NJ SCHOOL PERFORMANCE REPORT

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
(05-3690-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	NORTHERN BURLINGTON REG
Principal Name	DR. LOPEZ
Address	160 MANSFIELD ROAD EAST COLUMBUS, NJ 08022-9738
Phone Number	(609)298-3900
Email Address	SLOPEZ@NBURLINGTON.COM
Website	https://hs.nburlington.com/
Facebook	https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/
Twitter	https://twitter.com/@nbc_hsprincipal

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	329	368	342
10	325	316	344
11	317	319	317
12	309	310	326
Total	1,280	1,313	1,329

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.3%	47.3%	46.3%
Male	52.7%	52.7%	53.7%
Economically Disadvantaged Students	12.7%	10.1%	12.0%
Students with Disabilities	16.6%	16.7%	16.4%
English Learners	0.4%	1.1%	1.1%
Homeless Students		0.1%	0.2%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		21.5%	22.5%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	67.1%	65.5%	64.9%
Hispanic	10.1%	10.2%	11.1%
Black or African American	11.6%	10.5%	10.1%
Asian	8.7%	10.5%	10.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.5%	0.2%	0.2%
Two or More Races	1.9%	2.9%	3.3%

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	2015-16	2016-17	2017-18
Full Time Students	1,280	1,313	1,329
Shared Time Students	0	0	0
Full Time Equivalent	1,280	1,313	1,329

