High School is accredited through the Excellence by Design protocol of the Middle States Association. College Board honored NB for a 6th year for the success and growth of its AP program. In the last year, 31.8% of graduating seniors enrolled in and received qualifying scores in AP courses, 8 students were National AP Scholars, and 37 earned AP Scholar designation. 12 students earned an AP Capstone Diploma or Certificate. Air Force Junior Reserve Officer Training Corps received the designation of "Distinguished Unit with Merit" in the unit's second year of establishment.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum is designed to meet the needs and interests of all students. Whether Agriscience, Applied Technology & Engineering, Advanced Placement, Arts, World Language or a particular career path, the curriculum provides a comprehensive selection of courses to provide each student with the most appropriately challenging course of study. Students are offered over 30 Honors/AP courses and over 95 electives. Participation in AP courses starts as early as 9th grade with AP World History and AP Computer Science Principles.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Athletes compete in the Liberty and Patriot Divisions of the BCSL, and the Olympic and Colonial Valley Conference, associations under the jurisdiction of the NJSIAA.</p>
 <p>Clubs and Activities:</p>	<p>A diverse selection of curricular and co-curricular clubs and activities engage our students outside of the regular school day. Examples include AFJROTC, DECA, FBLA, FFA, GSA, Interact, and Robotics.</p>






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 <p>Before and After School Programs:</p>	<p>The National Honor Society offers tutoring in the high school two days a week after school. STEM camps are also offered after school.</p>
 <p>Staff and Professional Learning:</p>	<p>The faculty includes several members who have completed advanced study, including doctorates and national board certification. Professional development focuses on the individual needs of staff with topics such as effectively incorporating technology, professional collaboration, meeting the needs of diverse learners, data informed instruction and student assessment.</p>
 <p>Postsecondary Information:</p>	<p>4 year college/university/military academy: 53% 2 year college: 31% technical/vocational school: 2.8% active military duty: 5% full-time employment: 6.5% undecided: 1.5%</p>



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Student Supports and Services:

An ESL program is operated in compliance with NJ statutes and regulations. The High School I&RS team meets monthly to review student progress and initial referrals. Two sections of Algebra support are offered to at-risk general education students in need of support. Northern Burlington is especially proud of our Career Orientation Program. We have three job coaches that work with our Transition students in career exploration, volunteer opportunities as well as pursuing paid employment. Naviance provides families with a platform for career exploration and college application.



Student Health and Wellness:

High school students are all enrolled in health and physical education. This course provides students instruction in wellness topics in both a classroom setting as well as a hands on setting.



Parent and Community Involvement:

The district has a home and school association called the Parent Teacher Student Connection (PTSC). This group meets regularly with teachers and administrators to develop ways for the community and school to support each other. The PTSC also participates in a variety of community service events such as a prom for local senior citizens. A monthly forum titled Donuts with Directors provides parents with time to discuss and provide feedback on academics. Parents are invited to participate in the No Place for Hate and Human Relations Committees.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Grades 9-12 completed a district developed school climate survey. The survey was a Google form and students' responses were anonymous. The Human Relations Committee of students, parents and staff reviewed responses and planned activities for the year based on results of survey.</p>
 <p>Facilities:</p>	<p>The high school consists of two buildings. HS West originally constructed in 1960, occupies 151,754 square feet. HS East, built in 1963, originally the Junior High, is 63,791 square feet. These are two distinct buildings, yet share a common heating system. Additions for the west were greenhouses 1966, gymnasium wing 1974, music/media center 1998, and for the east science wing 1998. Approximately 40% of HS west and 25% of HS east is air-conditioned. In March 2017, the community approved a \$39.7 million bond referendum to join the two buildings, add classrooms, and improve safety and security.</p>
 <p>School Safety:</p>	<p>The high school regularly evaluates school security and works to improve both facilities and practices. In addition, the school board has hired two school resource officers from the Mansfield Township Police Department. One is assigned to the high school campus. Training includes recognizing and reacting to concerns with mental health of staff and students.</p>



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Technology and STEM:

All teachers and students having access to interactive boards, Chromebooks and desktop computers. Northern Burlington utilizes G Suite for Education, including Google Classroom. Specific courses infusing STEM include Project-Based Math, Material, Design & Engineering Technology, Industrial Design and Architecture, Construction, Manufacturing, Production Systems, just to name a few. The high school also benefits from an ongoing relationship with the Lakehurst Navy engineering group, NAVAIR. Courses dive into software including Adobe Creative Suite and Autodesk. Student co-curricular activities such as Technology Student Association and FIRST Tech Challenge robotics are supported



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Other Information

Northern Burlington participates in the Inter-district Public School Choice Program established by the State Department of Education. As a result Northern accepts a limited number of students from communities throughout the area who are seeking to become a part of the district's exceptional agriculture program. The school day for students begins at 7:20 am and ends at 2:38. The district recently introduced an Air Force Junior Reserve Officer Training Corps. At Northern Burlington, we are proud of our rigorous academic offerings, our talented and dedicated instructional staff, and our commitment to each and every student in the Northern Burlington region. As evidenced by our motto, "Inspire the Desire for Continued Growth. One Student at a Time," we take great pride in not only preparing our students to be successful in high school, but also preparing them to continue learning throughout their lives. We monitor student performance on a regular basis and go to great lengths to ensure that every student has the opportunity to seek assistance in any area in which they may struggle. We believe that building personal relationships with students is the best way to encourage them to work to capacity and be successful inside and outside the classroom.



