



B. Bernice Young Elementary School
2016-2017


Grade Span PK-02

05-0620-030
BURLINGTON
BURLINGTON TWP
1203 NECK ROAD
BURLINGTON, NJ 08016-9741

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

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	31	55	55
KG	241	236	242
1	272	230	239
2	291	281	241
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	64	59	36
Total	899	861	813

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	44%	44%
Male	53%	56%	56%
Economically Disadvantaged Students	30%	27%	24%
Students with Disabilities	19%	20%	16%
English Learners	4%	3%	2%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	38.4%
Black or African American	29.8%
Hispanic	12.9%
Asian	11.3%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	1	6
PK - Full Day	28	54	49
KG - Half Day	0	0	0
KG - Full Day	237	236	242

Enrollment by Home Language

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

Home Language	% of Students
English	84.5%
Punjabi	3.7%
Spanish	3.1%
Urdu	2.0%
Gujarati	1.7%
Other	4.6%



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

Chronic Absenteeism

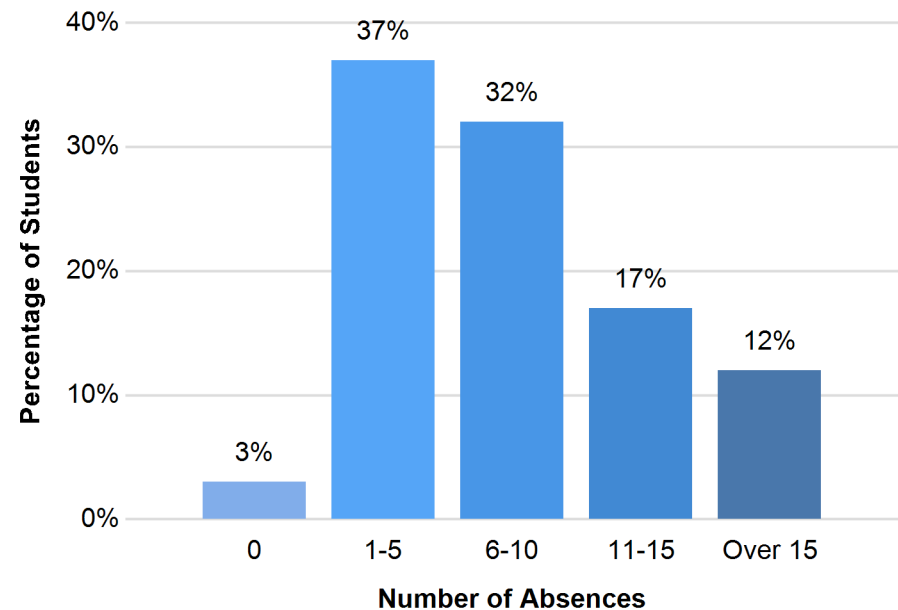
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.60	9.80	Met Target
White	9.40	9.80	Met Target
Hispanic	6.10	9.80	Met Target
Black or African American	5.80	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	18.80	9.80	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	16.70	9.80	Not Met
Economically Disadvantaged Students	14.00	9.80	Not Met
Students with Disabilities	19.20	9.80	Not Met
English Learners	N	**	**

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

Days Absent

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





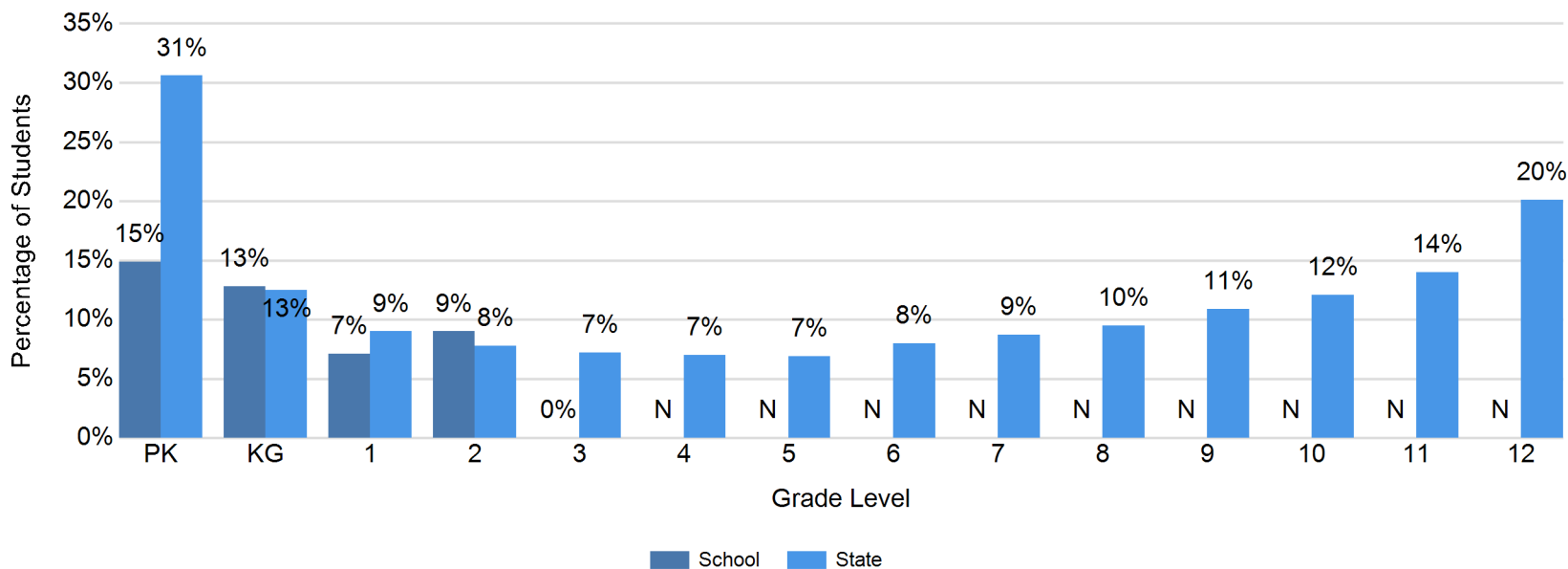
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.12

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.9%
Any Suspension	1.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$345	\$13,239	\$13,584



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	67	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	19.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	95%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	407:1	184:1
Librarian/Media Specialists		1288:1
Nurses		773:1
Counselors		297:1
Child Study Team		387:1



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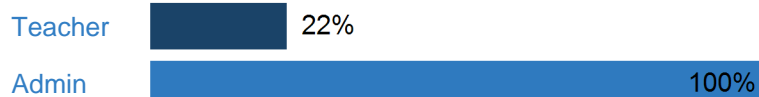
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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School General Info

Principal:	Dr. King	Email Address:	dking@burltwpsch.org
Address:	1203 NECK ROAD BURLINGTON, NJ 08016-9741	Website:	http://www.burltwpsch.org/ys.php
Phone:	(609)386-3520		

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:	<ul style="list-style-type: none"> • In partnership with Rutgers and DoE, second year implementation of PBSIS (Positive Behavior Support in Schools). • Developed and implements STEM lessons K-2 throughout the year as well as a Family STEM night for families. • Academic Achievement and ESL teachers provide researched based interventions to support struggling learners.
 Mission, Vision, Theme:	District Mission: The Burlington Township School District will develop the intellectual, creative and social potential of each child through an active partnership with all members of the community. Vision: Teaching, Learning, and Achieving Excellence! Motto: Always, Respectful. Kind and Safe! Engaging the youngest learners of prekindergarten through second grade diverse population of approximately 800 students.
 Awards, Recognition, Accomplishments:	Students are recognized with verbal praise daily and in the classroom through teacher incentives. Random schoolwide celebrations applaud the positive progress of students. 2016 began year one of building core team for PBSIS. PRIDE students are recognized monthly during district board meetings. 2016 Department of Education Visionary Elementary Leadership awarded to Dr. Denise King, Principal.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curricula are aligned to NJSLS. We utilize Reading Wonders, MyMath, Social Studies Alive and Hands-On science exploration through kits and teacher-created units. We include accessible from home online text resources for ELA and Math. We provide a gifted and talented program to eligible students. Our district homework policy is detailed, and emphasizes the importance of ensuring any assigned homework is meaningful and graded for effort and completion, not accuracy.</p>
 <p>Before and After School Programs:</p>	<p>YMCA Primetime School Age Care extends each child's learning day in a fun and meaningful way. With a little over 80 children enrolled in the B. Bernice Young Primetime program, the YMCA focuses on character development and healthy living, children experience academic physical and social activities under the supervision of positive, caring role models. To maintain these standards, the Out-of-School-Time programs utilize the award-winning CATCH Curriculum (Coordinated Approach to Child Health)</p>







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 <p>Staff and Professional Learning:</p>	<p>Teachers engage in PD during faculty meetings, common planning times, and, when available, district-provided PD days. PD opportunities include grade level articulation, vertical articulation, workshops, seminars and mandatory/compliance training.</p>
 <p>Student Supports and Services:</p>	<p>YS provides a MD and self-contained Autism classrooms. ICR sections for all core subject areas and POR classes for math and language arts. Services provided for mainstream students per IEP mandates. We provide daily ESL services to eligible students and high intensity ESL to identified population when required. We offer Title I-funded lunchtime tutoring for eligible students. Our I&RS team meets regularly.</p>
 <p>Student Health and Wellness:</p>	<p>Students engage in articulated lessons based on healthy exercise principles. A wellness committee implemented. Health lessons are related to nutrition, food choices, fire safety, and hygiene. The parent association organizes with the cooperation building administration and staff an annual fun day event which includes sports based group activities. BTSD participates in the National School Lunch program and offers breakfast to all students every day.</p>
 <p>Parent and Community Involvement:</p>	<p>The YSFA (Young School Family Association) is a group of dedicated parents and guardians who volunteer throughout the school year to enhance the learning experience for our children. They enhance the work of the teachers and staff by holding different fundraisers during the course of the year in order to support field trips and other items not in the budget.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers

In 2016-17, Young School surveyed students and staff throughout the year to provide feedback on school climate and culture, suggested behavioral expectations, as well as gauging interest in participating in various school based activities in an effort to improve behaviors. Administration and the PBSIS Universal Team were very pleased with level of enthusiasm and participation.



Facilities:

The oldest portion of the building is approximately 50 years, with newer additions as recent as 2015. The building has preschool, art, and fitness spaces. It also has a media center, a gymnasium, a cafeteria and two playgrounds. The roof, gymnasium floor, and toilet rooms were renovated recently. All instructional spaces, as well as the gymnasium and cafeteria are air conditioned.



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Young School has two computer labs with a total of 60 Window based units for student to use in CAWL(Computer Applications and World Language) and computer studies. Students come to each lab twice a six day cycle. The school also aquired 10 ipads to be used with pre-school students. We also aquired 10 Chrombook carts (with approx. 10-25 in each cart). The school has wireless access around the entire building. Classrooms are equipped with four computers for students use , one teacher station, LCD projector, and there are document cameras in every classroom. We are a single attendance school that houses all PK-2 students in the district. We do not operate as a choice school or district. We offer a least restrictive environment opportunities for pre-K disabled students to work with gen ed peers, and a lottery with limited spots for 3 and 4 year old general education students to secure a seat in these pre K integrated classrooms.



Other Information:



Burlington Township High School
2016-2017


Grade Span 09-12

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

Grade	2014-15	2015-16	2016-17
9	328	284	317
10	329	327	300
11	299	327	312
12	324	298	331
Ungraded	17	17	13
Total	1297	1253	1273

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	50%
Male	49%	51%	50%
Economically Disadvantaged Students	23%	21%	18%
Students with Disabilities	13%	12%	12%
English Learners	2%	2%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	44.6%
Black or African American	34.6%
Asian	10.3%
Hispanic	8.2%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.1%
Two or More Races	1.7%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1273
Shared Time Students	0
Full Time Equivalent	1273

Enrollment by Home Language

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

Home Language	% of Students
English	93.0%
Spanish	1.0%
Gujarati	1.0%
Other	5.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	562	97.5	48.60	51.70	54.90	48.6	47.7	Met Target
White	246	96.3	57.30	59.90	63.90	57.3	54	Met Target
Hispanic	47	94.4	36.20	47.40	39.80	35.8	42.9	Met Target†
Black or African American	195	99.5	36.90	39.60	35.20	36.9	38.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	98.6	60.60	57.50	80.70	60.6	59	Met Target
American Indian or Alaska Native	*	*	*	40.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	276	97.7	62.40	60.40	62.20	62.4		
Male	286	97.2	35.30	42.80	48.10	35.3		
Economically Disadvantaged Students	103	97.5	35.90	33.30	36.20	35.9	29.2	Met Target
Non-Economically Disadvantaged Students	459	97.4	51.40	56.90	65.80	51.4		
Students with Disabilities	69	97.6	11.60	19.60	20.50	11.6	13.9	Met Target†
Students without Disabilities	493	97.4	53.80	58.00	61.90	53.8		
English Learners	10	94.1	10.00	32.20	25.20	*	**	**
Non-English Learners	552	97.6	49.30	52.80	57.40	*		
Homeless Students	11	100.0	18.20	22.50	26.40	18.2		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	*	23.00	N		

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† Target was met within a confidence interval.