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	92.2%
Spanish	2.1%
Hindi	1.1%
Other Languages	4.7%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	641	96.6	56.3	67.0	56.7	56.3	49.8	Met Target
White	418	95.9	53.1	64.2	65.6	53.1	48.7	Met Target
Hispanic	70	96.2	42.8	58.1	42.5	42.8	40.1	Met Target
Black or African American	55	98.4	50.9	56.0	37.3	50.9	44.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	72	98.7	90.3	92.7	82.3	90.3	74.2	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	26	100.0	61.6	*	63.4	61.6	35.3	Met Target
Female	304	97.2	65.5	75.4	64.5	65.5		
Male	337	96.1	48.1	59.5	49.4	48.1		
Economically Disadvantaged Students	80	96.6	32.5	46.9	38.5	32.5	37.7	Met Target†
Non-Economically Disadvantaged Students	561	96.6	59.7	69.6	67.5	59.7		
Students with Disabilities	108	96.5	17.6	31.6	21.6	17.6	13	Met Target
Students without Disabilities	533	96.7	64.1	74.0	63.9	64.1		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	143	98.0	58.1	65.4	57.4	58.1		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	326	755	755	752	8%	11%	21%	47%	13%	60%	55%
White	203	754	754	760	7%	11%	23%	49%	10%	59%	64%
Hispanic	41	745	745	735	*	*	27%	*	*	46%	38%
Black or African American	32	748	748	734	*	*	*	*	*	53%	34%
Asian, Native Hawaiian, or Pacific Islander	34	781	781	782	*	*	*	50%	38%	88%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	16	753	753	760	*	*	*	*	*	56%	63%
Female	156	763	763	759	*	*	23%	47%	19%	66%	63%
Male	170	748	748	744	*	*	19%	46%	8%	54%	46%
Economically Disadvantaged Students	43	740	740	733	*	26%	28%	*	*	37%	34%
Non-Economically Disadvantaged Students	283	757	757	761	*	9%	20%	*	*	63%	65%
Students with Disabilities	50	720	720	716	28%	26%	28%	*	*	18%	15%
Students without Disabilities	276	761	761	758	5%	8%	20%	*	*	67%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	78	754	754	749	*	*	24%	*	*	60%	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	329	748	748	749	18%	13%	18%	35%	16%	51%	51%
White	215	741	741	756	21%	14%	17%	36%	11%	47%	58%
Hispanic	33	734	734	733	*	*	*	*	*	36%	38%
Black or African American	28	744	744	728	*	*	*	*	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	42	789	789	782	*	*	*	33%	52%	86%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	11	762	762	753	*	0%	*	*	*	64%	55%
Female	156	763	763	759	8%	8%	20%	38%	25%	63%	60%
Male	173	734	734	739	26%	18%	16%	32%	9%	40%	42%
Economically Disadvantaged Students	41	724	724	730	29%	*	29%	*	*	22%	34%
Non-Economically Disadvantaged Students	288	751	751	758	16%	*	16%	*	*	56%	59%
Students with Disabilities	55	712	712	707	36%	31%	*	*	*	16%	15%
Students without Disabilities	274	755	755	756	14%	10%	*	*	*	58%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	71	750	750	748	17%	*	23%	*	*	52%	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	226	723	723	736	30%	20%	24%	22%	4%	27%	39%
White	135	720	720	737	33%	19%	22%	*	*	26%	41%
Hispanic	28	723	723	731	*	*	39%	*	*	14%	35%
Black or African American	27	708	708	729	*	*	*	*	*	11%	31%
Asian, Native Hawaiian, or Pacific Islander	29	754	754	759	*	*	*	*	*	59%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	101	734	734	745	21%	18%	30%	*	*	32%	48%
Male	125	715	715	728	37%	22%	19%	*	*	22%	31%
Economically Disadvantaged Students	24	706	706	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	202	725	725	739	*	*	*	*	*	*	42%
Students with Disabilities	39	700	700	708	49%	*	*	*	*	10%	13%
Students without Disabilities	187	728	728	742	26%	*	*	*	*	30%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	61	727	727	729	16%	26%	36%	*	*	21%	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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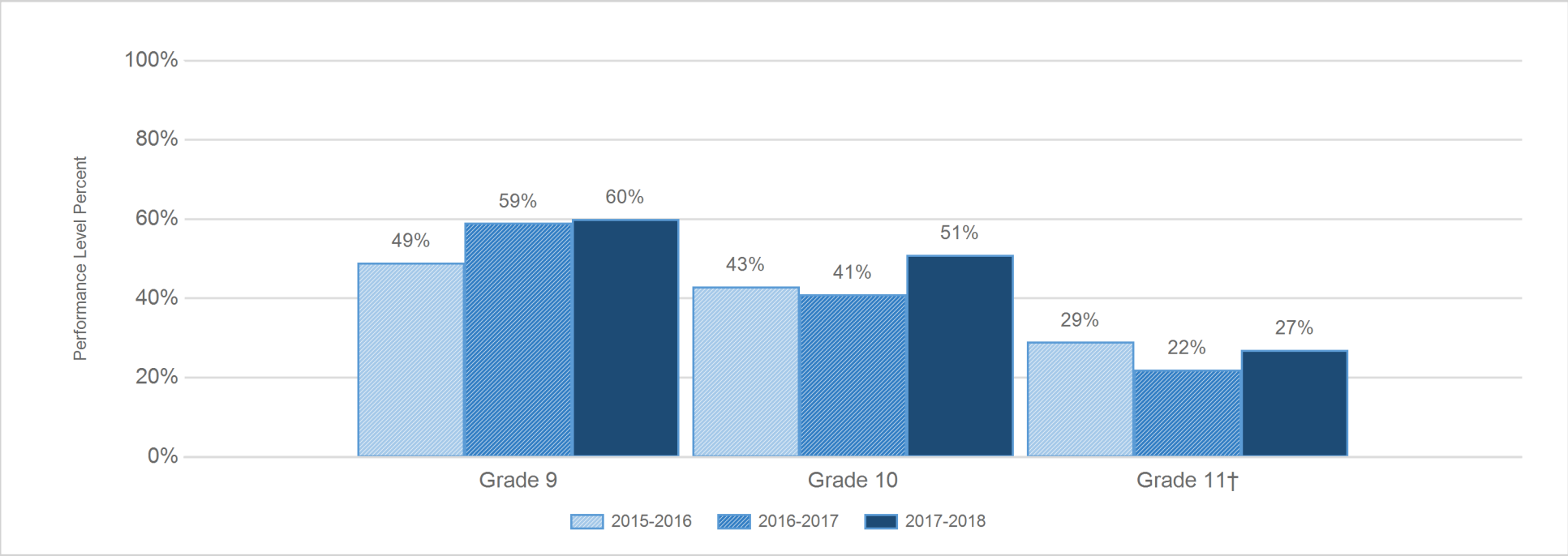
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	576	96.0	35.4	52.3	45.0	35.4	40.5	Not Met
White	383	94.6	36.1	52.5	54.1	35.9	41.9	Not Met