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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Northern Burlington County Regional Middle School

(05-3690-060)

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School Contact Information

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

Type	Contact Information
County	Burlington
District	Northern Burlington County Regional School District
Principal Name	Dr. Andrew Kearns
Address	180 MANSFIELD ROAD EAST COLUMBUS, NJ 08022
Phone Number	609-298-3900
Email Address	akearns@nburlington.com
Website	https://www.nburlington.com/o/nbc-ms
Facebook	https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/
Twitter	https://twitter.com/@nbc_msprincipal



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	413	440	391
8	353	395	400
Total	766	835	791

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.6%	47.2%	47.8%
Male	51.4%	52.8%	52.2%
Economically Disadvantaged Students	10.1%	10.9%	11.6%
Students with Disabilities	16.2%	15.9%	17.7%
English Learners	0.4%	0.6%	1.0%
Homeless Students	0.0%	0.1%	0.4%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	23.4%	24.9%	24.8%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	62.7%	61.8%	61.3%
Hispanic	10.3%	10.8%	12.6%
Black or African American	10.1%	8.0%	8.7%
Asian	11.5%	14.0%	12.4%
Native Hawaiian or Pacific Islander	0.0%	0.5%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	5.4%	4.8%	4.7%

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	88.9%
Telugu	2.3%
Spanish	2.1%
Hindi	1.4%
Gujarati	1.0%
Other Languages	4.3%

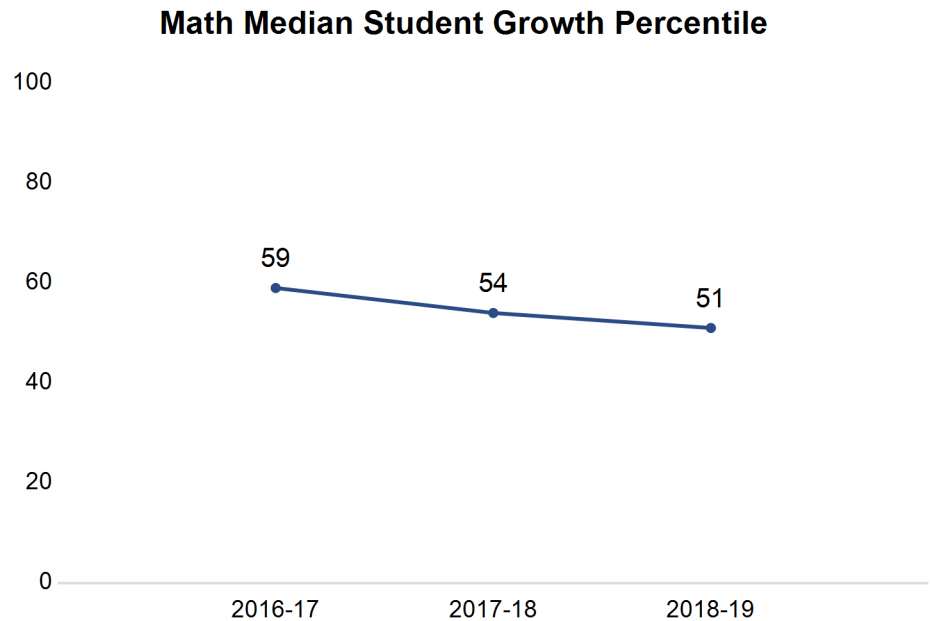
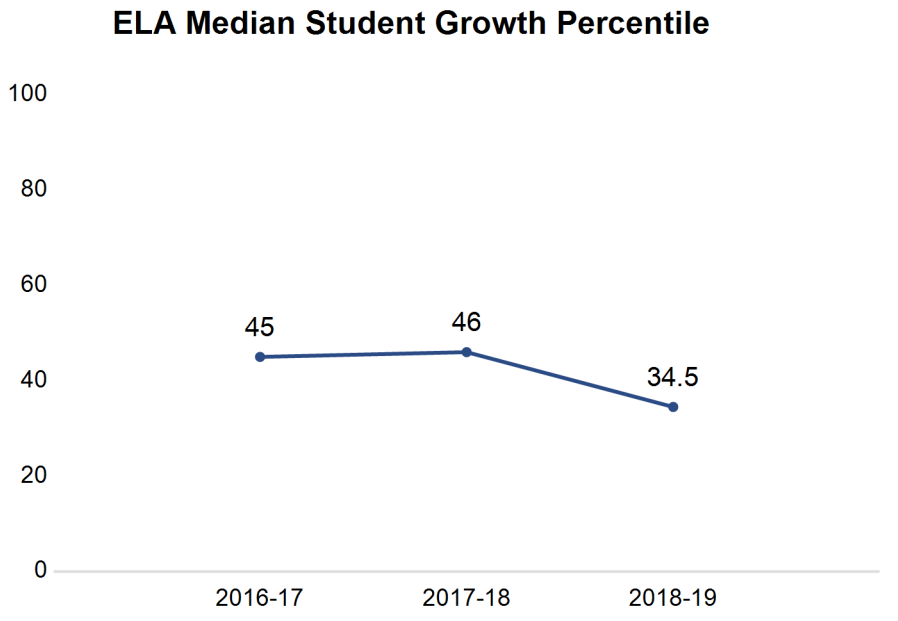