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Grade Span 09-12

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	750	750	749	6%	17%	25%	43%	9%	52%	52%
White	134	757	757	757	*	13%	21%	50%	*	62%	62%
Hispanic	27	739	739	733	*	*	*	*	*	33%	35%
Black or African American	111	744	744	730	*	21%	32%	35%	*	41%	30%
Asian, Native Hawaiian, or Pacific Islander	41	753	753	777	*	*	*	56%	*	63%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	10	750	750	746	*	*	*	*	*	50%	48%
Female	169	760	760	756	*	*	23%	49%	*	63%	60%
Male	154	740	740	741	*	*	28%	37%	*	40%	43%
Economically Disadvantaged Students	55	739	739	731	*	22%	33%	35%	*	38%	32%
Non-Economically Disadvantaged Students	268	753	753	758	*	16%	24%	45%	*	55%	62%
Students with Disabilities	38	717	717	714	*	34%	26%	*	*	16%	13%
Students without Disabilities	285	755	755	754	*	15%	25%	*	*	57%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	736	736	743	22%	18%	20%	30%	10%	40%	46%
White	123	747	747	749	16%	20%	15%	36%	14%	50%	52%
Hispanic	23	734	734	728	*	*	*	*	*	35%	34%
Black or African American	106	722	722	725	30%	*	22%	25%	*	28%	31%
Asian, Native Hawaiian, or Pacific Islander	29	746	746	774	*	*	*	*	*	48%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	135	750	750	752	13%	16%	19%	40%	13%	53%	54%
Male	151	724	724	734	31%	21%	21%	21%	8%	29%	39%
Economically Disadvantaged Students	58	719	719	726	33%	*	21%	26%	*	28%	32%
Non-Economically Disadvantaged Students	228	741	741	751	20%	*	19%	31%	*	43%	54%
Students with Disabilities	37	691	691	704	*	*	*	*	*	*	12%
Students without Disabilities	249	743	743	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	737	737	736	17%	22%	20%	34%	7%	41%	38%
White	150	742	742	738	13%	17%	25%	36%	9%	45%	40%
Hispanic	18	726	726	731	*	*	*	*	*	33%	34%
Black or African American	104	725	725	728	22%	30%	*	27%	*	29%	30%
Asian, Native Hawaiian, or Pacific Islander	29	756	756	756	*	*	*	59%	*	69%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	161	745	745	744	12%	17%	*	42%	*	52%	46%
Male	141	726	726	729	23%	27%	*	26%	*	28%	31%
Economically Disadvantaged Students	54	725	725	729	33%	19%	*	32%	*	35%	32%
Non-Economically Disadvantaged Students	248	739	739	740	13%	23%	*	35%	*	42%	42%
Students with Disabilities	31	704	704	709	*	*	*	*	*	*	12%
Students without Disabilities	271	740	740	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



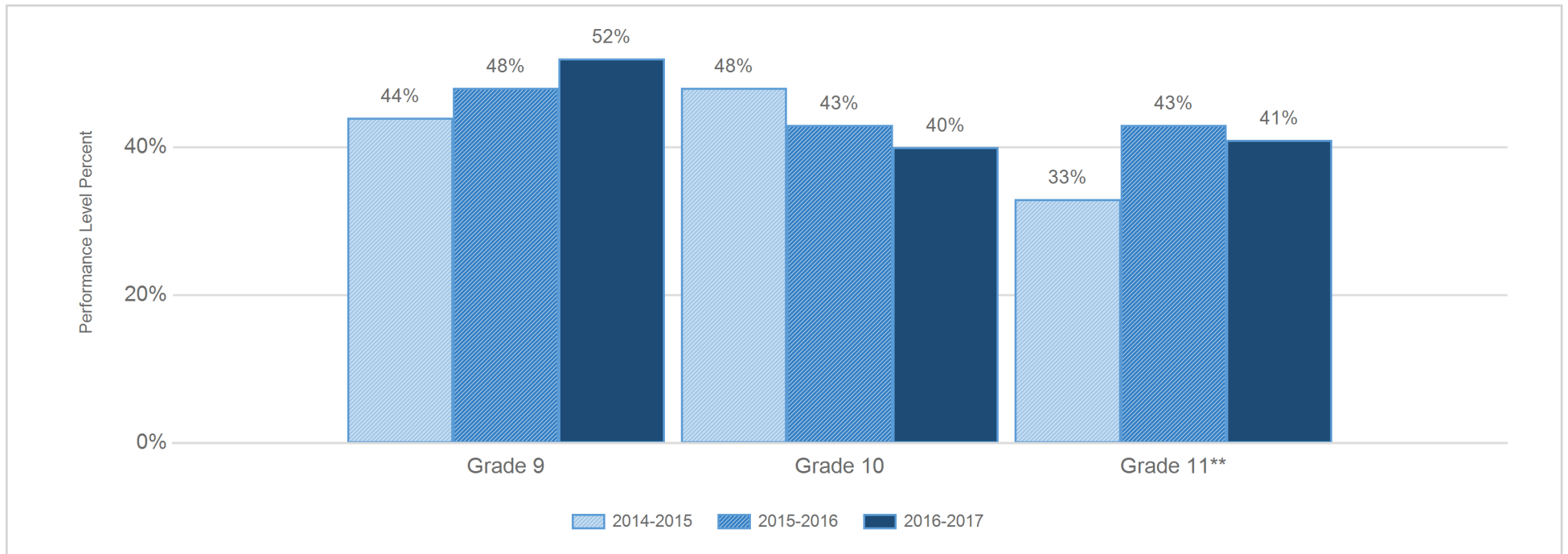
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	568	98.7	35.90	41.00	43.50	35.9	29.4	Met Target
White	251	98.5	44.20	50.50	52.40	44.2	37.8	Met Target
Hispanic	48	94.5	22.90	34.40	27.60	22.9	21.9	Met Target
Black or African American	195	100.0	25.10	26.40	21.70	25.1	16.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	100.0	44.40	49.70	75.60	44.4	46.6	Met Target†
American Indian or Alaska Native	N	N	N	40.00	42.50	N	**	**
Two or More Races	11	93.7	45.50	38.30	44.90	43.9	**	**
Female	281	98.7	40.90	41.60	44.10	40.9		
Male	287	98.7	31.00	40.50	42.90	31		
Economically Disadvantaged Students	112	97.7	23.20	22.60	25.10	23.2	11.9	Met Target
Non-Economically Disadvantaged Students	456	99.0	39.00	46.40	54.30	39		
Students with Disabilities	63	98.6	*	16.30	16.50	*	8.1	Not Met
Students without Disabilities	505	98.7	*	45.70	48.80	*		
English Learners	14	100.0	*	*	23.30	*	N	N
Non-English Learners	554	98.7	*	*	45.20	*		
Homeless Students	11	100.0	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	731	750	743	12%	27%	32%	29%	0%	29%	42%
White	74	739	765	751	*	23%	38%	37%	*	37%	52%
Hispanic	22	727	*	728	*	*	*	*	0%	14%	24%
Black or African American	85	725	734	724	21%	29%	26%	24%	0%	24%	19%
Asian, Native Hawaiian, or Pacific Islander	23	733	750	774	*	*	*	44%	0%	44%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	97	732	752	744	11%	28%	31%	30%	0%	30%	43%
Male	115	730	747	741	13%	26%	32%	29%	0%	29%	40%
Economically Disadvantaged Students	58	729	738	727	17%	24%	26%	33%	0%	33%	23%
Non-Economically Disadvantaged Students	154	732	753	751	10%	28%	34%	28%	0%	28%	52%
Students with Disabilities	36	718	*	714	*	*	*	*	*	*	10%
Students without Disabilities	176	734	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	735	735	734	*	32%	35%	25%	*	28%	30%
White	130	739	739	740	*	24%	42%	28%	*	30%	38%
Hispanic	23	725	725	722	*	57%	*	*	0%	22%	14%
Black or African American	99	727	727	719	*	41%	32%	18%	*	18%	*
Asian, Native Hawaiian, or Pacific Islander	24	752	752	758	*	*	*	*	*	54%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	136	735	735	735	*	33%	35%	25%	*	28%	31%
Male	142	734	734	733	*	30%	36%	25%	*	28%	30%
Economically Disadvantaged Students	52	726	726	721	*	39%	29%	21%	*	21%	13%
Non-Economically Disadvantaged Students	226	737	737	740	*	30%	37%	26%	*	29%	39%
Students with Disabilities	30	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	248	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	721	721	725	34%	25%	*	26%	*	28%	28%
White	118	730	*	731	27%	20%	*	40%	*	42%	33%
Hispanic	21	714	714	710	*	*	*	*	0%	19%	14%
Black or African American	108	706	706	703	45%	32%	*	13%	*	14%	*
Asian, Native Hawaiian, or Pacific Islander	27	738	738	761	*	*	44%	*	0%	26%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	145	727	727	725	26%	26%	*	33%	*	35%	27%
Male	135	714	*	725	42%	24%	*	19%	*	21%	29%
Economically Disadvantaged Students	56	703	703	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	224	725	*	733	*	*	*	*	*	*	35%
Students with Disabilities	30	688	688	692	*	*	*	*	*	*	*
Students without Disabilities	250	725	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



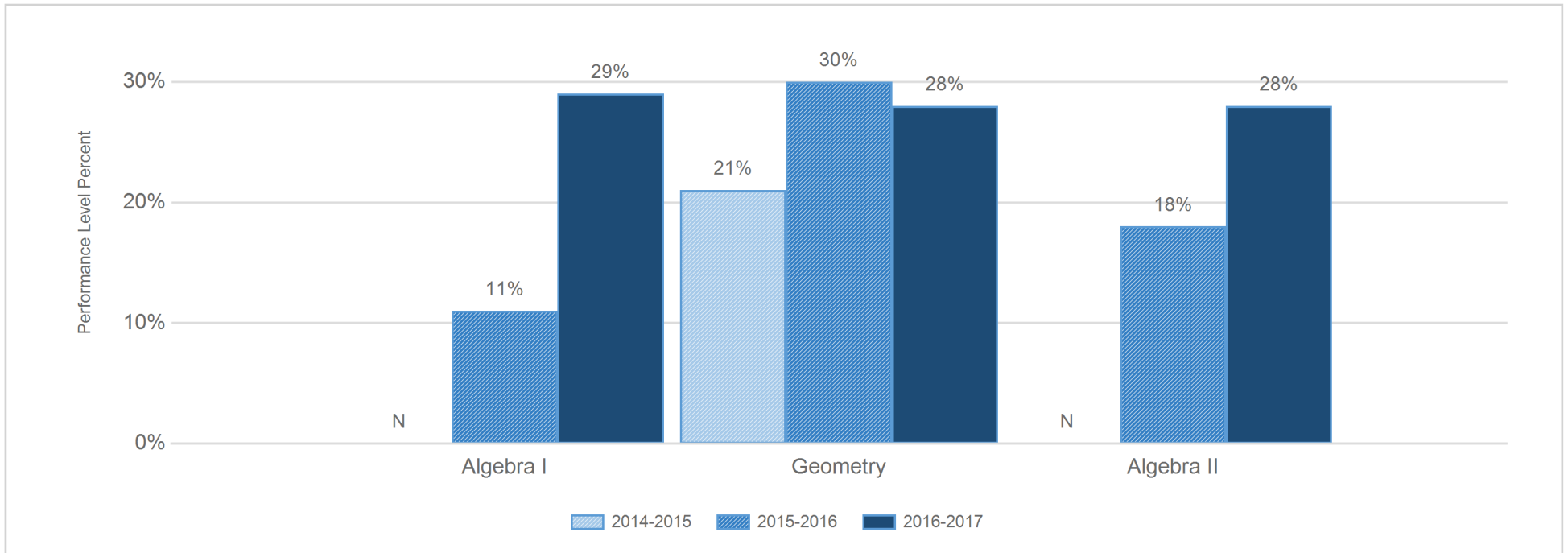
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

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



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

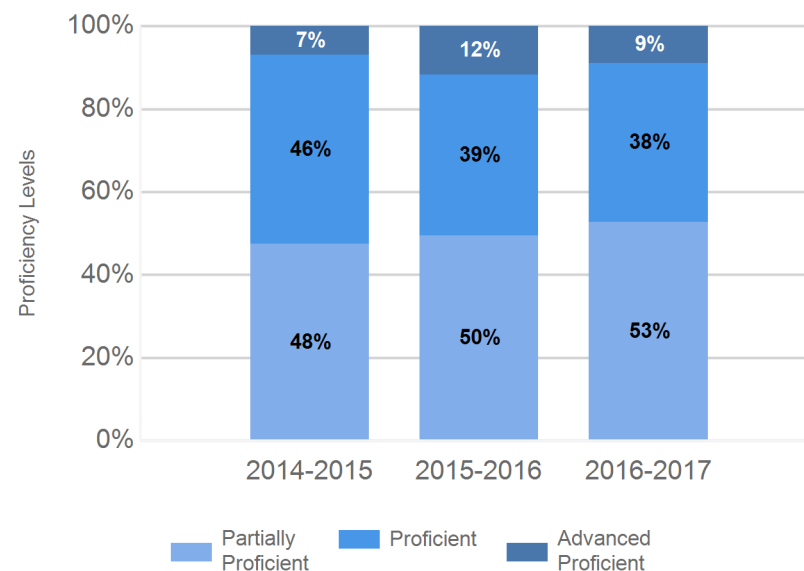
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	9%	38%	53%
White	11%	46%	42%
Hispanic	*	*	*
Black or African American	3%	30%	68%
Asian, Native Hawaiian, or Pacific Islander	20%	47%	33%
American Indian or Alaska Native	*	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	3%	22%	75%
Students with Disabilities	3%	10%	88%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	69.1%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	15.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	490	481	Varies By Grade	69%	67%
PSAT - Math	487	483	Varies By Grade	53%	49%
SAT - Reading and Writing	540	551	480	75%	77%
SAT - Math	537	552	530	56%	58%
ACT - Reading	19	24	22	36%	65%
ACT - English	19	24	18	54%	79%
ACT - Math	21	24	22	48%	65%
ACT - Science	20	23	23	30%	54%



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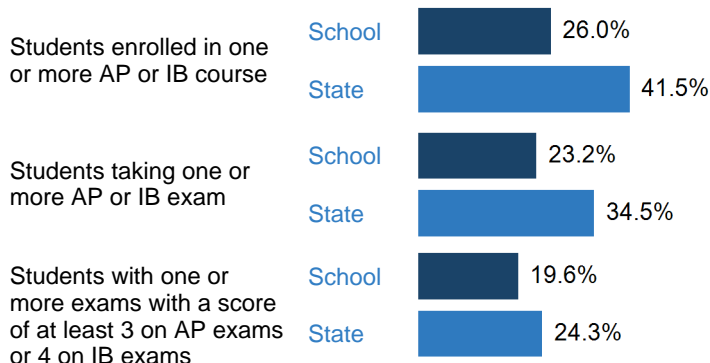
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	11
AP Calculus AB	40	39
AP Calculus BC	10	10
AP Chemistry	26	16
AP Comparative Government and Politics	12	0
AP English Language and Composition	15	0
AP English Literature and Composition	0	14
AP Environmental Science	0	1
AP French Language and Culture	0	3
AP Music Theory	6	5
AP Physics 1	0	17
AP Physics B	21	0
AP Psychology	0	16
AP Spanish Language	0	9
AP Statistics	41	26
AP U.S. Government and Politics	0	9
AP U.S. History	27	25
AP World History	21	21
IB Geography	2	0
Exams with scores of at least 3 on AP exams or 4 on IB exams		171