Hispanic	71	97.4	29.6	37.5	29.2	29.6	29	Met Target
Black or African American	53	98.3	17.0	29.9	23.4	17.0	30.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	45	100.0	62.2	80.5	77.0	62.2	51.9	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	24	100.0	33.3	*	53.0	33.3	16.5	Met Target
Female	274	97.6	34.6	54.1	46.0	34.6		
Male	302	94.5	36.1	50.7	43.9	35.8		
Economically Disadvantaged Students	78	96.5	21.8	34.1	26.6	21.8	25.2	Met Target†
Non-Economically Disadvantaged Students	498	95.9	37.5	54.7	55.9	37.5		
Students with Disabilities	98	94.3	*	*	17.1	*	14.8	Not Met
Students without Disabilities	478	96.3	*	*	50.5	*		
English Learners	11	100.0	*	*	24.6	*	**	**
Non-English Learners	565	95.9	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	134	95.9	34.3	50.0	45.8	34.3		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	732	760	746	10%	24%	40%	26%	0%	26%	46%
White	111	735	759	755	10%	19%	41%	30%	0%	30%	57%
Hispanic	30	732	747	730	*	*	43%	*	*	20%	27%
Black or African American	27	723	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	757	755	*	*	*	*	*	*	54%
Female	88	731	759	748	*	23%	45%	*	*	22%	48%
Male	94	733	760	745	*	24%	35%	*	*	30%	44%
Economically Disadvantaged Students	38	725	*	729	*	29%	39%	*	*	16%	25%
Non-Economically Disadvantaged Students	144	734	*	756	*	22%	40%	*	*	28%	57%
Students with Disabilities	46	713	*	716	*	*	*	*	*	*	13%
Students without Disabilities	136	739	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	56	737	757	752	*	30%	38%	*	*	29%	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	732	740	735	9%	29%	35%	*	*	28%	30%
White	165	731	737	740	10%	27%	35%	*	*	27%	37%
Hispanic	33	734	*	723	*	33%	*	33%	0%	33%	14%
Black or African American	19	725	*	719	*	*	*	*	*	21%	11%
Asian, Native Hawaiian, or Pacific Islander	14	737	758	760	0%	*	*	*	*	21%	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	14	740	*	741	*	*	*	*	*	36%	39%
Female	117	733	740	736	*	28%	39%	*	*	26%	30%
Male	128	730	739	734	*	29%	30%	*	*	29%	29%
Economically Disadvantaged Students	36	722	*	722	*	33%	*	*	*	22%	13%
Non-Economically Disadvantaged Students	209	733	*	741	*	28%	*	*	*	29%	38%
Students with Disabilities	45	715	*	713	*	*	*	*	*	*	*
Students without Disabilities	200	736	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	61	733	*	731	*	25%	31%	*	*	34%	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
(05-3690-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	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	274	729	729	727	28%	19%	20%	*	*	34%	30%
White	177	730	730	733	25%	21%	19%	*	*	35%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	29	708	708	705	48%	*	*	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	32	757	757	766	*	*	*	63%	0%	63%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	128	734	734	728	24%	16%	23%	*	*	37%	30%
Male	146	725	725	727	32%	21%	17%	*	*	31%	30%
Economically Disadvantaged Students	24	703	703	709	63%	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	250	731	731	736	25%	*	*	*	*	36%	37%
Students with Disabilities	36	691	691	693	*	*	*	*	*	*	*
Students without Disabilities	238	735	735	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	274	729	729	729	28%	19%	20%	*	*	34%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	60	716	716	717	40%	18%	23%	18%	0%	18%	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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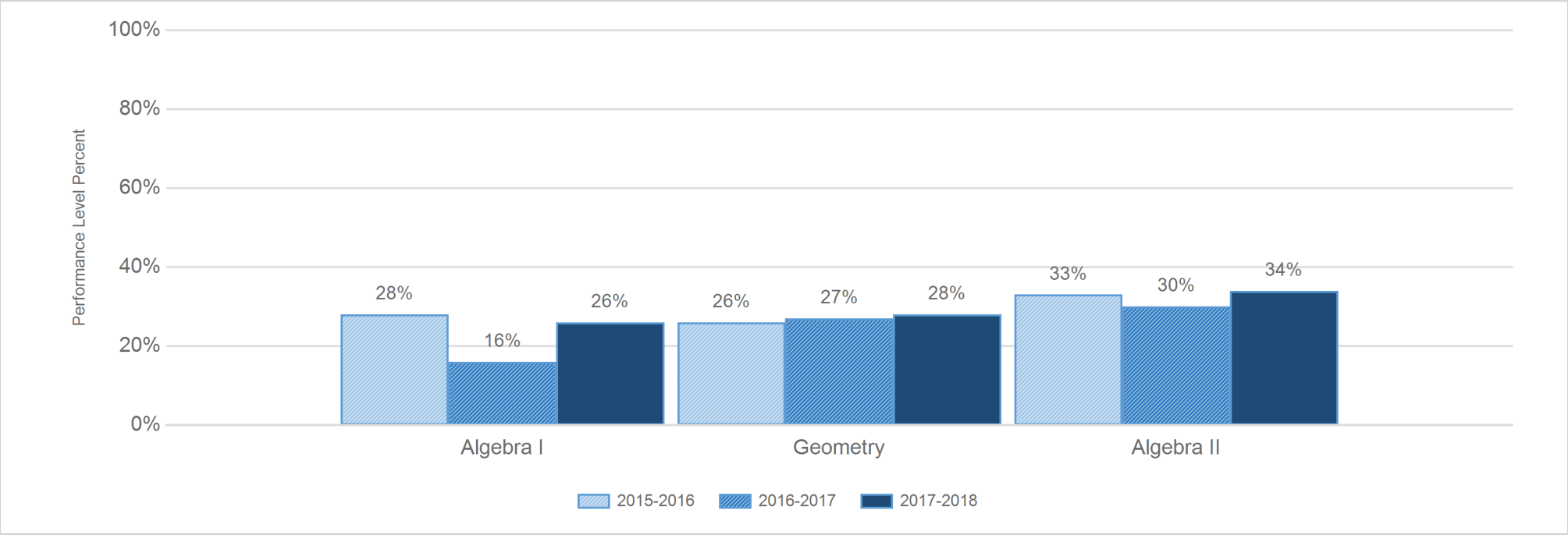
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	12	75.0%	25.0%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about 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 2017-18. 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 2017-18	97.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	73.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	24.5%	24.6%