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	46	34.5	59	54	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34.5	34.5	50	Not Met	51	51	50	Met Standard
White	34	34	50	Not Met	50	50	52	Met Standard
Hispanic	29	29	49	Not Met	51	51	47	Met Standard
Black or African American	26	26	45	Not Met	48	48	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	42	42	59	Met Standard	56	56	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	40	40	49	Met Standard	39	39	52	**
Female	37	37	53	N	49	49	50	N
Male	31	31	47	N	52	52	51	N
Economically Disadvantaged Students	31	31	48	Not Met	46.5	46.5	46	Met Standard
Students with Disabilities	34	34	43	Not Met	39	39	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	33	33	49	N	44	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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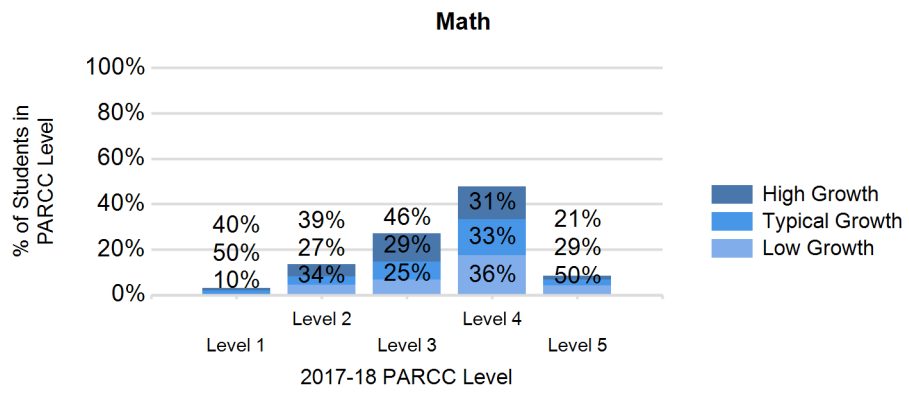
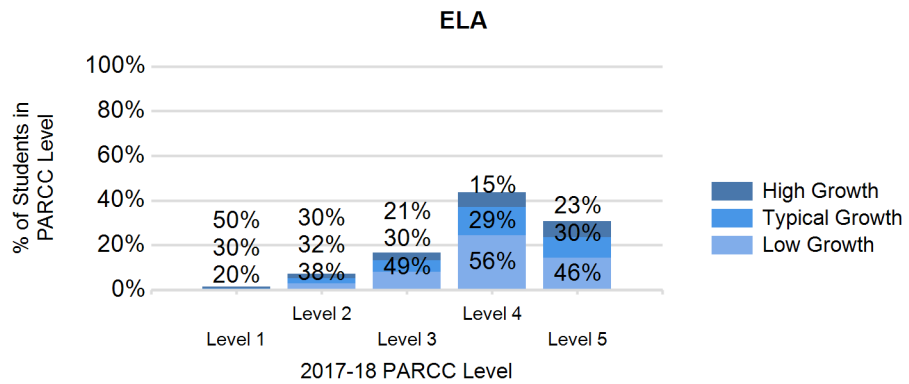
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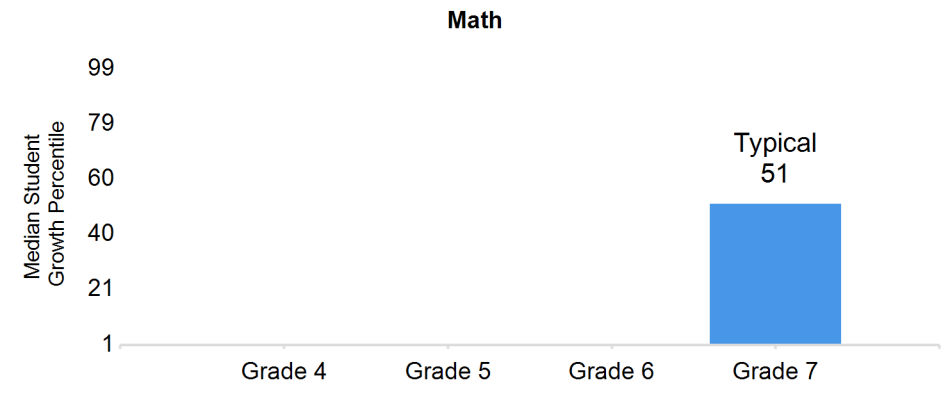
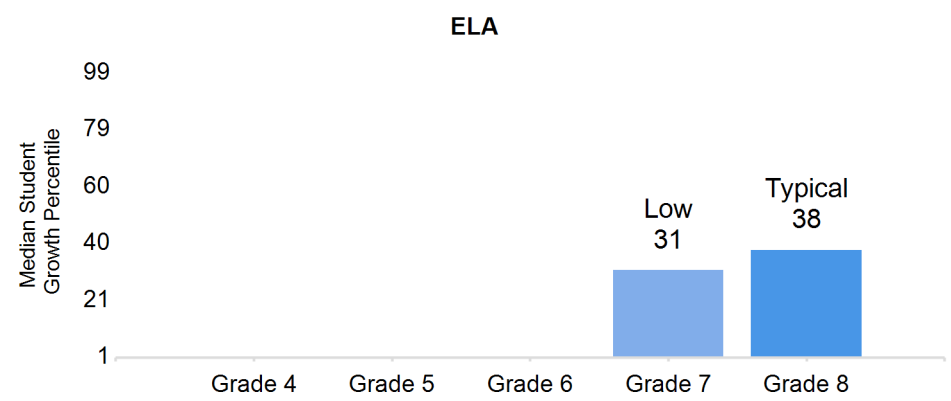
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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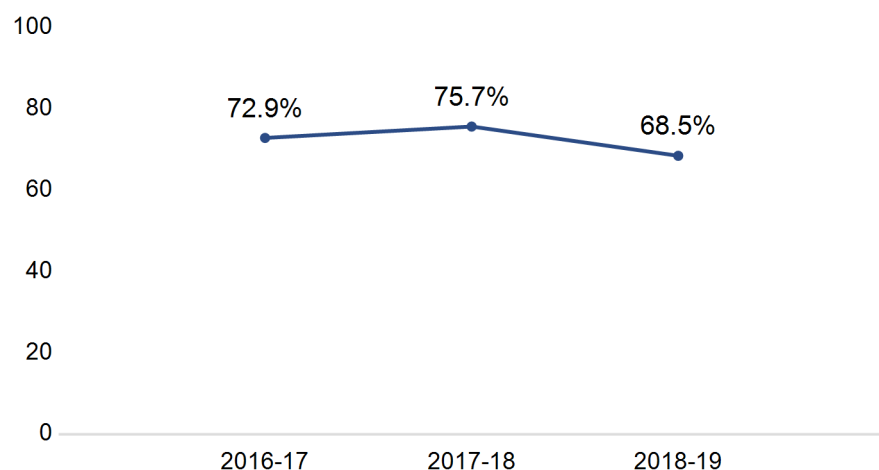
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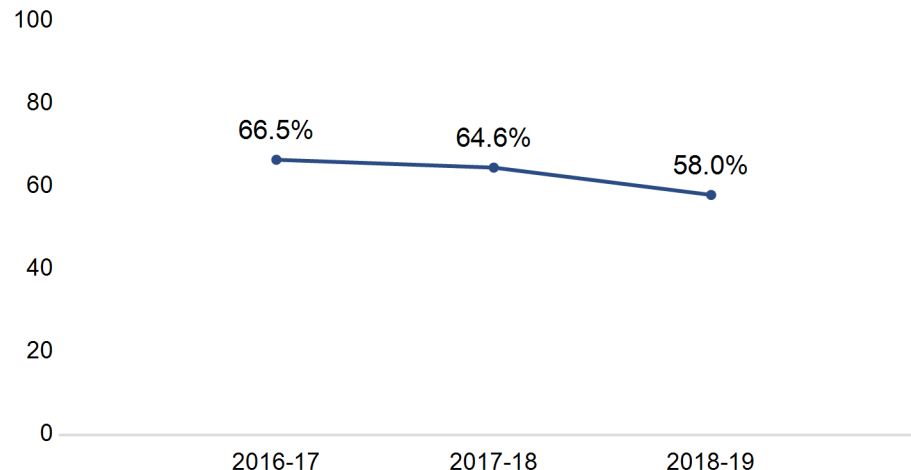
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.1%	98.3%	98.6%	96.0%	98.3%	98.6%
Proficiency Rate for Federal Accountability	72.9%	75.7%	68.5%	66.5%	64.6%	58.0%
Annual Target	62.2%	63.2%	64.1%	56.3%	57.5%	58.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	765	98.6	68.5	67.6	57.9	68.5	64.1	Met Target
White	469	98.1	67.4	66.7	66.9	67.4	60.9	Met Target
Hispanic	92	98.9	65.2	62.4	43.9	65.2	65.3	Met Target†
Black or African American	65	98.6	43.1	45.6	38.5	43.1	54.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	102	100.0	90.2	89.5	82.9	90.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	37	100.0	75.7	*	64.4	75.7	80	Met Target†
Female	357	98.6	77.3	77.3	64.8	77.3		
Male	408	98.6	60.8	58.8	51.3	60.8		
Economically Disadvantaged Students	87	98.9	43.7	41.0	40.0	43.7	51.2	Met Target†
Non-Economically Disadvantaged Students	678	98.6	71.7	70.6	67.9	71.7		
Students with Disabilities	129	97.0	30.2	27.0	22.7	30.2	38.9	Not Met
Students without Disabilities	636	98.9	76.3	75.3	65.1	76.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	177	99.5	60.5	63.7	57.8	60.5		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