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		222



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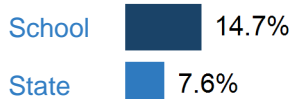
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

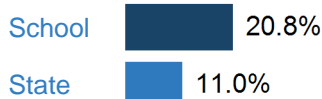
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

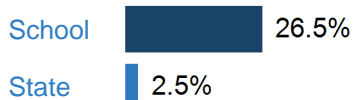
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	203	14	137	0	0	0	0
10	8	142	158	13	3	1	38
11	1	137	22	69	37	40	44
12	0	14	3	11	47	113	144
Schoolwide	212	307	320	93	87	154	226
Enrolled in AP/IB Course					50	41	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	13	0	0	322	0	2
10	279	48	0	12	1	7
11	34	197	0	5	26	119
12	30	56	0	0	61	173
Schoolwide	356	301	0	339	88	301
Enrolled in AP/IB Course	15	26		0	21	0



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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	323	0	0	0	8
10	1	292	0	16	47	19
11	263	43	0	20	64	20
12	26	9	0	41	56	35
Schoolwide	290	667	0	77	167	82
Enrolled in AP/IB Course	21	27	0	0	0	14

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	138	85	0	0	43	0	0
10	71	53	0	0	33	0	1
11	37	9	0	0	14	0	0
12	22	4	0	0	9	0	2
Schoolwide	268	151	0	0	99	0	3
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	57	55	0	0	21	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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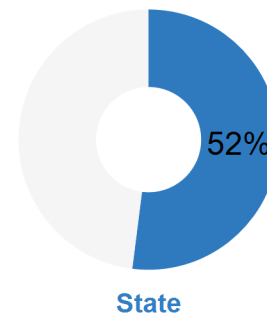
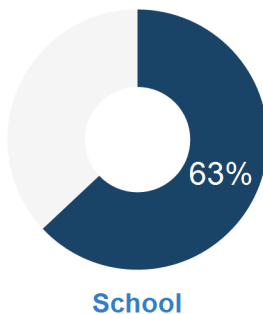
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Visual and Performing Arts – Course Participation

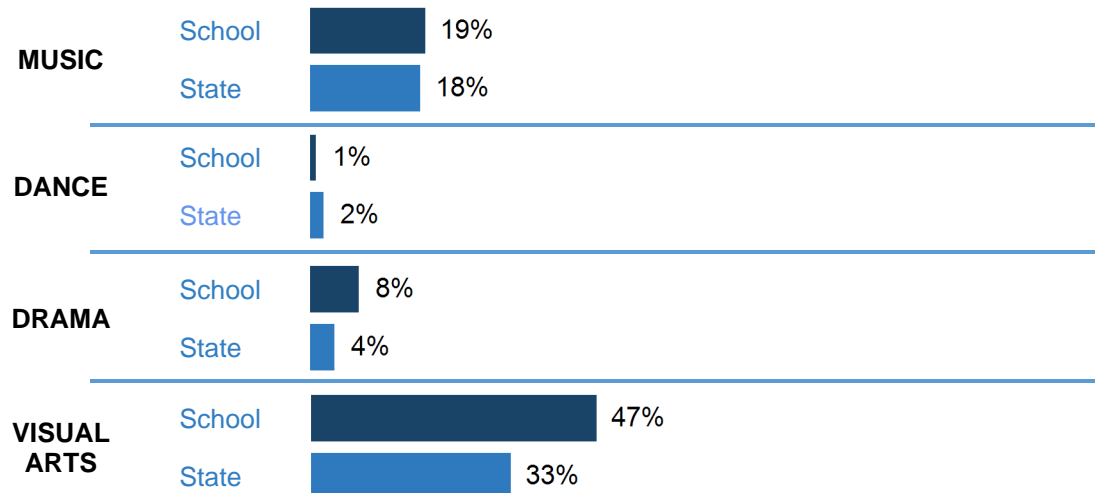
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.8%	90.5%	94.3%	91.8%	95.5%	N	Met Goal	95.6%	N	Met Goal
White	96.1%	94.5%	96.0%	95.1%	96.6%	N	Met Goal	96.6%	N	Met Goal
Hispanic	100.0%	84.3%	95.2%	86.3%	*	95.0%	Not Met	95.8%	N	Met Goal
Black or African American	96.7%	83.4%	*	85.3%	93.8%	94.1%	Not Met	*	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.1%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	97.8%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	96.5%	83.9%	88.3%	85.6%	89.5%	87.7%	Met Target	88.9%	94.9%	Not Met
Students with Disabilities	95.1%	78.8%	81.0%	82.1%	82.1%	86.4%	Not Met	82.7%	90.0%	Not Met
English Learners	100.0%	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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
2017	96.8%	-
2016	95.5%	94.3%
2015	95.3%	95.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.1%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	80.9%	44.6%	55.4%
White	84.6%	46.3%	53.7%
Hispanic	81.8%	63%	37%
Black or African American	77.9%	36.4%	63.6%
Asian, Native Hawaiian, or Pacific Islander	87.9%	44.8%	55.2%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	77.1%	44.7%	55.3%
Students with Disabilities	56.8%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	84.1%	43.6%	56.5%	78.6%	21.4%	71.8%	28.2%
White	84.3%	45.8%	54.2%	78.8%	21.2%	69.5%	30.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	84.6%	37.5%	62.5%	76.1%	23.9%	69.3%	30.7%
Asian, Native Hawaiian, or Pacific Islander	89.7%	50%	50%	84.6%	15.4%	84.6%	15.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.1%	61.4%	38.6%	79.6%	20.5%	81.8%	18.2%
Students with Disabilities	61.3%	84.2%	15.8%	89.5%	10.5%	89.5%	10.5%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

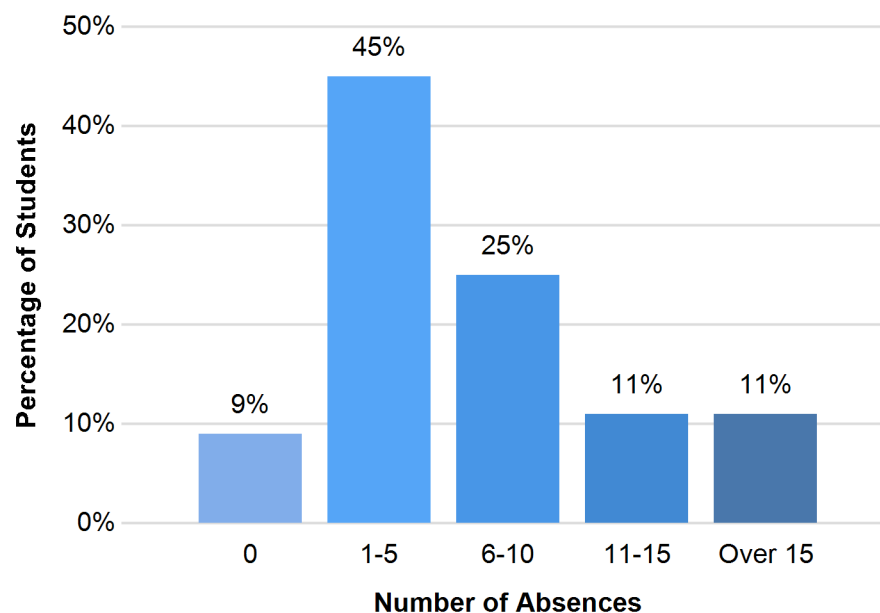
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.30	14.30	Met Target
White	8.10	14.30	Met Target
Hispanic	16.80	14.30	Not Met
Black or African American	8.70	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	21.70	14.30	Not Met
Economically Disadvantaged Students	14.20	14.30	Met Target
Students with Disabilities	20.20	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



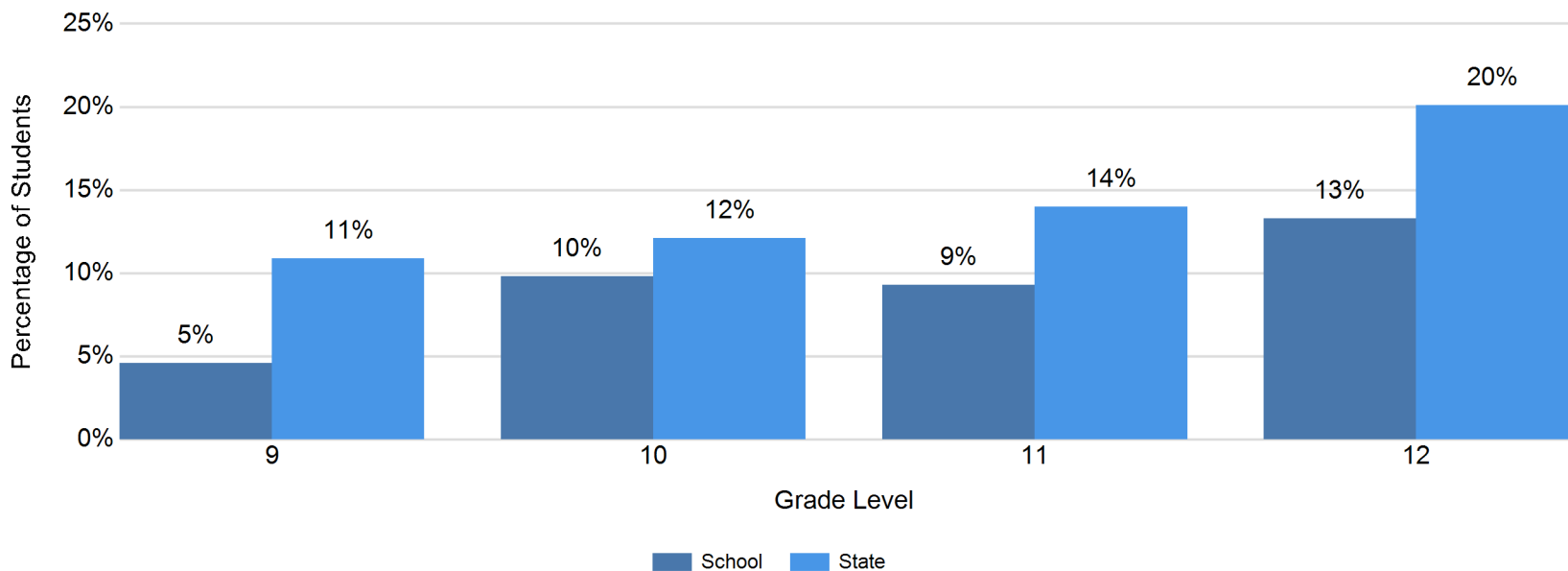


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:20AM
Typical End Time	2:00PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 48 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Vandalism	1
Weapons	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.89

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	6.6%
Out-of-School Suspensions	3.4%
Any Suspension	8.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	258.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$345	\$13,239	\$13,584



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	106	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	19.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	95%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	85:1	184:1
Librarian/Media Specialists		1288:1
Nurses		773:1
Counselors		297:1
Child Study Team		387:1



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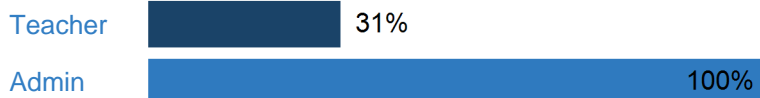
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	50.7	17.5%
Mathematics Proficiency	59.4	17.5%
Graduation - 4-Year	65.3	25.0%
Graduation - 5-Year	56.5	25.0%
Chronic Absenteeism	51.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.5
Summative Rating: Percentile rank of Summative Score		58.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



**Burlington Township High School
2016-2017**

Grade Span 09-12

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BURLINGTON
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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	57.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	62.7	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	62.0	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Goal	No
Black or African American	76.7	6.2	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	41.6	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	62.6	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Students with Disabilities	44.4	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



**Burlington Township High School
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School General Info

Principal:	Mr. Brownridge	Email Address:	pbrownridge@burltwpsch.org
Address:	610 FOUNTAIN AVENUE BURLINGTON, NJ 08016	Website:	www.burltwpsch.org
Phone:	(609)387-1713		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Advanced placement scores have grown by 300% and our students outperform the state average by 14%. • The BTHS arts department is proud of our nationally recognized jazz group and plays. • Twenty first century electives are added every year including TV Production, video game design, and AP computer science.
 <p>Mission, Vision, Theme:</p>	<p>The Burlington Township School District will develop the intellectual, creative and social potential of each child through an active partnership with all members of the community. We believe all students learn based on their learning styles. We believe the school community establishes a safe, secure, and positive climate. We believe in the mutual respect and appreciation of diversity enriches a community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Burlington Township High School has been recognized for the last six consecutive years for our growth and achievement on advanced placement exams by the College Board. Scores and the number of students taking the AP exams has grown by 300% over the last six years and students surpassed the state average by 14% during the past school year. Students continue to be honored with leadership awards and both academic and athletic scholarships.</p>