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	500	478	Grade 10: 430 Grade 11: 460	73%	62%
PSAT 10/NMSQT - Math	494	478	Grade 10: 480 Grade 11: 510	53%	42%
SAT - Reading and Writing	570	542	480	87%	72%
SAT - Math	563	543	530	64%	54%
ACT - Reading	24	24	22	54%	62%
ACT - English	24	24	18	83%	78%
ACT - Math	24	24	22	69%	62%
ACT - Science	23	23	23	63%	53%

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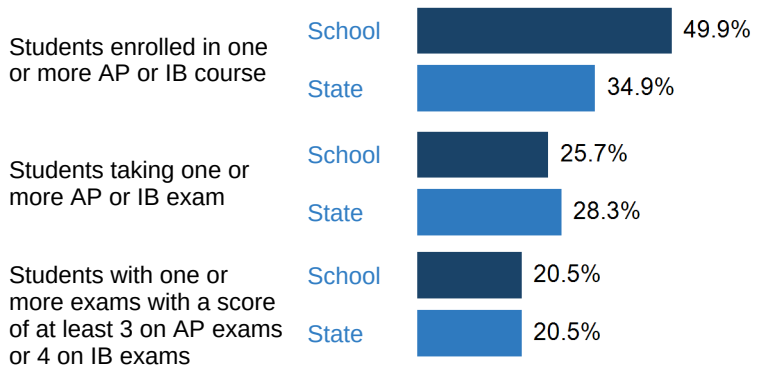
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

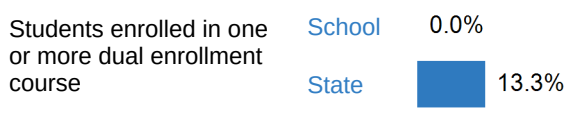
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

This graph shows the percentage students 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.