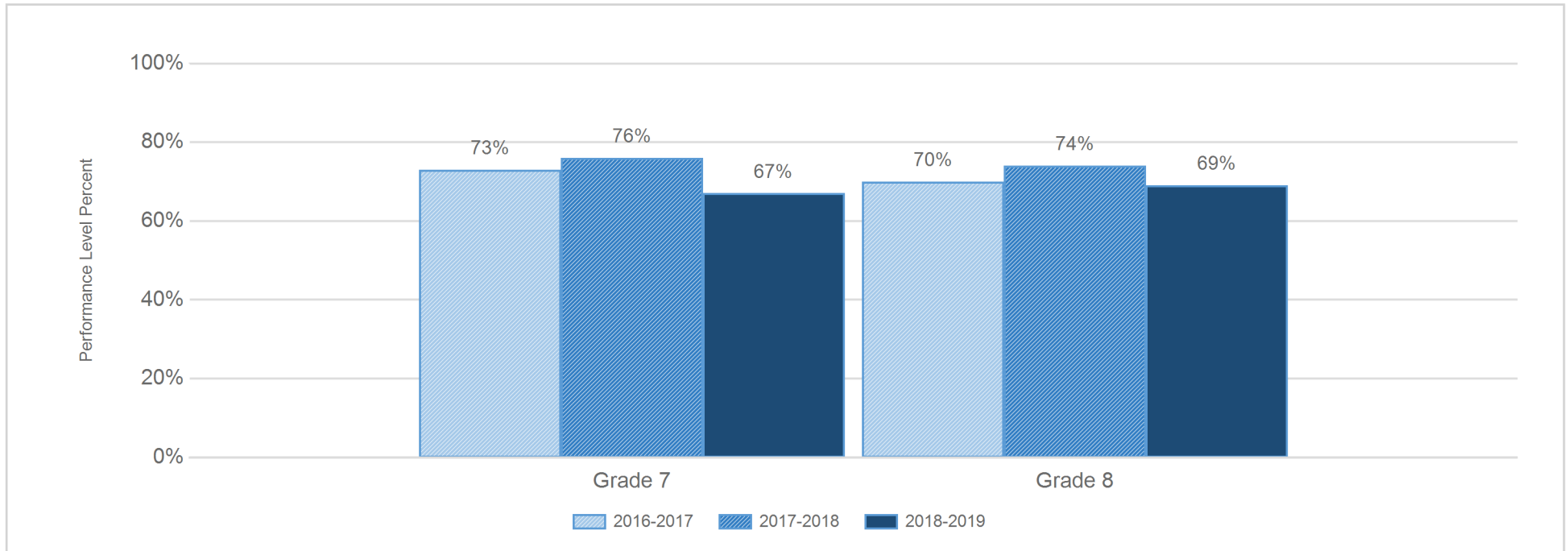
Northern Burlington County Regional Middle School
(05-3690-060)
Grades Offered: 07-08
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Northern Burlington County Regional Middle School
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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	373	764	764	761	3%	9%	22%	43%	24%	67%	63%
White	224	762	762	769	*	*	19%	43%	25%	68%	72%
Hispanic	50	760	760	747	0%	*	22%	*	*	66%	50%
Black or African American	39	746	746	741	*	*	46%	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	39	789	789	790	0%	0%	*	*	*	82%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	21	775	775	768	0%	*	*	*	*	81%	68%
Female	180	771	771	769	*	*	19%	42%	32%	74%	71%
Male	193	757	757	753	*	*	24%	44%	16%	60%	55%
Economically Disadvantaged Students	49	751	751	743	*	*	39%	*	*	47%	45%
Non-Economically Disadvantaged Students	324	765	765	771	*	*	19%	*	*	70%	73%
Students with Disabilities	55	733	733	720	*	*	36%	*	*	22%	22%
Students without Disabilities	318	769	769	769	*	*	19%	*	*	75%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	97	753	753	758	*	*	27%	43%	13%	57%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	394	769	769	762	5%	9%	18%	40%	29%	69%	63%
White	245	766	766	770	4%	11%	20%	40%	26%	65%	72%
Hispanic	43	756	756	747	*	*	23%	*	*	60%	49%
Black or African American	27	749	749	741	*	*	*	*	*	52%	43%
Asian, Native Hawaiian, or Pacific Islander	61	801	801	794	0%	*	*	34%	59%	93%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	18	762	762	769	*	*	*	*	*	72%	69%
Female	181	782	782	771	*	*	15%	39%	40%	78%	71%
Male	213	759	759	753	*	*	20%	41%	19%	60%	55%
Economically Disadvantaged Students	37	738	738	743	*	27%	35%	*	*	30%	45%
Non-Economically Disadvantaged Students	357	772	772	772	*	7%	16%	*	*	73%	72%
Students with Disabilities	62	728	728	721	*	*	31%	*	*	24%	22%
Students without Disabilities	332	777	777	770	*	*	15%	*	*	77%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	89	761	761	760	*	*	27%	46%	15%	61%	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	766	98.6	58.0	49.6	44.5	58.0	58.8	Met Target†
White	469	98.1	58.4	49.8	54.1	58.4	57.3	Met Target
Hispanic	93	99.0	38.7	34.9	28.8	38.7	48.6	Not Met
Black or African American	65	98.6	40.0	31.0	23.0	40.0	46.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	102	100.0	82.4	73.1	76.5	82.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	37	100.0	64.9	*	53.3	64.9	80	Not Met
Female	357	98.6	62.5	51.6	44.9	62.5		
Male	409	98.6	54.0	47.8	44.2	54.0		
Economically Disadvantaged Students	88	98.9	40.9	32.9	26.3	40.9	46.3	Met Target†
Non-Economically Disadvantaged Students	678	98.6	60.2	51.5	54.9	60.2		
Students with Disabilities	129	97.0	27.1	21.4	17.4	27.1	30.2	Met Target†
Students without Disabilities	637	98.9	64.2	55.1	50.0	64.2		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	177	99.5	49.2	44.7	46.4	49.2		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