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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>BTHS - Curricula are aligned to NJSLs. We use online texts and Chromebooks in most core classes. Our district homework policy is detailed, and emphasizes the importance of ensuring any assigned homework is meaningful and graded for effort and completion, not accuracy. Homework Hotline is offered. Courses are tiered and include more than 12 AP courses and another 12+ dual enrollment courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>BTHS sponsors 14 varsity/subvarsity sports. Varsity athletic events are taped and uploaded to a web site for film study. Numerous teams have won their divisions, conferences and qualified for state tournaments. BTHS continues to send student-athletes to division I, II and III schools.</p>
 <p>Clubs and Activities:</p>	<p>BTHS offers 42 activity related clubs. Eighteen are paid (STIPEND) and 24 are volunteer clubs (Volunteer advisors - NO STIPEND) Varsity cheerleaders are 2 time national champions. Jazz singers were recognized in a national competition in Boston. The theater department is highly regarded throughout the state and continues to perform student created works. BTHS offers Project First which engages freshmen students in community service.</p>
 <p>Before and After School Programs:</p>	<p>Homework Hotline offered by teachers in math, science, English, and social studies for students in grades 9-12. Title 1 tutoring is also available for eligible students.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Teachers are trained in a classroom management system called normative culture that has significantly reduced classroom discipline issues. Safeschools is offered to all staff to meet the requirements for mandated trainings. Staff is currently working on creating digital portfolios instead of final exams and being trained in EdConnect, MAP, and Google Classroom.</p>
 <p>Postsecondary Information:</p>	<p>The Class of 2017 had 89% of students accepted at 2 or 4 year colleges, 1% technical schools, 2% military, and 7.3% employment. Colleges attended include Rutgers, Penn, NYU, TCNJ, and RCBC. Counselors provided 1-1 support for college and career planning using Naviance. Separate college planning workshops held for grade 11-12 and 9-10. A financial aid workshop and FAFSA completion workshop held for families. School day PSAT and SAT (when approved) is offered and fee-waivers provided.</p>
 <p>Student Supports and Services:</p>	<p>BTHS provides a multiply disabled classroom, and a self-contained Autism classroom. BTHS provides ICR and POR classes for all core subject areas. BTHS also provides a (SLE) program, for 18-21 students. Students are also serviced in mainstream classes per their IEP. An ELL program is available for eligible students. The I&RS team meets monthly to address the needs of students. Homework hotline and advisory period offer support for students.</p>
 <p>Student Health and Wellness:</p>	<p>BTHS offers a state of the art fitness center and weight room that students use during PE classes. BTSD participates in the National School Lunch program and offers breakfast to all students every day. Health classes with new curriculum are required of students in grades 9-12. BTHS has recently initiated a wellness committee.</p>
 <p>Parent and Community Involvement:</p>	<p>A strong HSFA supports our high school students with exciting activities such as tricky trays, holiday bazaars, and several other fundraisers. The HSFA also hosts teacher appreciation week. BTSD offers a parent university which is focused on teaching parents about important topics that our teens face in today's society. Parents have 24 hour access to grades through Power School.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>A survey is given out to the entire student body to determine the level of safety as perceived by students. Staff surveys are also periodically completed to measure the culture and climate of the high school. Students have reported overwhelmingly that they feel safe and that the school takes their concerns seriously. Staff report a positive culture and a great working environment.</p>
 <p>Facilities:</p>	<p>The high school building is 51 years old. Recent renovations include the addition of a TV Production studio, adding chromebooks to every classroom, a school restaurant and school store, a new parking lot, a new cafeteria, a new gymnasium, and a new roof.</p>



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School Narrative

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BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security. Technology infrastructure includes 1 gig backbone with classroom sets of devices at nearly all classrooms grades 3-12. Golden Moments is offered to prepare students for a career in Early Childhood education. The District prides itself on constant and transparent communications, informative parental programs, and opportunities for home/school connections through our Family Learning Series. We partner with various stakeholders throughout our community to provide our students with a well-rounded environment and a plethora of resources. We are a single attendance school with two buildings. Our campus houses all grades 9-12 students in the district. We do not operate as a choice school or district and only accept tuition students in special CST situations.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	274	303	301
7	344	276	312
8	284	349	265
Ungraded	11	17	13
Total	913	945	891

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	52%	52%
Male	49%	48%	48%
Economically Disadvantaged Students	25%	25%	22%
Students with Disabilities	14%	15%	16%
English Learners	1%	1%	3%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	47.3%
Black or African American	31.2%
Asian	8.6%
Hispanic	8.5%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.6%
<i>Two or More Races</i>	3.3%

Enrollment by Home Language

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

Home Language	% of Students
English	94.3%
Panjabi	1.3%
Spanish	1.0%
<i>Other</i>	3.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	821	97.5	53.40	51.70	54.90	53.4	45.4	Met Target
White	403	96.9	62.80	59.90	63.90	62.8	49.5	Met Target
Hispanic	64	96.1	45.30	47.40	39.80	45.3	40.4	Met Target
Black or African American	248	98.6	41.20	39.60	35.20	41.2	37.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	77	98.8	57.20	57.50	80.70	57.2	56.5	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	48.70	54.90	32	38.6	Met Target†
Female	433	98.1	61.50	60.40	62.20	61.5		
Male	388	97.0	44.40	42.80	48.10	44.4		
Economically Disadvantaged Students	185	96.7	31.90	33.30	36.20	31.9	30.9	Met Target
Non-Economically Disadvantaged Students	636	97.8	59.60	56.90	65.80	59.6		
Students with Disabilities	134	97.4	16.40	19.60	20.50	16.4	13.8	Met Target
Students without Disabilities	687	97.6	60.50	58.00	61.90	60.5		
English Learners	38	95.5	34.20	32.20	25.20	34.2	N	N
Non-English Learners	783	97.6	54.20	52.80	57.40	54.2		
Homeless Students	12	100.0	16.70	22.50	26.40	16.7		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



Burlington Township Middle School at Springside
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	746	746	752	6%	20%	28%	37%	9%	46%	54%
White	138	754	754	758	*	16%	24%	46%	*	58%	63%
Hispanic	26	728	728	740	*	*	*	*	*	23%	38%
Black or African American	88	739	739	736	*	26%	32%	28%	*	34%	32%
Asian, Native Hawaiian, or Pacific Islander	32	747	747	776	*	*	34%	38%	*	47%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	154	749	749	758	*	15%	32%	42%	*	50%	61%
Male	140	741	741	746	*	26%	24%	32%	*	41%	46%
Economically Disadvantaged Students	68	730	730	737	*	34%	29%	22%	*	25%	34%
Non-Economically Disadvantaged Students	226	750	750	761	*	16%	27%	42%	*	52%	65%
Students with Disabilities	46	718	718	722	*	24%	37%	*	*	11%	17%
Students without Disabilities	248	751	751	758	*	19%	26%	*	*	52%	61%
English Learners	15	727	727	710	*	*	*	*	0%	27%	*
Non-English Learners	279	747	747	753	*	*	*	*	9%	47%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	304	751	751	756	8%	12%	24%	43%	14%	57%	59%
White	142	758	758	764	*	*	23%	46%	18%	64%	69%
Hispanic	27	745	745	742	*	*	*	37%	*	56%	44%
Black or African American	97	744	744	737	*	14%	26%	42%	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	24	754	754	784	*	*	*	46%	*	58%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	13	728	728	757	*	*	*	*	0%	31%	59%
Female	157	758	758	764	*	*	20%	48%	19%	68%	68%
Male	147	743	743	749	*	*	28%	38%	8%	46%	51%
Economically Disadvantaged Students	70	733	733	739	*	21%	26%	30%	*	36%	40%
Non-Economically Disadvantaged Students	234	756	756	766	*	9%	24%	47%	*	63%	70%
Students with Disabilities	53	722	722	719	*	*	23%	21%	0%	21%	19%
Students without Disabilities	251	757	757	763	*	*	24%	48%	16%	65%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	262	753	753	757	6%	15%	25%	43%	12%	55%	59%
White	130	762	762	764	*	*	22%	49%	17%	65%	68%
Hispanic	21	741	741	742	*	*	*	*	*	43%	44%
Black or African American	81	742	742	738	*	21%	31%	33%	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	24	755	755	786	*	*	*	58%	*	67%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	136	762	762	766	*	*	24%	47%	*	65%	68%
Male	126	743	743	749	*	*	25%	39%	*	43%	50%
Economically Disadvantaged Students	57	738	738	739	*	25%	35%	28%	*	33%	40%
Non-Economically Disadvantaged Students	205	757	757	766	*	12%	22%	47%	*	61%	69%
Students with Disabilities	38	720	720	718	*	*	26%	*	*	16%	18%
Students without Disabilities	224	759	759	764	*	*	25%	*	*	61%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



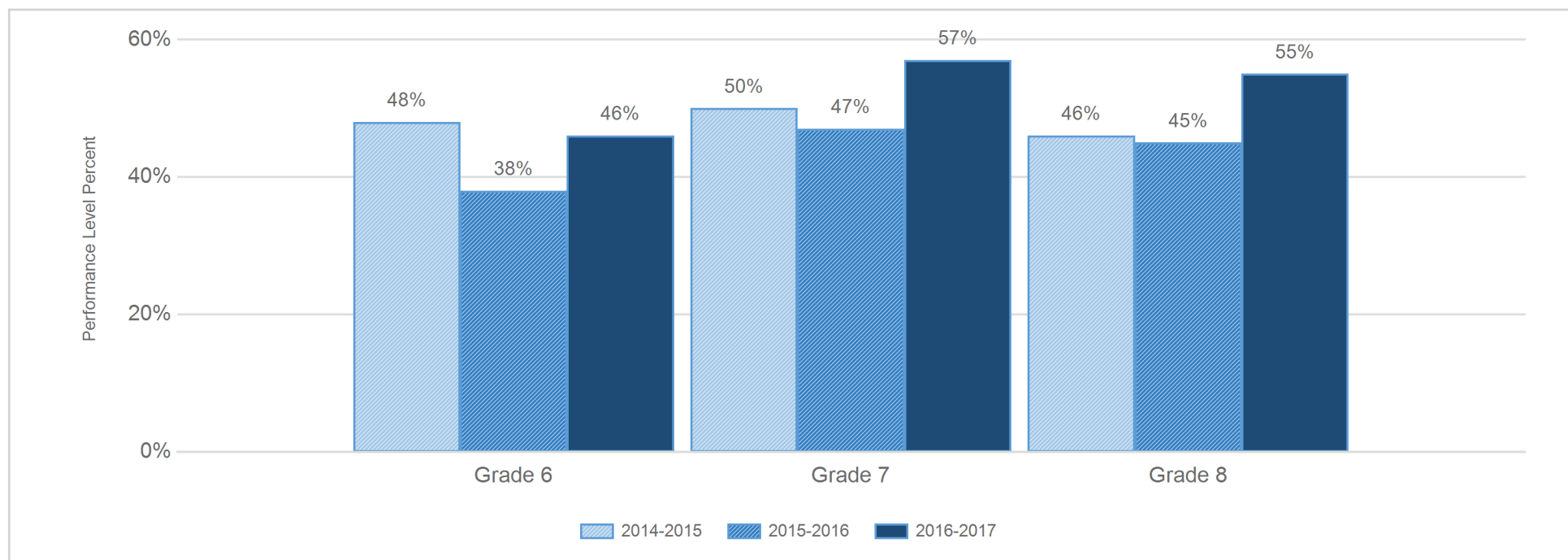
**Burlington Township Middle School at Springside
2016-2017**

Grade Span 06-08

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English Language Arts/Literacy Assessment - Performance Trends

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	818	97.3	42.40	41.00	43.50	42.4	44.6	Met Target†
White	403	96.9	54.80	50.50	52.40	54.8	54.7	Met Target
Hispanic	63	94.8	34.90	34.40	27.60	34.5	35.2	Met Target†
Black or African American	246	98.2	24.40	26.40	21.70	24.4	27.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	77	98.8	46.80	49.70	75.60	46.8	61	Not Met
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	38.30	44.90	24	30.9	Met Target†
Female	431	97.8	42.90	41.60	44.10	42.9		
Male	387	96.7	41.90	40.50	42.90	41.9		
Economically Disadvantaged Students	182	96.3	19.20	22.60	25.10	19.2	26	Not Met
Non-Economically Disadvantaged Students	636	97.7	49.00	46.40	54.30	49		
Students with Disabilities	133	97.3	*	16.30	16.50	*	14.5	Not Met
Students without Disabilities	685	97.3	*	45.70	48.80	*		
English Learners	38	95.8	18.40	*	23.30	18.4	N	N
Non-English Learners	780	97.4	43.60	*	45.20	43.6		
Homeless Students	12	100.0	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	293	738	738	743	9%	22%	32%	33%	3%	37%	44%
White	138	747	747	751	*	15%	28%	48%	*	52%	54%
Hispanic	25	726	726	731	*	40%	*	*	*	20%	27%
Black or African American	88	728	728	724	*	27%	38%	18%	*	19%	20%
Asian, Native Hawaiian, or Pacific Islander	32	741	741	771	*	*	47%	*	*	34%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	154	740	740	745	*	23%	36%	32%	*	36%	45%
Male	139	737	737	742	*	19%	29%	35%	*	38%	43%
Economically Disadvantaged Students	67	724	724	728	*	31%	37%	*	*	15%	24%
Non-Economically Disadvantaged Students	226	743	743	752	*	19%	31%	*	*	43%	56%
Students with Disabilities	47	714	714	717	*	*	*	*	*	*	13%
Students without Disabilities	246	743	743	748	*	*	*	*	*	*	50%
English Learners	15	722	722	710	*	*	*	*	0%	20%	*
Non-English Learners	278	739	739	745	*	*	*	*	4%	38%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	743	743	741	6%	19%	36%	30%	8%	39%	40%
White	141	751	751	748	*	*	36%	34%	14%	48%	49%
Hispanic	27	734	734	730	*	*	*	*	*	37%	23%
Black or African American	97	733	733	726	*	28%	39%	25%	*	27%	19%
Asian, Native Hawaiian, or Pacific Islander	26	749	749	764	*	*	*	*	*	42%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	14	731	731	740	*	*	*	*	0%	21%	39%
Female	159	744	744	743	*	16%	42%	33%	*	40%	41%
Male	147	741	741	740	*	22%	30%	27%	*	37%	38%
Economically Disadvantaged Students	74	727	727	729	*	35%	35%	*	*	16%	22%
Non-Economically Disadvantaged Students	232	748	748	749	*	14%	36%	*	*	46%	50%
Students with Disabilities	53	720	720	716	*	40%	21%	*	*	15%	11%
Students without Disabilities	253	747	747	746	*	15%	39%	*	*	44%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	724	724	728	19%	29%	33%	20%	0%	20%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	59	717	717	715	27%	32%	29%	*	*	12%	15%
Asian, Native Hawaiian, or Pacific Islander	11	719	719	747	*	*	*	*	0%	18%	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	69	724	724	730	17%	28%	36%	19%	0%	19%	30%
Male	84	724	724	725	20%	30%	30%	20%	0%	20%	26%
Economically Disadvantaged Students	45	715	715	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	108	728	728	734	*	*	*	*	*	*	34%
Students with Disabilities	36	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	117	730	730	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	785	750	743	0%	*	*	76%	16%	92%	42%
White	68	793	765	751	*	*	*	78%	21%	99%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	23	767	734	724	0%	*	*	57%	*	65%	19%
Asian, Native Hawaiian, or Pacific Islander	13	782	750	774	*	*	*	85%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	68	782	752	744	*	*	*	78%	*	90%	43%
Male	42	791	747	741	*	*	*	71%	*	95%	40%
Economically Disadvantaged Students	12	785	738	727	0%	*	*	*	*	100%	23%
Non-Economically Disadvantaged Students	98	785	753	751	0%	*	*	*	*	91%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	110	785	*	745	0%	*	*	76%	16%	92%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