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	40	20
AP Calculus AB	103	50
AP Calculus BC	21	16
AP Chemistry	10	8
AP Chinese Language and Culture	0	2
AP Computer Science A	11	9
AP English Language and Composition	44	39
AP English Literature and Composition	45	18
AP Environmental Science	13	7
AP Macroeconomics	0	1
AP Music Theory	9	0
AP Physics 1	93	47
AP Physics 2	32	7
AP Physics C: Electricity and Magnetism	12	7
AP Physics C: Mechanics	12	8
AP Psychology	77	11

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AP/IB Course	Students Enrolled	Students Tested
AP Research	13	12
AP Seminar	0	26
AP Spanish Language	11	3
AP Statistics	73	24
AP Studio Art—Two-Demensional	11	5
AP U.S. Government and Politics	82	23
AP U.S. History	201	81
AP World History	48	63
Total Exams taken		487
Exams with scores of at least 3 on AP exams or 4 on IB exams		376

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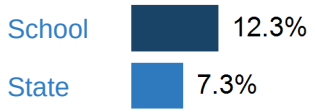
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

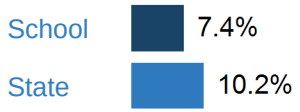
Career and Technical Education Participation

The graphs below show the percentage of students 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)



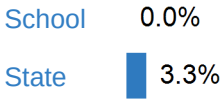
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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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

School	0.0%
State	0.9%

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	263		
Total (All Clusters)	263	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	177	119	62	0	0	0	39
10	5	185	114	50	10	13	10
11	1	13	147	113	30	14	39
12	0	3	17	73	111	73	85
Total	183	320	340	236	151	100	173
Enrolled in AP/IB Course					124	73	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	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	310	0	0	2	5	6
10	15	266	0	2	52	5
11	10	38	0	95	179	7
12	35	3	0	16	55	57
Total	370	307	0	115	291	75
Enrolled in AP/IB Course	40	10		13	133	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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	328	2	0	0	0	6
10	12	323	0	0	0	5
11	8	303	18	58	18	108
12	1	39	15	115	30	160
Total	349	667	33	173	48	279
Enrolled in AP/IB Course	48	201	0	77		82
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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	253	43	0	0	0	24	3
10	211	45	0	0	0	28	3
11	67	16	0	0	0	16	4
12	26	5	0	0	0	9	1
Total	557	109	0	0	0	77	11
Enrolled in AP/IB Course	11	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	154	41	0	0	0	48	0

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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
Total	0

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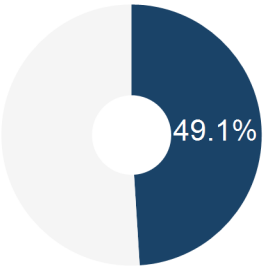
Visual and Performing Arts – Course Participation

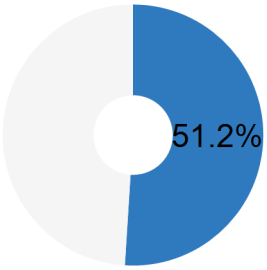
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