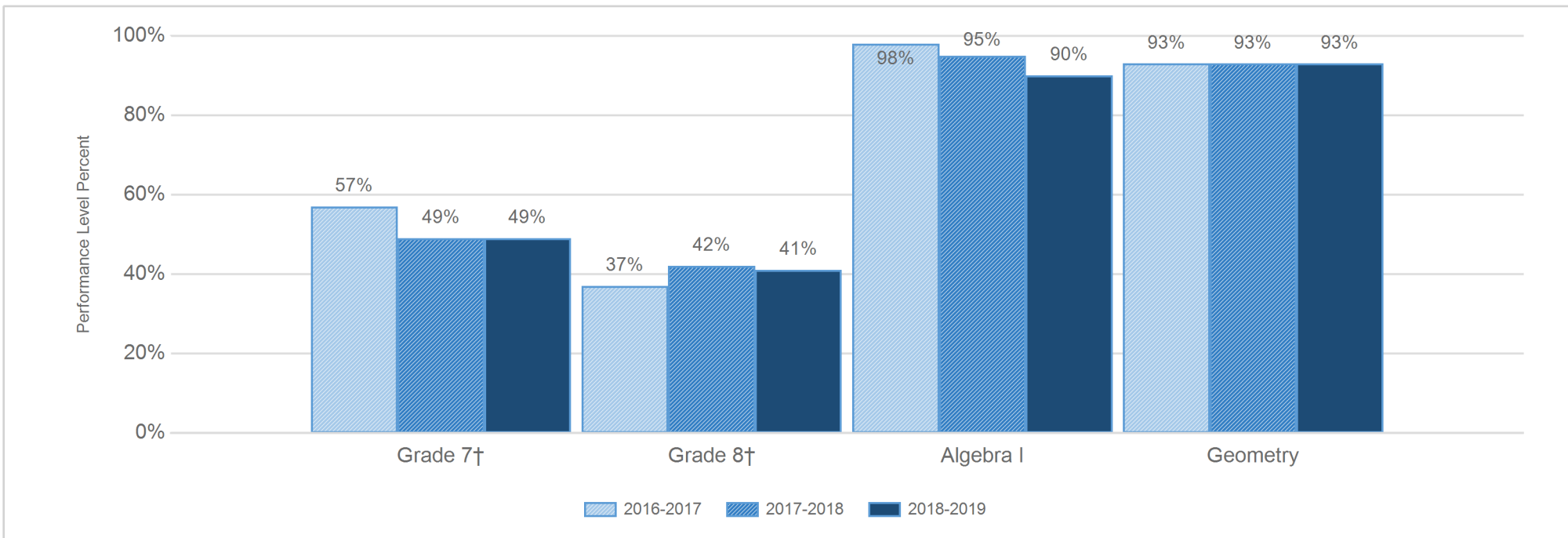
Northern Burlington County Regional Middle School
(05-3690-060)
Grades Offered: 07-08
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	749	749	744	3%	13%	35%	43%	5%	49%	42%
White	199	750	750	751	*	12%	32%	*	*	52%	53%
Hispanic	49	744	744	733	*	*	45%	*	*	33%	26%
Black or African American	38	740	740	727	0%	26%	39%	34%	0%	34%	21%
Asian, Native Hawaiian, or Pacific Islander	22	759	759	768	0%	0%	*	*	*	64%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	19	752	752	749	0%	*	*	63%	0%	63%	51%
Female	158	750	750	744	*	13%	32%	*	*	53%	42%
Male	169	747	747	743	*	14%	38%	*	*	45%	42%
Economically Disadvantaged Students	48	746	746	731	*	*	44%	*	*	42%	24%
Non-Economically Disadvantaged Students	279	749	749	751	*	*	33%	*	*	50%	53%
Students with Disabilities	55	726	726	718	*	36%	27%	*	*	22%	13%
Students without Disabilities	272	753	753	749	*	9%	36%	*	*	54%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	95	745	745	746	*	14%	38%	*	*	43%	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	741	741	728	10%	18%	32%	*	*	41%	29%
White	155	742	742	737	7%	17%	35%	*	*	41%	38%
Hispanic	37	733	733	722	*	*	32%	30%	0%	30%	22%
Black or African American	24	732	732	714	*	*	*	*	*	38%	15%
Asian, Native Hawaiian, or Pacific Islander	14	754	754	747	*	*	*	*	*	57%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	14	740	740	730	*	*	*	*	*	57%	31%
Female	109	746	746	731	*	*	27%	*	*	50%	31%
Male	135	736	736	726	*	*	36%	*	*	33%	27%
Economically Disadvantaged Students	37	729	729	719	*	35%	*	*	*	30%	20%
Non-Economically Disadvantaged Students	207	743	743	735	*	14%	*	*	*	43%	36%
Students with Disabilities	59	725	725	707	17%	36%	29%	*	*	19%	10%
Students without Disabilities	185	746	746	734	8%	12%	33%	*	*	48%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	68	742	742	735	*	24%	28%	*	*	43%	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	113	778	748	744	0%	*	*	*	*	90%	42%
White	72	777	749	752	0%	*	*	*	*	90%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	31	781	*	775	0%	*	*	*	*	90%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	750	752	*	*	*	*	*	*	51%
Female	54	774	746	745	0%	*	*	*	*	85%	44%
Male	59	781	750	743	0%	*	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	113	778	*	745	0%	*	*	*	*	90%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	17	768	741	744	0%	0%	*	*	*	76%	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	85	775	753	737	0%	0%	*	*	*	93%	35%
White	43	770	751	743	0%	0%	*	*	*	88%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	33	782	773	762	0%	0%	*	*	*	97%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	40	776	755	738	0%	0%	*	*	*	95%	36%
Male	45	773	750	736	0%	0%	*	*	*	91%	34%
Economically Disadvantaged Students	N	N	726	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	85	775	754	743	0%	0%	*	*	*	93%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	85	775	*	738	0%	0%	*	*	*	93%	*
Homeless Students	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	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N