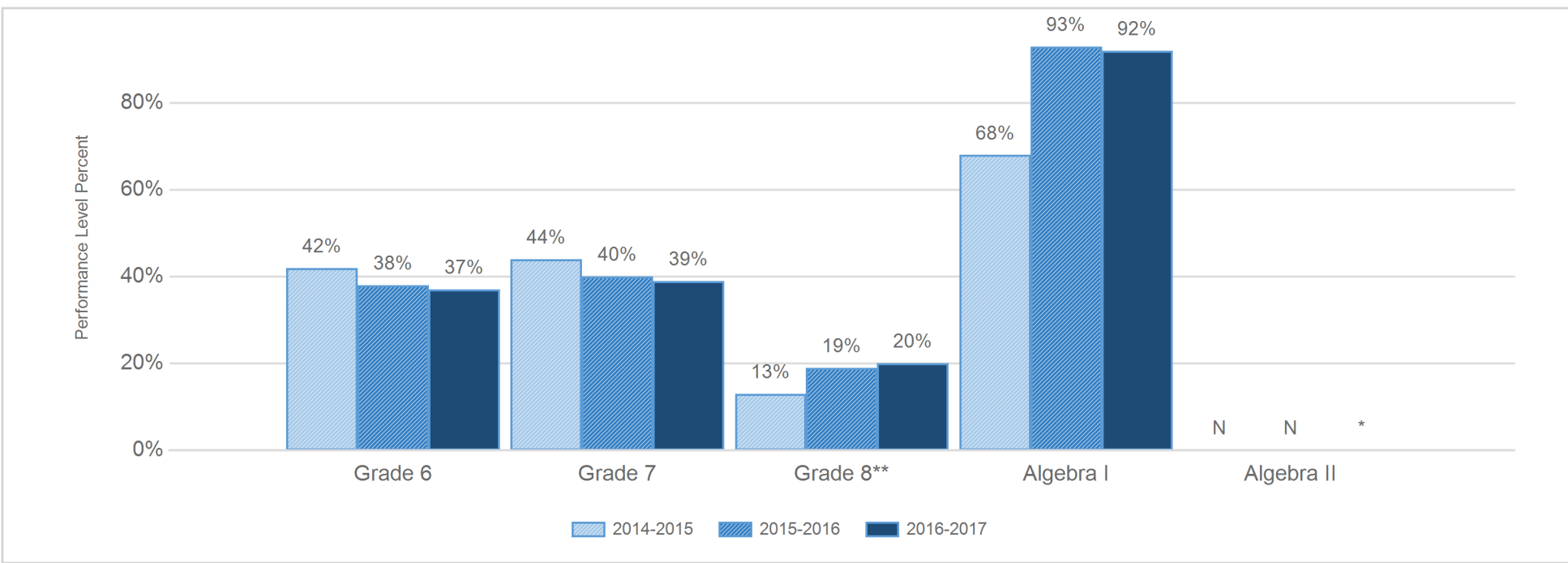


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

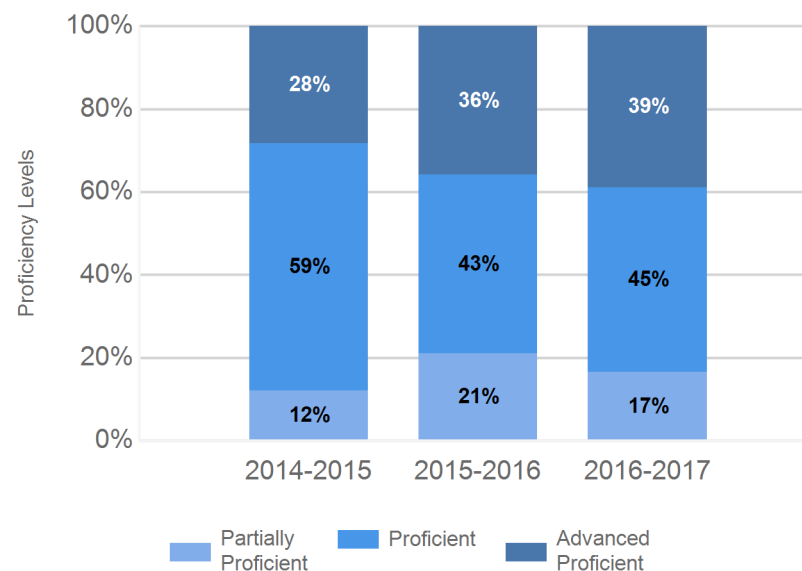
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	39%	45%	17%
White	52%	40%	8%
Hispanic	*	53%	*
Black or African American	20%	51%	29%
Asian, Native Hawaiian, or Pacific Islander	52%	36%	12%
American Indian or Alaska Native	N	*	*
Two or More Races	*	*	N
Economically Disadvantaged Students	18%	50%	32%
Students with Disabilities	8%	44%	49%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	52	50	Met Target	54	52	50	Met Target
White	57	55	50	Met Target	55	55	52	Met Target
Hispanic	39	43.5	49	Not Met	56.5	54	47	Met Target
Black or African American	47	48	45	Met Target	48	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	53	60	Met Target	60.5	58.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Not Met	*	*	52	Met Target
Economically Disadvantaged	48	47	47	Met Target	44	48.5	46	Met Target
Students with Disabilities	42	42	41	Met Target	40	45	43	Met Target
English Learners	53	50	53	Met Target	62	62.5	51	Exceeds Target

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



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

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

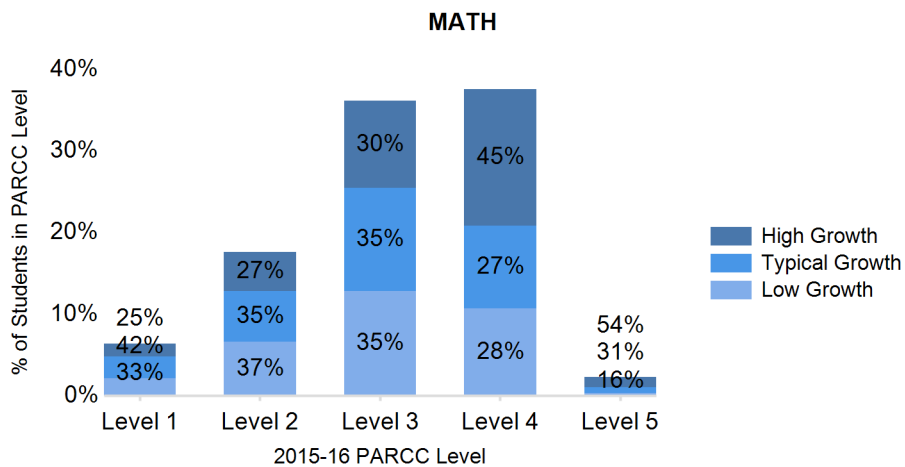
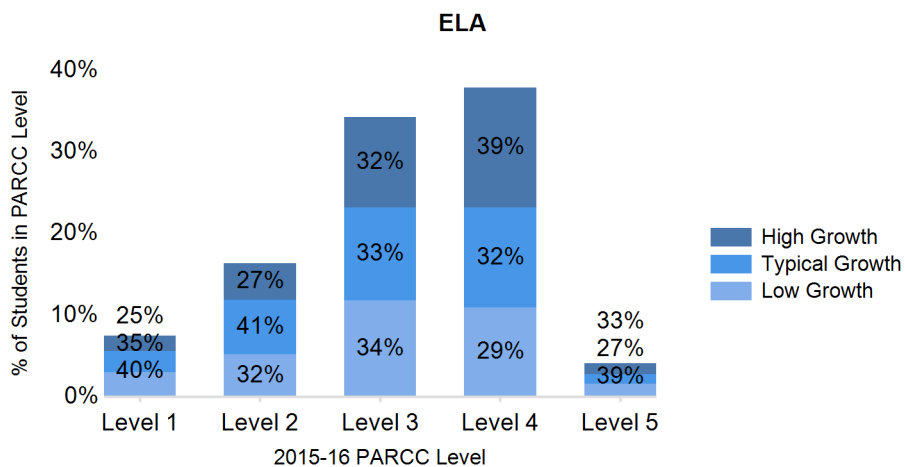
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

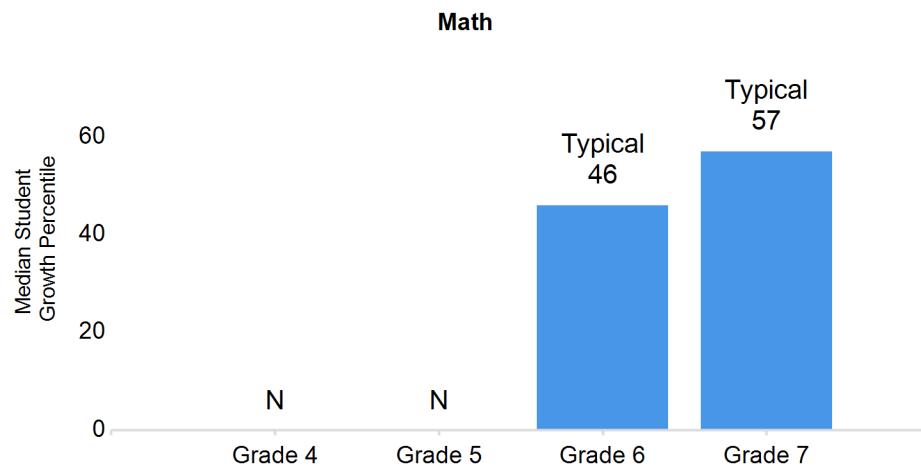
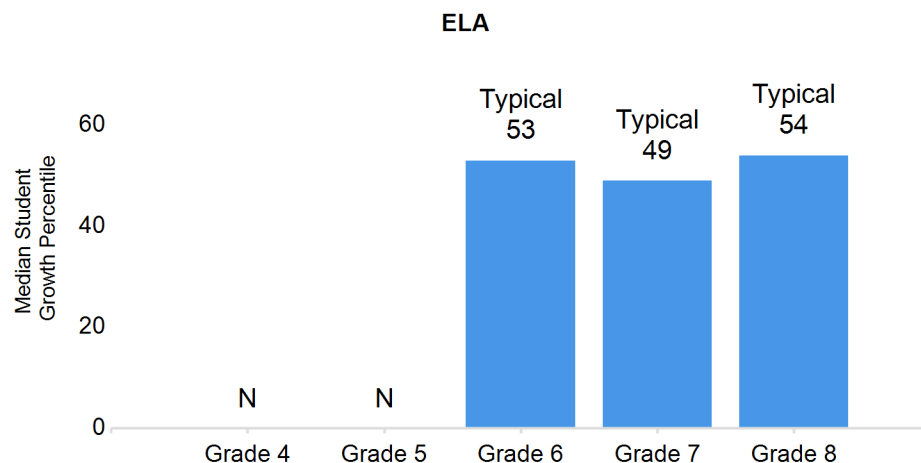
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	304
7	1	0	317
8	109	0	167
Schoolwide	110	0	788

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	0	302	0	0	0	0	0
8	96	26	0	0	11	0	30
Schoolwide	96	328	0	0	11	0	30
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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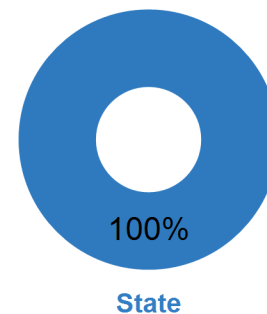
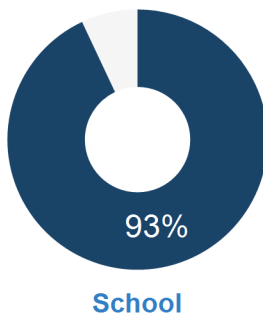
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Visual and Performing Arts – Course Participation

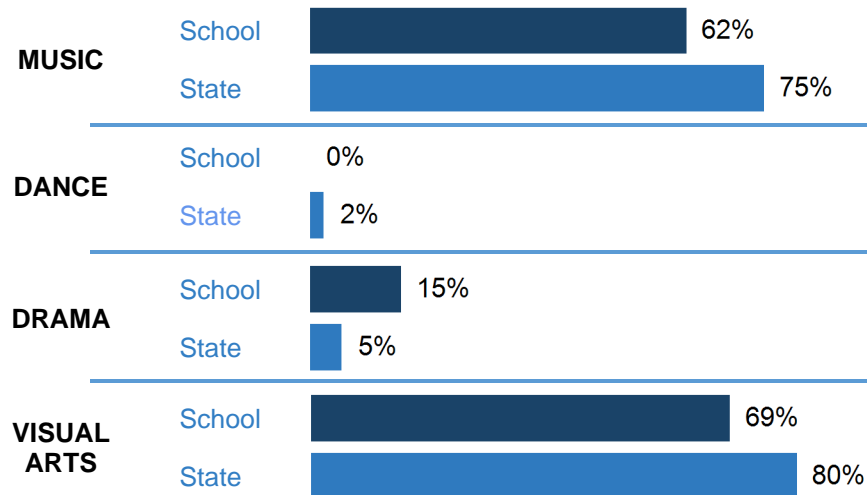
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