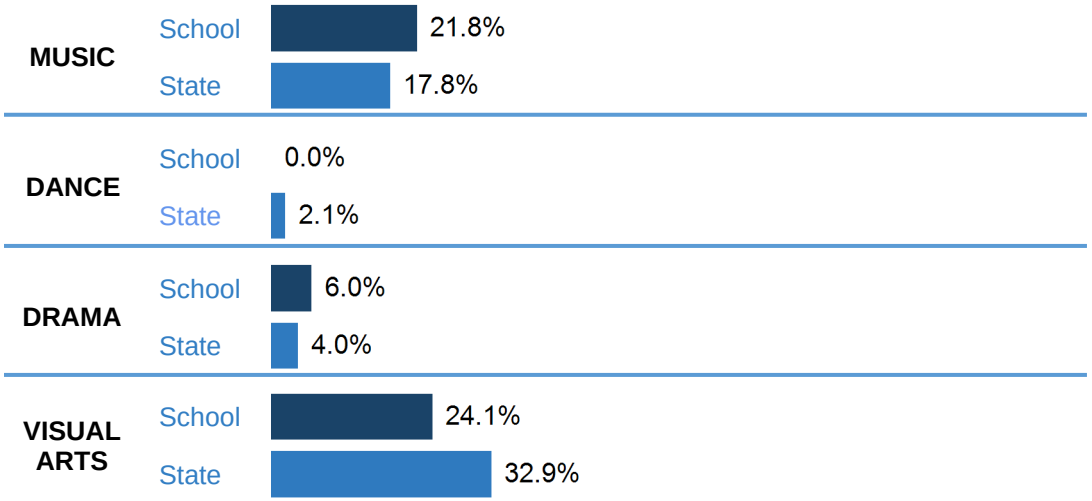


School



State

Students enrolled in one or more classes by discipline:



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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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.4%	90.9%	95.0%	92.4%	94.1%	93.3%	Met Target	95.3%	N	Met Goal
White	96.6%	95.0%	94.3%	95.7%	93.9%	92.4%	Met Target	95.0%	N	Met Goal
Hispanic	96.9%	84.8%	*	87.3%	*	92.0%	Met Target	97.0%	N	Met Goal
Black or African American	93.9%	84.2%	97.4%	86.8%	92.3%	93.9%	Not Met	95.1%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	96.4%	97.0%	97.1%	97.7%	97.1%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.7%	84.6%	85.7%	87.0%	83.3%	82.0%	Met Target	84.6%	96.0%	Not Met
Students with Disabilities	90.7%	80.1%	86.3%	83.5%	82.7%	77.5%	Met Target	92.2%	90.1%	Met Target
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
(05-3690-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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 Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	49.1%	59.7%
Substitute Competency Test	39.1%	28.4%
Portfolio Appeals Process	0.9%	0.6%
Alternate Requirements specified in IEP	10.0%	10.3%
Unknown	0.9%	0.9%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	96.4%	-
2017	94.1%	95.0%
2016	94.7%	95.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.9%	1.2%

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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 Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	79.2%	36.7%	63.3%
White	81.7%	39.9%	60.1%
Hispanic	67.7%	47.6%	52.4%
Black or African American	67.9%	21.1%	78.9%
Asian, Native Hawaiian, or Pacific Islander	81.5%	9.1%	90.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	51.4%	88.9%	11.1%
Students with Disabilities	65.1%	78.6%	21.4%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	82.1%	30.5%	69.5%	72.8%	27.2%	56.4%	43.6%
White	79.7%	32.7%	67.3%	75.2%	24.8%	56.2%	43.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	88.9%	25%	75%	50%	50%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	97%	6.3%	93.8%	75%	25%	62.5%	37.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71%	45.5%	54.5%	81.8%	18.2%	72.7%	27.3%
Students with Disabilities	57.5%	73.9%	26.1%	78.3%	21.7%	73.9%	26.1%
English Learners	*	*	*	*	*	*	*