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Grades Offered: 07-08
2018-2019

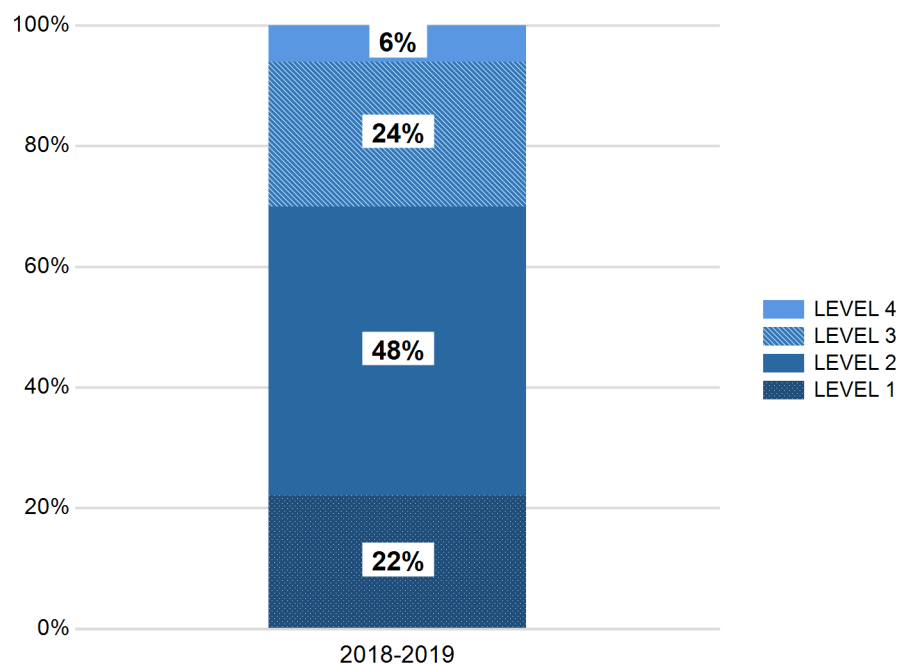
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	48	24	6
White	22	46	26	6
Hispanic	28	64	9	0
Black or African American	43	46	11	0
Asian, Native Hawaiian, or Pacific Islander	5	43	39	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	24	47	18	12
Female	16	54	25	4
Male	26	42	24	8
Economically Disadvantaged Students	43	50	5	3
Non-Economically Disadvantaged Students	19	48	26	7
Students with Disabilities	51	41	8	0
Students without Disabilities	16	49	27	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	21	55	16	7
Migrant Students	N	N	N	N



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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
7	47	0	394
8	67	86	418
Total	114	86	812

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
7	272	72	0	0	0	38	0
8	180	53	0	0	0	20	0
Total	452	125	0	0	0	58	0



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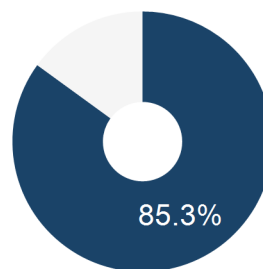
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Visual and Performing Arts – Course Participation

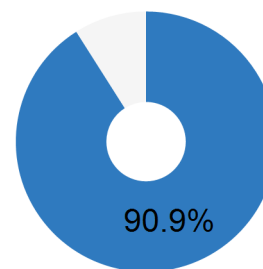
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

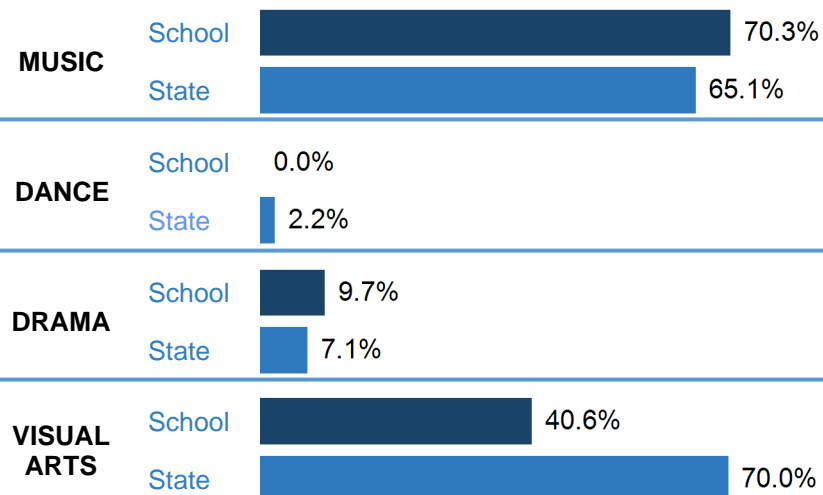


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

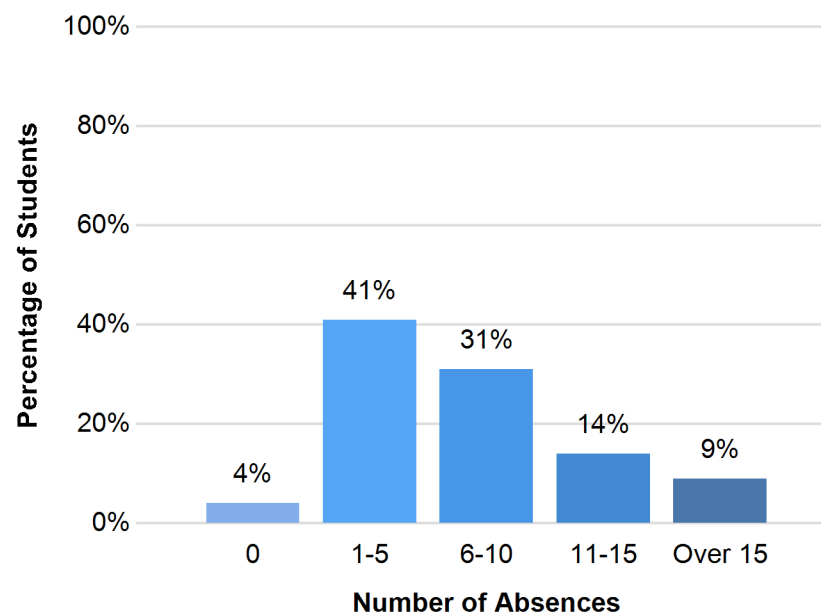
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	65	8.1	9.5	Met
White	39	7.9	9.5	Met
Hispanic	16	16.2	9.5	Not Met
Black or African American	5	7.1	9.5	Met
Asian, Native Hawaiian, or Pacific	2	1.9	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	7.9	9.5	Met
Female	35	9.2		
Male	30	7.1		
Economically Disadvantaged Students	15	15.2	9.5	Not Met
Students with Disabilities	16	11.3	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	22	11.5		
Migrant Students	N	N		

Days Absent

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





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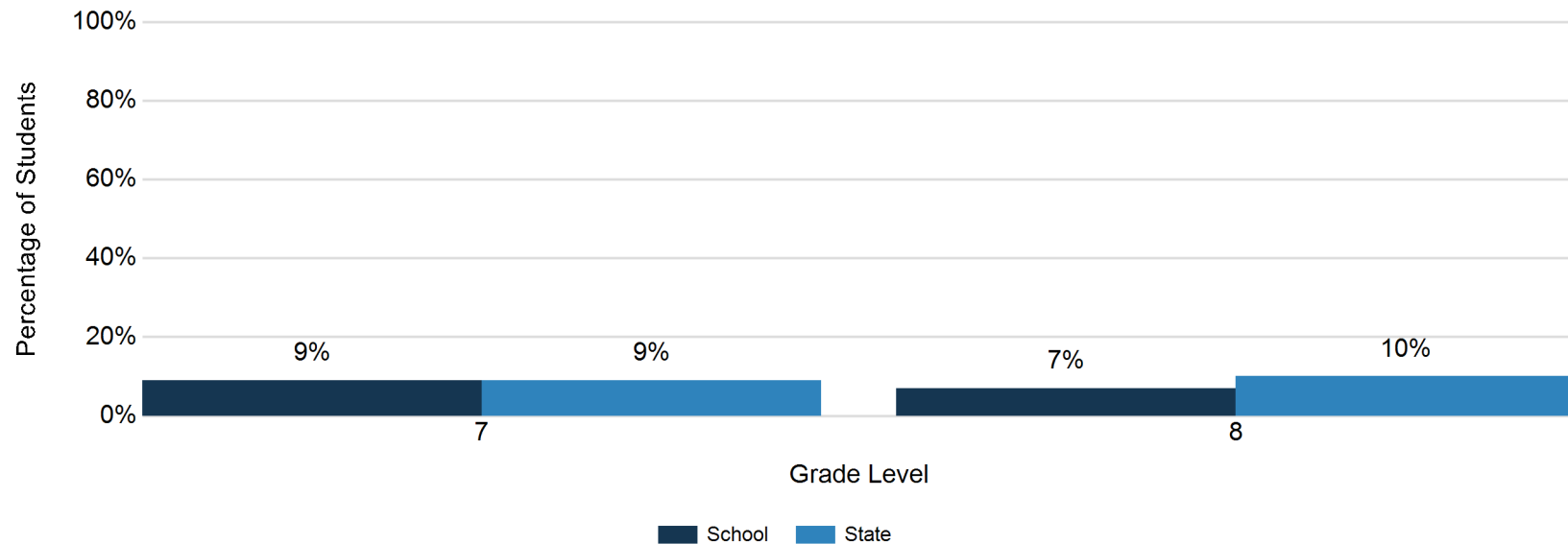
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	6
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.15

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	6
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Other Incidents Leading to Removal	23



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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	22	2.8%
Out-of-School Suspensions	24	3.0%
Any Suspension	39	4.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed
due to Out-of-School
Suspensions