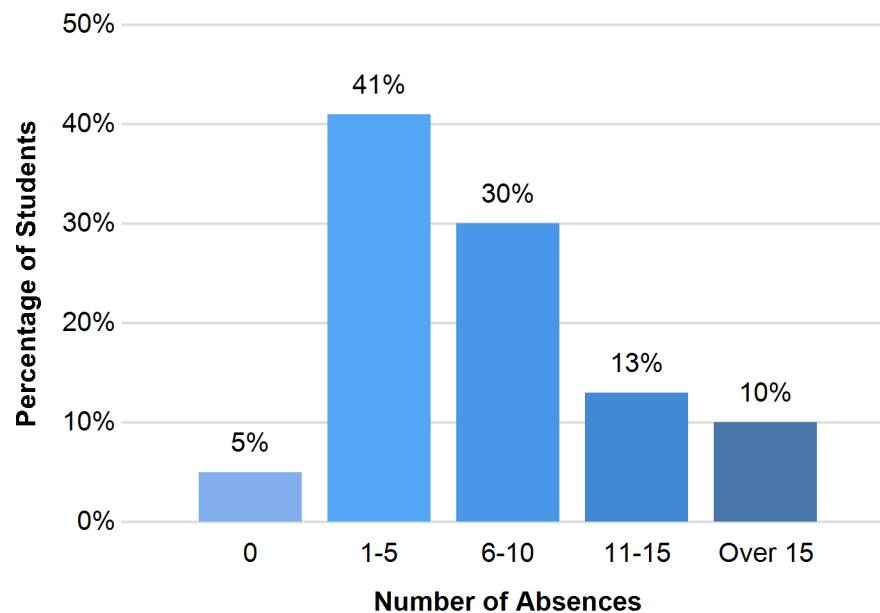
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	8.70	Met Target
White	7.30	8.70	Met Target
Hispanic	7.80	8.70	Met Target
Black or African American	6.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.20	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.80	8.70	Not Met
Economically Disadvantaged Students	10.30	8.70	Not Met
Students with Disabilities	12.80	8.70	Not Met
English Learners	4.20	8.70	Met Target

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

Days Absent

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



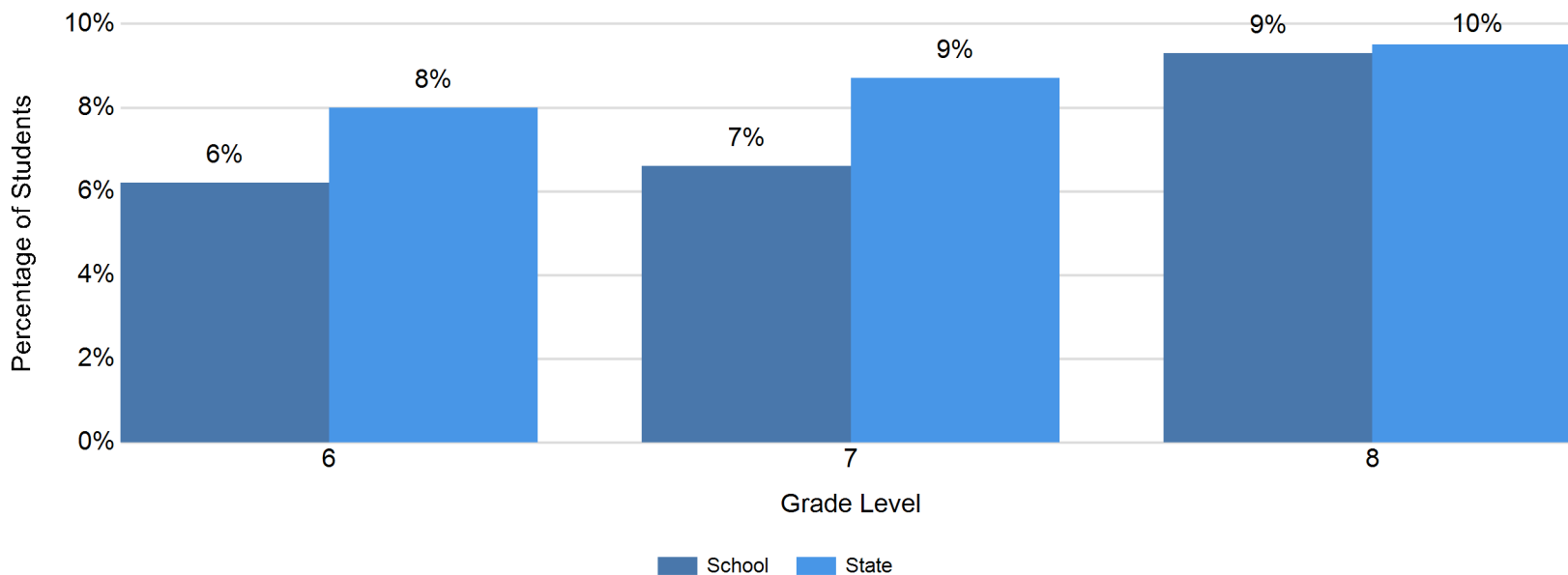


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.69

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	10.2%
Out-of-School Suspensions	5.2%
Any Suspension	12.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	258.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$345	\$13,239	\$13,584



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	83	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	19.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	95%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	297:1	184:1
Librarian/Media Specialists		1288:1
Nurses		773:1
Counselors		297:1
Child Study Team		387:1



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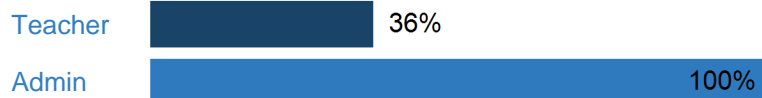
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	35.8	17.5%
Mathematics Proficiency	31.8	17.5%
English Language Arts Growth	50.1	25.0%
Mathematics Growth	59.3	25.0%
Chronic Absenteeism	41.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.3
Summative Rating: Percentile rank of Summative Score		42.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	52.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	52.1	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	64.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	22.7	11.9	No	Met Target	Not Met	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	22.0	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Economically Disadvantaged Students	41.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	41.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
English Learners	63.1	11.9	No	N	N	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Penny	Email Address:	lpenny@burltwpsch.org
Address:	1600 BURLINGTON BY PASS BURLINGTON, NJ 08016	Website:	http://www.burltwpsch.org/msp
Phone:	(609)699-4021	Facebook:	https://www.facebook.com/Burlington-Township-Middle-School-at-Springside-246359175811676/

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • National Junior Honor Society has students who have outstanding grades and have worked in the community to help others. • 25 Clubs in the Middle School which includes some of the following: Stock Market, Sports Clubs, and Robotics Club. • The Spotlight Program was establish to help improve students and staff achievements in the Middle School.
<p>Mission, Vision, Theme:</p>	<p>The Burlington Township School District will develop the intellectual, creative, and social potential of each child through an active partnership with all members of the community.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>The Burlington Township Middle School Band and Show Choir have received numerous awards in the area of outstanding vocals, and first place awards in Band and Orchestra. These awards have been given to the Burlington Township Middle School Music Department over the past 3-4 years. In the area of Science we had several students receive awards for outstanding science projects where these students competed in state and national competitions. (Broadcom Masters Science Competition)</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Burlington Township Middle School @ Springside offers an array of 21st century learning opportunities, which include a cross curricular Gifted and Talented program, enriched math opporntities such as Honors Algebra, language explorations for Spanish, German, and French, and robotics.</p>
 <p>Clubs and Activities:</p>	<p>Some of the Clubs in the Middle School includes the following : YSA (Youth Services Association), Battle of the Books (competition with other Middle Schools in the County), Homework Hotline, Math Academy, and Title One Tutoring. We also have the Falcon Crest Club, Building Young Men, Girls for Change , Sports Exploration, Basketball Club (girls and boys), Wrestling Club, Running Club (boys and girls), and Cooking Club (boys and girls).</p>
 <p>Before and After School Programs:</p>	<p>Prime Time (after school program through the YMCA) is offered to students in the Middle School. Students are able to complete homework assignments as well as interact with their peers.</p>







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 <p>Staff and Professional Learning:</p>	<p>The Middle School Staff takes part in professional development during faculty meetings and in-service days. Also staff receives professional development training through departmental meetings. We are very proud of our Falcon Professional Development Institute that is offered for all staff.</p>
 <p>Student Supports and Services:</p>	<p>Burlington Twp. Middle School provides a Multiply Disabled classroom and a self-contained Autism classroom. BTMS provides ICR sections for all core subject areas and POR classes for math and language arts. Students are also serviced in mainstream classes per their IEP. Multiple school counselors, as well as shared SAC and behavioral specialists, provide emotional, social, and behavioral support. Multi-disciplinary 504 Plan and I&RS Teams assist students who experience difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Fitness center is available for PE classes and an afterschool club. Students in physical education class engage in articulated lesson based on exercise principles. BTMS participates in the National School Lunch program and offers breakfast to all students every day.</p>
 <p>Parent and Community Involvement:</p>	<p>The Burlington Twp. Middle School Administration communicates with parents and the community in the following ways: Middle School Website, BTMS Facebook Page, MSFA (Middle School Family Association), BTMS Building Spotlight Newsletter, Parent Panels, Parent Portal, School Safety Team Meeting, BTMS "Great Happenings "Website and our Family Fun Nights.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The Burlington Twp. Middle School Administration conducts surveys with parents, students, and teachers for their opinions about our school programs, academics, and the climate of the school. Also we survey the parents and the community on things they would like to see changed or expanded in the Middle School. We use these surveys to help us to develop possible new courses, after schools clubs, activities and help to improve our school climate.</p>
 <p>Facilities:</p>	<p>The entire building was newly constructed in 2007. The entire building is air conditioned. The building has art, music, and science spaces. It also has computer labs, a media center, two gymnasiums, a cafeteria, and a fitness center.</p>




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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
3	265	292	275
4	280	274	304
5	297	285	285
Ungraded	36	29	24
Total	878	880	888

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	28%	27%	24%
Students with Disabilities	20%	18%	19%
English Learners	3%	5%	5%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	42.3%
Black or African American	32.2%
Hispanic	10.2%
Asian	9.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.2%

Enrollment by Home Language

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

Home Language	% of Students
English	87.4%
Panjabi	1.5%
Spanish	1.4%
Urdu	1.1%
Gujarati	1.1%
<i>Other</i>	7.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	821	97.4	52.10	51.70	54.90	52.1	42.7	Met Target
White	362	97.1	58.30	59.90	63.90	58.3	48.6	Met Target
Hispanic	83	95.7	55.40	47.40	39.80	55.4	40.3	Met Target
Black or African American	252	98.3	40.10	39.60	35.20	40.1	28.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	78	100.0	55.10	57.50	80.70	55.1	51.5	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	48.70	54.90	59.3	56.8	Met Target
Female	402	96.9	58.00	60.40	62.20	58		
Male	419	98.0	46.50	42.80	48.10	46.5		
Economically Disadvantaged Students	204	95.8	33.40	33.30	36.20	33.4	27.3	Met Target
Non-Economically Disadvantaged Students	617	98.0	58.30	56.90	65.80	58.3		
Students with Disabilities	160	95.4	25.60	19.60	20.50	25.6	25.1	Met Target
Students without Disabilities	661	97.9	58.50	58.00	61.90	58.5		
English Learners	64	97.1	34.40	32.20	25.20	34.4	20.8	Met Target
Non-English Learners	757	97.4	53.60	52.80	57.40	53.6		
Homeless Students	17	82.8	29.40	22.50	26.40	23.9		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	747	747	749	*	14%	26%	47%	*	50%	50%
White	110	755	755	759	*	13%	26%	52%	*	56%	61%
Hispanic	30	750	750	734	*	*	*	57%	*	60%	35%
Black or African American	85	739	739	731	17%	*	32%	39%	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	32	746	746	775	*	*	*	47%	*	50%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	14	738	738	751	*	*	0%	*	*	43%	52%
Female	129	752	752	754	*	13%	24%	50%	*	55%	55%
Male	142	743	743	745	*	15%	28%	44%	*	46%	46%
Economically Disadvantaged Students	69	731	731	731	*	17%	36%	29%	*	29%	31%
Non-Economically Disadvantaged Students	202	753	753	762	*	13%	22%	53%	*	57%	63%
Students with Disabilities	50	721	721	720	*	22%	*	26%	*	28%	24%
Students without Disabilities	221	753	753	755	*	12%	*	52%	*	55%	55%
English Learners	14	722	722	709	*	*	*	*	*	36%	11%
Non-English Learners	257	749	749	752	*	*	*	*	*	51%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	747	747	753	6%	12%	32%	44%	6%	50%	56%
White	134	751	751	762	*	10%	30%	49%	*	55%	67%
Hispanic	22	748	748	740	*	*	*	50%	*	55%	40%
Black or African American	103	739	739	737	*	15%	41%	32%	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	21	756	756	777	*	*	*	52%	*	62%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	18	760	760	755	0%	*	*	*	*	67%	56%
Female	155	751	751	758	*	11%	32%	43%	*	51%	61%
Male	144	744	744	749	*	13%	33%	44%	*	48%	51%
Economically Disadvantaged Students	77	733	733	737	*	27%	30%	29%	*	31%	36%
Non-Economically Disadvantaged Students	222	753	753	764	*	6%	33%	49%	*	56%	69%
Students with Disabilities	42	729	729	725	*	*	33%	26%	*	29%	25%
Students without Disabilities	257	750	750	759	*	*	32%	46%	*	53%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	753	753	756	6%	11%	28%	48%	7%	55%	59%
White	121	758	758	763	*	12%	22%	54%	*	63%	69%
Hispanic	32	745	745	743	*	*	38%	44%	0%	44%	44%
Black or African American	89	748	748	740	*	11%	35%	42%	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	28	759	759	779	*	*	*	46%	*	57%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	14	759	759	757	*	*	*	*	*	64%	60%
Female	142	760	760	761	*	*	25%	53%	*	64%	66%
Male	143	746	746	750	*	*	32%	43%	*	46%	53%
Economically Disadvantaged Students	67	737	737	740	*	16%	37%	31%	*	33%	40%
Non-Economically Disadvantaged Students	218	758	758	765	*	10%	26%	53%	*	62%	71%
Students with Disabilities	59	727	727	725	*	*	32%	*	*	20%	22%
Students without Disabilities	226	760	760	762	*	*	27%	*	*	64%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%