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

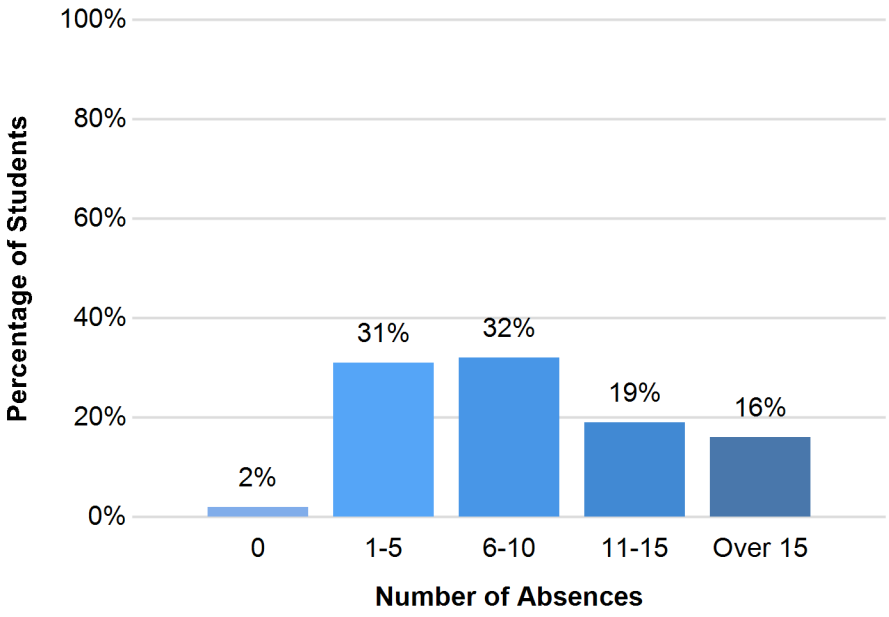
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	169	12.4	14.9	Met
White	121	13.6	14.9	Met
Hispanic	23	15.3	14.9	Not Met
Black or African American	11	8.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	7	5.0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	35	21.6	14.9	Not Met
Students with Disabilities	52	20.9	14.9	Not Met
English Learners	1	6.7	**	**

Days Absent

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



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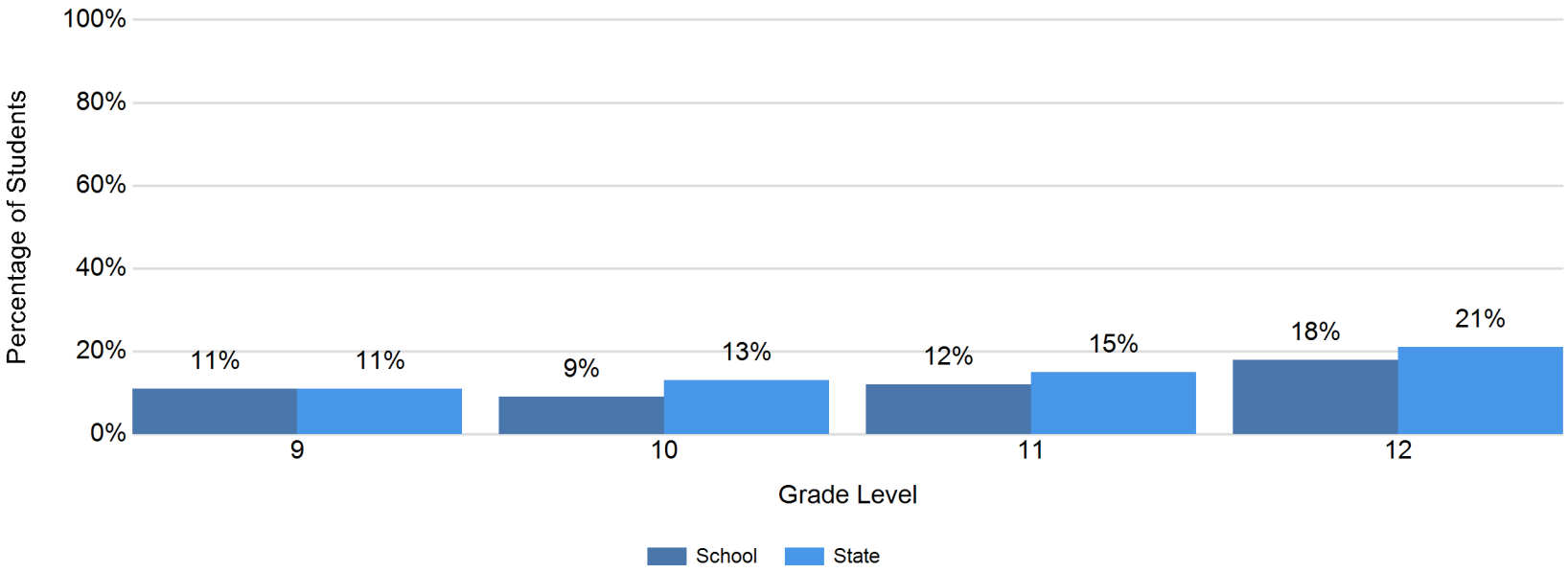
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	10
Weapons	4
Vandalism	3
Substances	6
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	2.33

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	4
Weapons	4
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	6	6
No Identified Nature	12		12

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	100	7.5%
Out-of-School Suspensions	44	3.3%
Any Suspension	117	8.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
218

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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	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$282	$13,407	$13,689

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	108	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	70.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,374
Average years experience in public schools	18.7	16.0
Average years experience in district	11.0	12.0
Administrators in district for 4 or more years	78.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	266:1	155:1
Teachers to Administrators	22:1	12:1
Students to Librarians/Media Specialists		1082:1
Students to Nurses		1082:1
Students to Counselors		271:1
Students to Child Study Team		361:1

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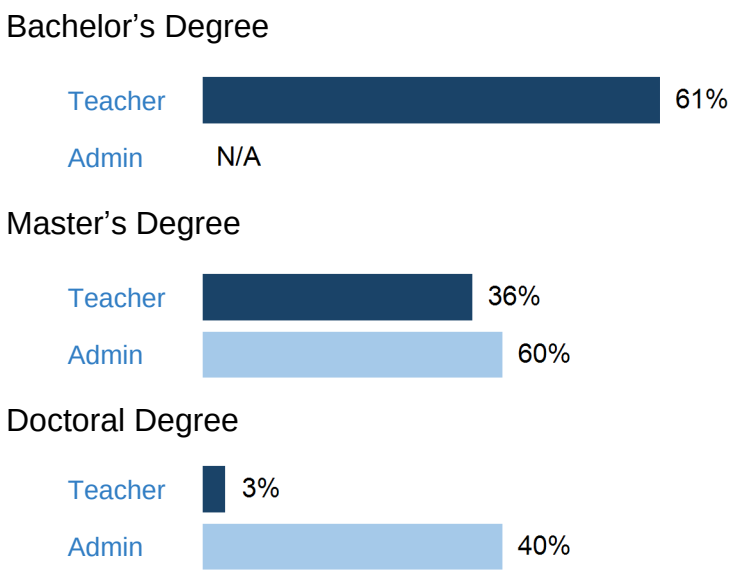
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.8%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.5%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.3%	40.0%
Male	41.7%	60.0%
White	88.0%	80.0%
Hispanic	5.6%	0.0%
Black or African American	0.9%	20.0%
Asian	5.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	58.74	17.5%
Mathematics Proficiency	53.87	17.5%
Graduation Rate - 4-Year	49.00	25.0%
Graduation Rate - 5-Year	55.17	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	45.40	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.56	n/a
Summative Rating: Percentile Rank of Summative Score	51.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Target	Not Met	Met Target	Met Goal	**	Met	No
White	38.44	8.94	No	Met Target	Not Met	Met Target	Met Goal	n/a	Met	No
Hispanic	70.41	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Not Met	No
Black or African American	77.32	8.94	No	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	52.57	8.94	No	Met Goal	Met Target	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	39.80	8.94	No	Met Target†	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	60.33	8.94	No	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• 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 5th year for the success and growth of its AP program. AP Capstone Diploma school with 24% of graduating seniors enrolling in and receiving qualifying scores in AP courses. There were 3 National AP Scholars, 71 AP Scholars 2017-2018. 12 students earned an AP Capstone Diploma or Certificate. Air Force Junior Reserve Officer Training Corps received the designation of "Exceeds Standards" in the unit's second year of establishment.

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School Narrative

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Courses, Curriculum, Instruction:	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.
Sports and Athletics:	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) 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.
Clubs and Activities:	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.

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NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
(05-3690-050)
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Before and After School Programs:	The National Honor Society offers tutoring in the high school two days a week 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.
Postsecondary Information:	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%

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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 intitial 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 jo coaches that work with our Transition students in career exploration, volunteer opportunities as well as pursuing paid employment.
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.

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Climate Surveys:	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.
Facilities:	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.
School Safety:	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.

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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.