56



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 6 Mins
Shared Time - Instructional Time	6 Hrs. 6 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.2	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	18.2	16.0
Average years experience in district	10.1	12.0
Percentage of Administrators with 4 or more years experience in the district	66.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	396:1	142:1
Teachers to Administrators	32:1	11:1
Students to Librarians/Media Specialists		1065:1
Students to Nurses		1065:1
Students to Counselors		266:1
Students to Child Study Team Members		304:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	77.8%	50.0%	48.4%	77.1%	54.9%
Male	52.2%	22.2%	50.0%	51.6%	22.9%	45.1%
White	61.3%	92.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.6%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.7%	3.2%	0.0%	15.0%	6.6%	13.9%
Asian	12.4%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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

Teacher 60%

Admin N/A

Master's Degree

Teacher 37%

Admin 50%

Doctoral Degree

Teacher 3%

Admin 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	97.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.9%	75.7%	68.5%
Math Proficiency	66.5%	64.6%	58.0%
ELA Growth	45	46	34
Math Growth	59	54	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	6.7%	7.4%	8.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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School Narrative

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Highlights:

- The middle school course offerings are designed to set the students up for success in high school. In addition, there are math and world language classes offered for high school credit.
- Sense of community from a team structure that creates a school within a school feeling.
- The middle school offers a variety of clubs, activities, and interscholastic sports for students.



Mission, Vision, Theme:

The mission of the Northern Burlington County Regional School District, in shared alliance with home and community, is to establish a dynamic and challenging academic environment that promotes lifelong learning. Our schools will provide a safe and welcoming atmosphere where everyone is empowered to be a creative, independent, critical thinker, and a responsible citizen in a rapidly changing global society.



Awards, Recognition, Accomplishments:

Northern Burlington County Regional Middle School is accredited through the Excellence by Design protocol of the Middle States Association, as one of the few middle schools to go through this rigorous process which is usually reserved for high schools and private schools. The middle school has been accepted into the Anti-Defamation League's No Place for Hate program and is working towards being certified as a No Place for Hate school.



Northern Burlington County Regional Middle School

(05-3690-060)

Grades Offered: 07-08




2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>The middle school offers a comprehensive curriculum aligned with the New Jersey Student Learning Standards. Students also have the opportunity to enroll in high school courses in math and world language and participate in a variety of electives including instrumental music, choral music, technology, and agriculture. Gifted & Talented Education complements students' ongoing education in the district.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)</p> <p>The middle school offers a variety of sports for the students to have fun, develop skills, and successfully transition to the high school level. The students compete against other middle schools in Burlington County as well as surrounding counties.</p>
 <p>Clubs and Activities:</p>	<p>The middle school has over 25 different clubs and activities for the students. These include categories such as student government, service, performing arts, and academic. All students are strongly encouraged to get involved in some club or activity as this increases connection to school and classmates.</p>



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Before and After School Programs:

The Office of Instruction coordinates an Extended Learning Program in Mathematics and English/Language Arts provides supplemental support to students with identified needs. STEM camps and typing instruction are also offered after school.



Staff and Professional Learning:

The faculty includes several members who have completed advanced study, including doctorates and national board certification. Professional development focuses on the individual needs of staff with topics such as effectively incorporating technology, professional collaboration, meeting the needs of diverse learners, data informed instruction and student assessment.



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 <p>Student Supports and Services:</p>	<p>Northern's middle school has a robust special education program designed to provide a variety of services for students with varying needs. These range from support in a general education setting through self contained programs for students with significant needs. The middle school also provides support for English Language Learners. In addition, the school offers after school programs for students who need extra support in math or English Language Arts. NJCAN provides students with a platform for career exploration.</p>
 <p>Student Health and Wellness:</p>	<p>Middle school students are all enrolled in health and physical education. This course meets on a daily basis to provide students instruction in wellness topics in both a classroom setting as well as a hands on setting.</p>
 <p>Parent and Community Involvement:</p>	<p>The middle school faculty has been described by parents as approachable as well as caring and concerned. The district has a home and school association called the Parent Teacher Student Connection (PTSC). This group meets regularly with teachers and administrators to develop ways for the community and school to support each other. The PTSC also participates in a variety of community service events such as a prom for local senior citizens. A monthly forum titled Donuts with Directors provides parents with time to discuss and provide feedback on academics. Parents are invited to participate in the No Place for Hate and Human Relations Committees. Family Math and Literacy Nights encourage parent involvement in academics.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The community was surveyed as part of our accreditation process. The information gathered was used to develop different objectives for the school as part of our ongoing Excellence By Design process under the Middle States agency. In addition, student surveys are conducted annually as part of Week of Respect.</p>
 <p>Facilities:</p>	<p>The middle school opened in 2004 and spans 144,000 square feet. While the building is no longer brand new, our facilities department maintains high levels of maintenance and care for the building. It provides a single building with climate control in all areas with evolving technology to support our students' learning.</p>
 <p>School Safety:</p>	<p>The middle school regularly evaluates school security and works to improve both facilities and practices. In addition, the school board has hired two school resource officers from the Mansfield Township Police Department. One is assigned to the middle school campus. Training includes recognizing and reacting to concerns with mental health of staff and students.</p>



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Technology and STEM:

All middle school teachers and students build literacy in Educational Technology while utilizing Chromebooks, desktops, and interactive boards. Northern Burlington utilizes G Suite for Education, including Google Classroom. During the day STEM courses like Apps for Academics and Applied Technology are offered. In the afternoon the school runs Odyssey of the Mind, FIRST Lego League robotics, and STEM Club for interested students. Programs are supported as Northern is a multi-year recipient of a STEM Grant Award from the Lakehurst Navy engineering group, NAVAIR.



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Other Information

Northern Burlington Middle School is part of the state's school choice program. Every year students from outside the sending districts may apply to attend Northern Burlington as part of our agriculture program. The school district has a long history of agriculture education. Students from outside the district who wish to apply for inclusion should apply in the fall for the next school year. Look for the application on the district web page. All students receive a period and a half of instruction in Mathematics and English/Language Arts through semester courses. This structure provides sufficient time for instruction in these content standards. A highlight of our middle is our students' access to technology including Chromebooks in most courses to support students' collaboration.