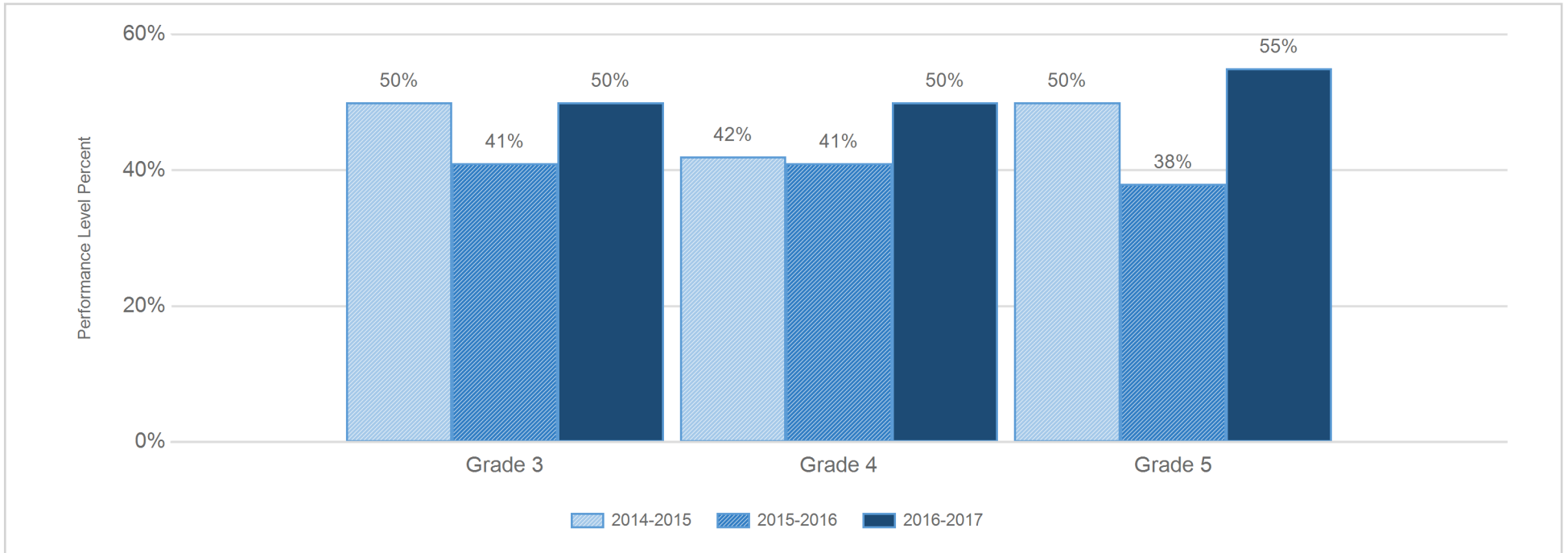


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English Language Arts/Literacy Assessment - Performance Trends

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	824	97.3	43.10	41.00	43.50	43.1	44	Met Target†
White	361	96.6	50.20	50.50	52.40	50.2	51.9	Met Target†
Hispanic	84	96.7	40.50	34.40	27.60	40.5	34	Met Target
Black or African American	254	98.3	29.60	26.40	21.70	29.6	31.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	79	100.0	56.90	49.70	75.60	56.9	48.9	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	38.30	44.90	43.9	50.2	Met Target†
Female	405	96.9	40.50	41.60	44.10	40.5		
Male	419	97.8	45.60	40.50	42.90	45.6		
Economically Disadvantaged Students	206	95.4	25.20	22.60	25.10	25.2	26	Met Target†
Non-Economically Disadvantaged Students	618	98.0	49.00	46.40	54.30	49		
Students with Disabilities	159	94.8	27.70	16.30	16.50	27.7	25.1	Met Target
Students without Disabilities	665	97.9	46.80	45.70	48.80	46.8		
English Learners	69	98.6	36.20	*	23.30	36.2	28.5	Met Target
Non-English Learners	755	97.2	43.70	*	45.20	43.7		
Homeless Students	20	87.1	15.00	*	16.40	13.2		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	273	748	748	751	8%	14%	28%	42%	8%	50%	53%
White	110	756	756	759	*	*	31%	49%	10%	59%	63%
Hispanic	30	750	750	738	*	*	*	37%	*	53%	37%
Black or African American	87	738	738	733	*	21%	31%	33%	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	32	752	752	779	*	*	*	50%	*	59%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	14	736	736	751	*	*	*	*	0%	36%	53%
Female	131	745	745	751	*	17%	30%	42%	*	46%	52%
Male	142	750	750	751	*	11%	27%	42%	*	54%	53%
Economically Disadvantaged Students	71	732	732	736	*	23%	30%	31%	*	32%	34%
Non-Economically Disadvantaged Students	202	754	754	761	*	10%	28%	46%	*	56%	65%
Students with Disabilities	50	727	727	729	26%	22%	*	32%	*	34%	29%
Students without Disabilities	223	753	753	755	5%	12%	*	44%	*	53%	57%
English Learners	16	732	732	724	*	*	*	*	0%	38%	21%
Non-English Learners	257	749	749	753	*	*	*	*	8%	51%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	741	741	747	*	22%	35%	37%	*	38%	47%
White	135	745	745	755	*	16%	39%	40%	*	41%	59%
Hispanic	23	742	742	734	0%	*	*	44%	0%	44%	30%
Black or African American	103	732	732	729	*	31%	31%	28%	*	29%	25%
Asian, Native Hawaiian, or Pacific Islander	22	758	758	774	*	*	*	46%	*	59%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	18	745	745	747	*	*	*	*	0%	44%	48%
Female	157	739	739	747	*	26%	35%	33%	*	34%	47%
Male	145	743	743	747	*	17%	35%	41%	*	43%	48%
Economically Disadvantaged Students	79	729	729	732	*	41%	25%	22%	*	24%	27%
Non-Economically Disadvantaged Students	223	745	745	757	*	15%	38%	42%	*	44%	61%
Students with Disabilities	42	727	727	724	*	26%	26%	29%	*	29%	22%
Students without Disabilities	260	743	743	751	*	21%	36%	38%	*	40%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	11	732	732	723	0%	*	*	*	0%	18%	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	744	744	747	5%	17%	38%	36%	4%	41%	46%
White	119	751	751	754	*	12%	34%	48%	*	54%	57%
Hispanic	32	735	735	735	*	*	41%	*	0%	28%	30%
Black or African American	89	734	734	729	*	23%	45%	19%	*	21%	22%
Asian, Native Hawaiian, or Pacific Islander	28	755	755	774	*	*	*	50%	*	57%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	14	747	747	747	0%	*	*	*	*	50%	47%
Female	141	743	743	747	*	16%	38%	36%	*	40%	47%
Male	142	744	744	746	*	17%	37%	37%	*	42%	46%
Economically Disadvantaged Students	65	731	731	732	*	31%	42%	15%	*	17%	27%
Non-Economically Disadvantaged Students	218	748	748	756	*	12%	36%	43%	*	48%	59%
Students with Disabilities	58	731	731	725	*	38%	31%	22%	*	24%	19%
Students without Disabilities	225	747	747	751	*	11%	39%	40%	*	45%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

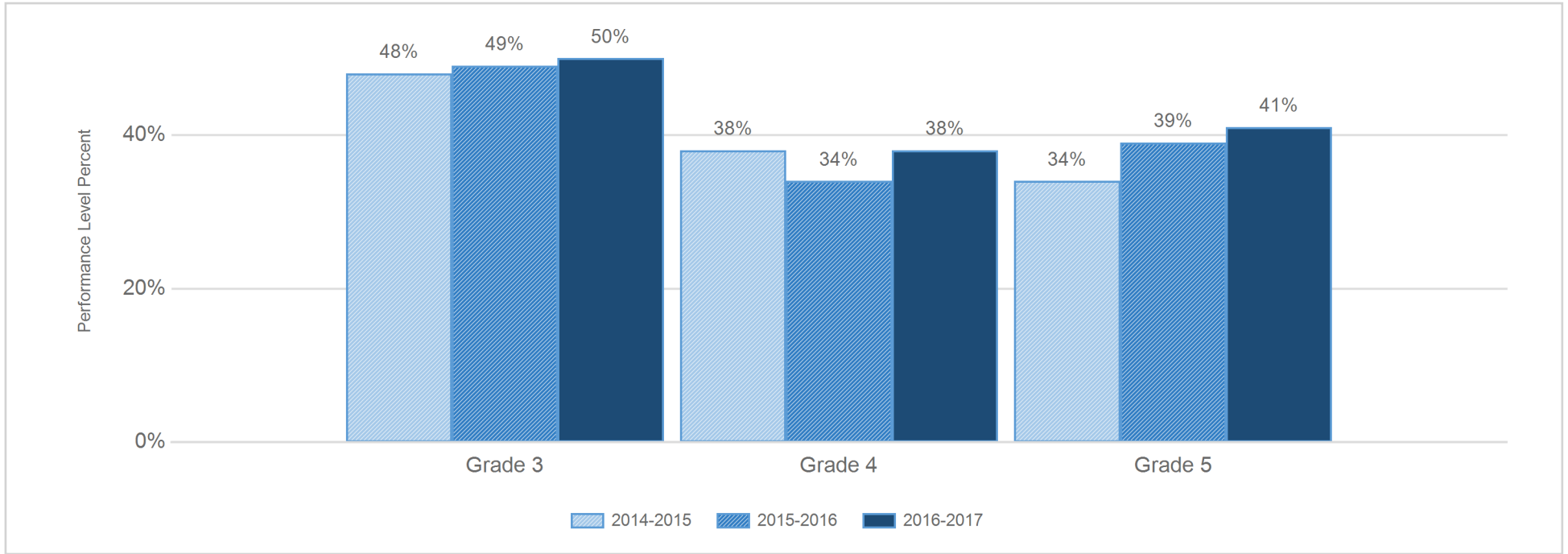


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

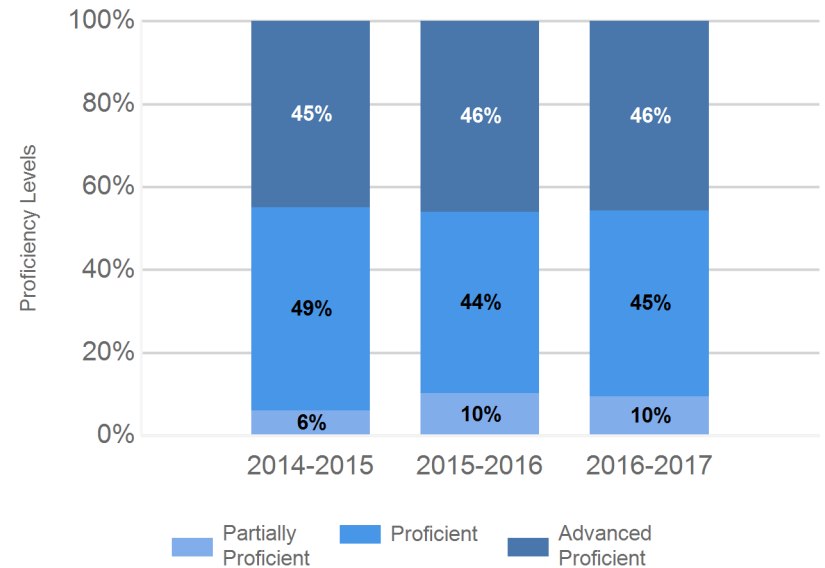
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	45%	10%
White	52%	42%	7%
Hispanic	65%	26%	9%
Black or African American	31%	52%	17%
Asian, Native Hawaiian, or Pacific Islander	48%	48%	4%
American Indian or Alaska Native	N	*	N
Two or More Races	60%	*	N
Economically Disadvantaged Students	32%	48%	20%
Students with Disabilities	28%	54%	19%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50.5	52	50	Met Target	51	52	50	Met Target
White	50.5	55	50	Met Target	55	55	52	Met Target
Hispanic	50	43.5	49	Met Target	52	54	47	Met Target
Black or African American	51	48	45	Met Target	43.5	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	45.5	53	60	Met Target	58	58.5	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Met Target	*	*	52	Met Target
Economically Disadvantaged	47	47	47	Met Target	52	48.5	46	Met Target
Students with Disabilities	42	42	41	Met Target	53	45	43	Met Target
English Learners	46	50	53	Met Target	63	62.5	51	Exceeds Target

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



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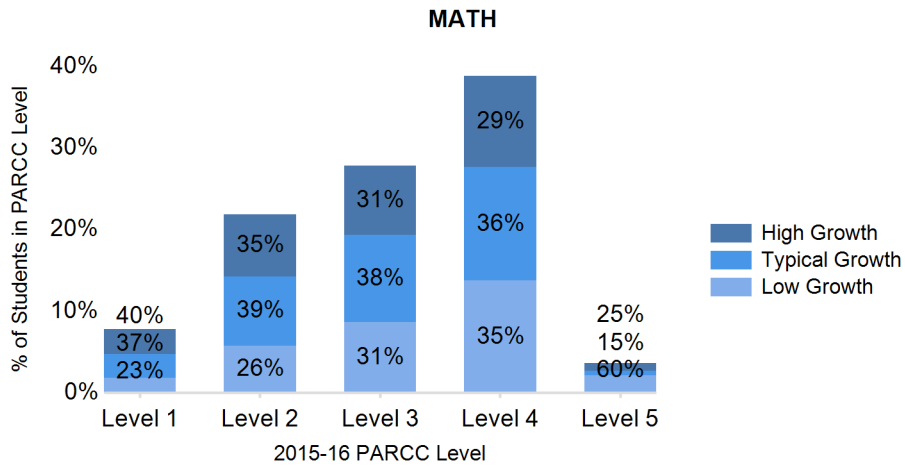
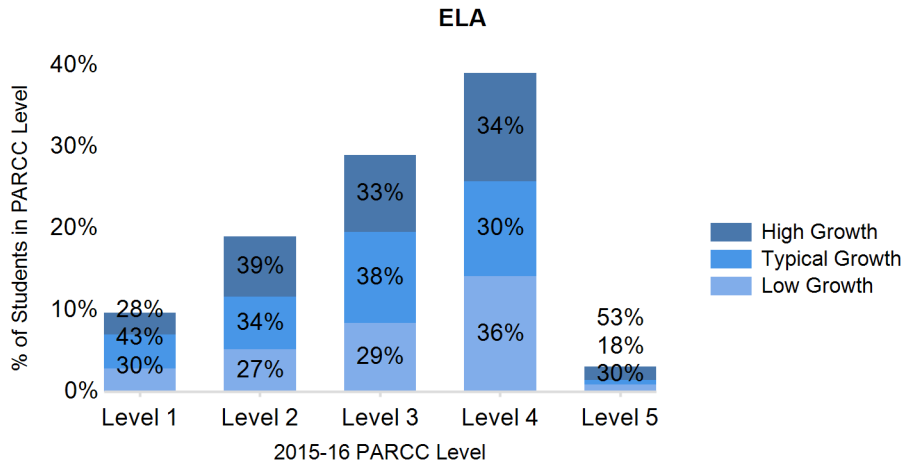
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

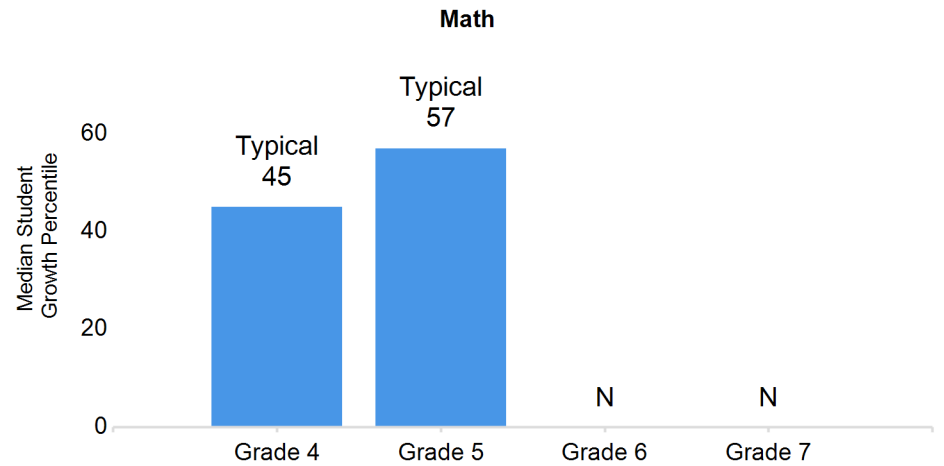
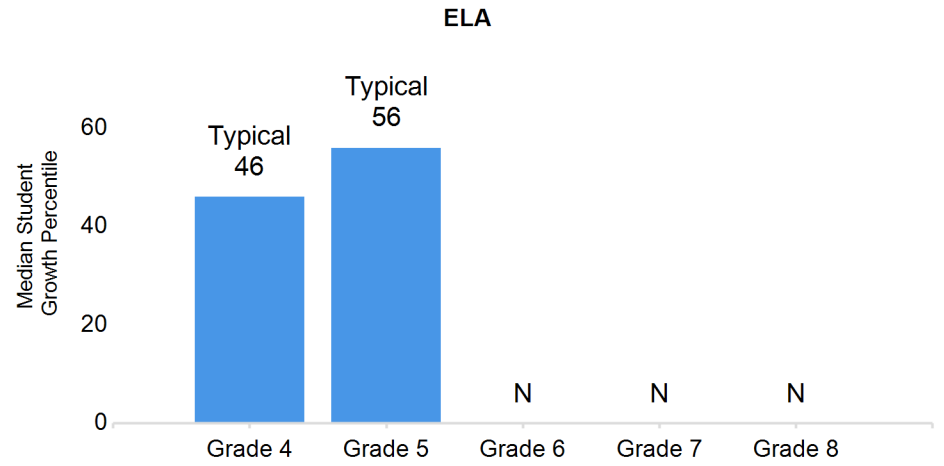
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Chronic Absenteeism

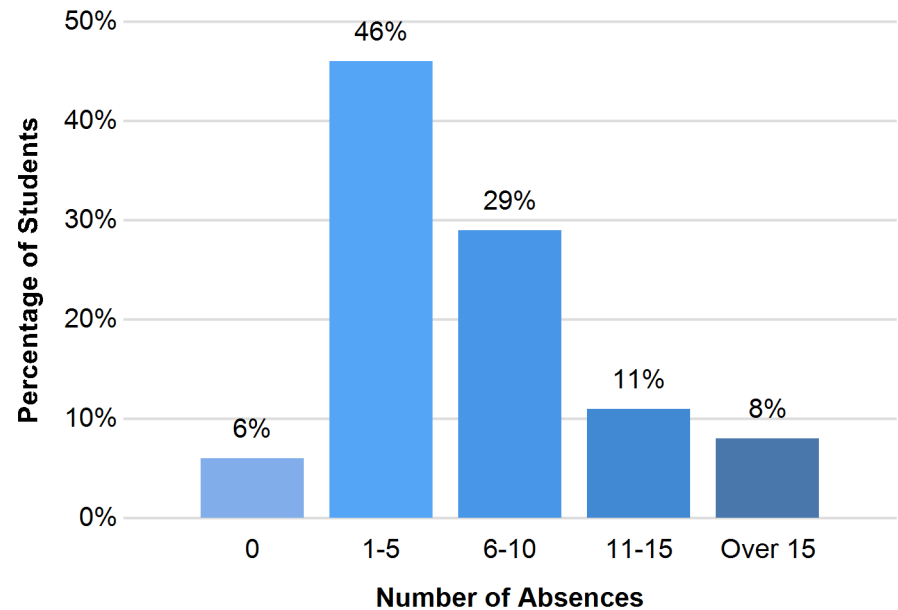
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	7.00	Met Target
White	4.80	7.00	Met Target
Hispanic	8.80	7.00	Not Met
Black or African American	3.20	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.10	7.00	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	13.00	7.00	Not Met
Economically Disadvantaged Students	7.60	7.00	Not Met
Students with Disabilities	7.30	7.00	Not Met
English Learners	12.50	7.00	Not Met

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

Days Absent

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



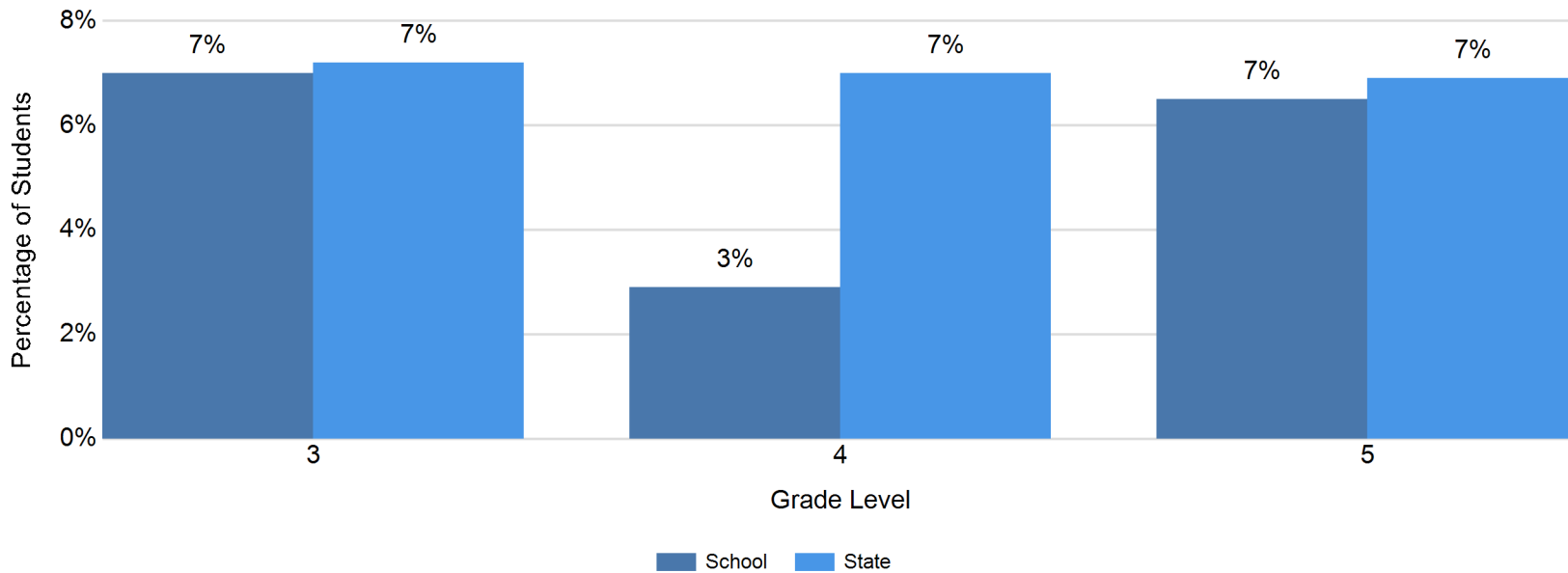


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Vandalism	3
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.46

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.4%
Out-of-School Suspensions	0.1%
Any Suspension	2.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	258.7 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$345	\$13,239	\$13,584



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	70	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	19.8	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	95%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	888:1	184:1
Librarian/Media Specialists		1288:1
Nurses		773:1
Counselors		297:1
Child Study Team		387:1



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

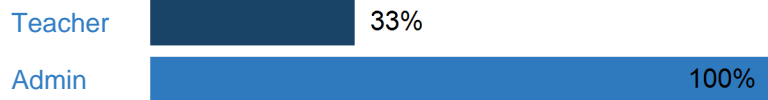
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.8	17.5%
Mathematics Proficiency	42.6	17.5%
English Language Arts Growth	46.5	25.0%
Mathematics Growth	56.3	25.0%
Chronic Absenteeism	52.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.8
Summative Rating: Percentile rank of Summative Score		46.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	47.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	47.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	63.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	68.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	16.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	42.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Economically Disadvantaged Students	53.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	67.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	56.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Johnson	Email Address:	jojohnson@burltwpsch.org
Address:	601 FOUNTAIN AVENUE BURLINGTON, NJ 08016	Website:	http://www.burltwpsch.org/fw.php
Phone:	(609)387-1799		

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:	<ul style="list-style-type: none"> • FW's curriculum includes MyMath and Wonders platforms. The school's increasing use of technology enhances the curricula. • FW is a Renaissance School, recognizing and rewarding accomplishments of students, staff, and parents. • FW celebrates the arts, offering band, orchestra, chorus, a recorder ensemble, and Artsonia, an online art gallery.
 Mission, Vision, Theme:	The mission of Fountain Woods School is to provide a safe, nurturing, and academically challenging environment that meets the needs of our students while preparing them for a culturally diverse world.
 Awards, Recognition, Accomplishments:	The Fountain Woods Renaissance program and our coordinator have been recognized nationally in the past 5 years. Our Renaissance coordinator is a featured speaker at the national convention annually.






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Fountain Woods curricula are aligned with state guidelines. Additionally, FW is proud of additional offerings such as STEM labs, multiple musical ensembles that rehearse before school begins, and its participation in Artsonia - an electronic art gallery featuring student work.</p>
 <p>Clubs and Activities:</p>	<p>In addition to the musical ensembles that rehearse before school, Fountain Woods also has a Disability Awareness Club. Fountain Woods has a Safety Team comprised of fifth grade student leaders. FW produces a daily news program, Good Morning Fountain Woods, daily.</p>
 <p>Before and After School Programs:</p>	<p>FW musical ensembles (beginning and advanced bands, beginning and advanced orchestras, and Vocal Chords) rehearse at 7:00 AM prior to the start of school. Our music department teachers direct these ensembles. Primetime before and after school care is available through a partnership with YMCA. After school tutoring available through funding by Title I is available to selected students.</p>







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 <p>Staff and Professional Learning:</p>	<p>We are very proud of our Falcon Professional Development Institute that is offered for all staff. These courses include Mindfulness, Guided Reading, edConnect, among others. These occur during scheduled common planning time, as well as faculty meetings. Professional development is provided by administrators, coaches, and teacher leaders. Our staff also participate in various online trainings through SafeSchools. All mandatory trainings required by the state are fulfilled.</p>
 <p>Student Supports and Services:</p>	<p>Fountain Woods School provides a Multiply Disabled classroom and a self-contained Autism classroom. FWS provides ICR sections for all core subject areas and POR classes for math and language arts. Students are also serviced in mainstream classes per their IEP. Multiple school counselors, as well as shared SAC and behavioral specialists, provide emotional, social, and behavioral support. Multi-disciplinary 504 Plan and I&RS Teams assist students who experience difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Students in physical education class engage in articulated lessons based on exercise principles. Health lessons are related to stress management, drug education, and physical maturation processes. The PE staff facilitate a field day in the 4th marking period. FW initiated a wellness committee. BTSD participates in the National School Lunch program and offers breakfast to all students every day.</p>
 <p>Parent and Community Involvement:</p>	<p>Fountain Woods has an active parent organization, the Fountain Woods Family Association. Parents are encouraged to join and participate in a wide variety of different committees that benefit the children and staff. Family events, such as Family Ceramics Night, Family Skate Night, and Family Baseball Night are held each year. Parents regularly volunteer for programs both during the instructional and beyond.</p>



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Facilities:

The building was constructed in 1997 and 1999. The entire building is air conditioned. The building has art and music classrooms. It also has a media center, a gymnasium, a cafeteria, a cafeteria annex, and two playgrounds.



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BTSD has an internal reponse process improvement team, Team Guardian, to address issues related to safety and security. Technology infrastructure includes a 1 gig backbone with classroom sets of devices in nearly all classrooms.



Other Information: