



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**Burch Charter School of Excellence**

(80-6022-990)

Grades Offered: KG-05

2018-2019

**Report Key:**

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

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## School Contact Information

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

Type	Contact Information
County	Charters
District	Burch Charter School of Excellence
Principal Name	Dr. Arnold White
Address	100 LINDEN AVE IRVINGTON, NJ 07111
Phone Number	973-373-3223
Email Address	<a href="mailto:jwhite@burchcharterschool.org">jwhite@burchcharterschool.org</a>
Website	<a href="http://www.burchcharterschool.org/">http://www.burchcharterschool.org/</a>



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	60	60	60
1	60	60	60
2	60	60	60
3	60	60	60
4	60	59	60
5	46	56	51
Total	346	355	351

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	55.8%	52.7%	53.3%
Male	44.2%	47.3%	46.7%
Economically Disadvantaged Students	95.1%	93.0%	97.2%
Students with Disabilities	0.9%	1.7%	3.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.6%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.3%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.0%	0.0%	0.0%
Hispanic	2.3%	4.5%	6.6%
Black or African American	97.4%	94.6%	92.6%
Asian	0.3%	0.8%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	60	60	60

### Enrollment by Home Language

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

Home Language	% of Students
English	100.0%

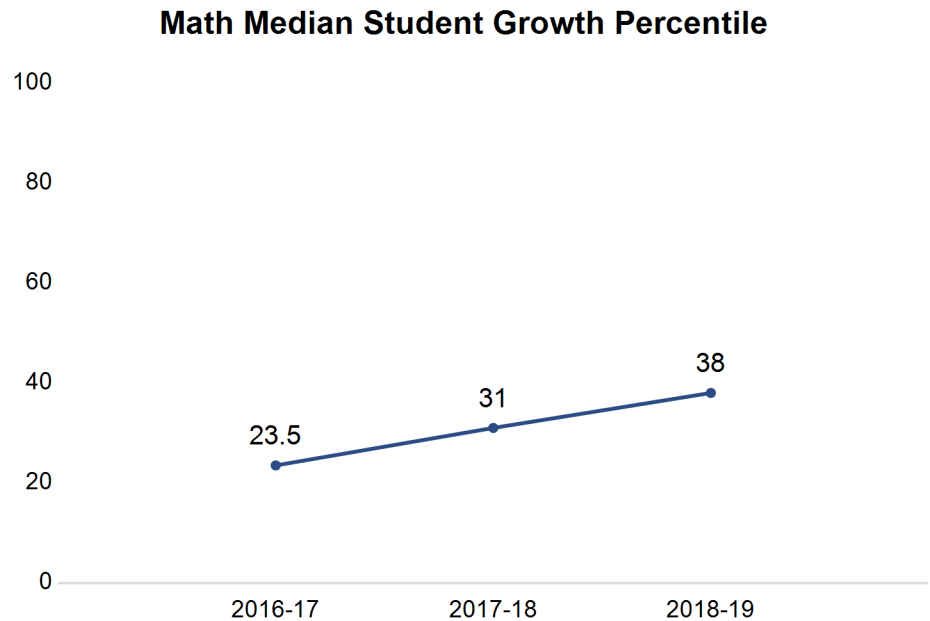
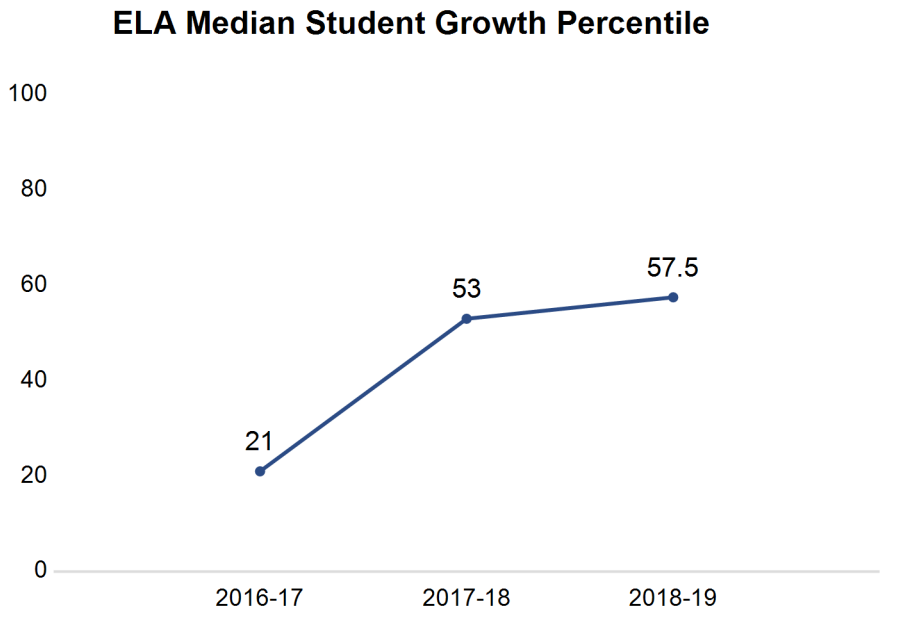


**Burch Charter School of Excellence**  
 (80-6022-990)  
 Grades Offered: KG-05  
 2018-2019

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

**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	21	53	57.5	23.5	31	38
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57.5	57.5	50	Met Standard	38	38	50	Not Met
White	N	N	50	**	N	N	52	**
Hispanic	*	*	49	**	*	*	47	**
Black or African American	59.5	59.5	45	Met Standard	38	38	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	59	**	N	N	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	59	59	53	N	38	38	50	N
Male	57	57	47	N	38	38	51	N
Economically Disadvantaged Students	58	58	48	Met Standard	38	38	46	Not Met
Students with Disabilities	*	*	43	**	*	*	45	**
English Learners	N	N	52	**	N	N	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Burch Charter School of Excellence**  
 (80-6022-990)  
 Grades Offered: KG-05  
 2018-2019

**Report Key:**

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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

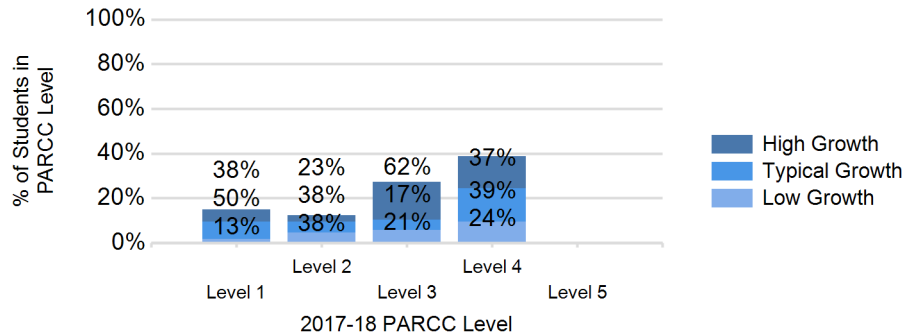
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

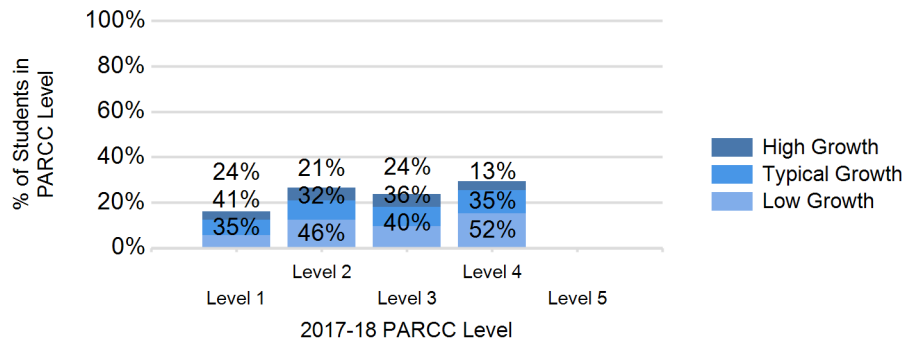
**Student Growth by Performance Level**

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

**ELA**



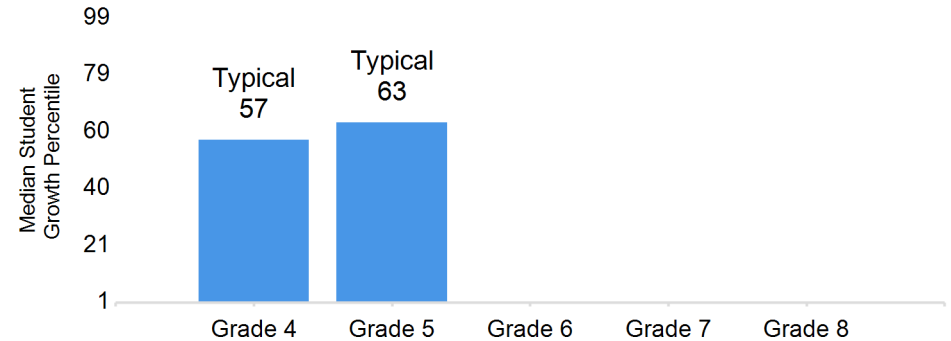
**Math**



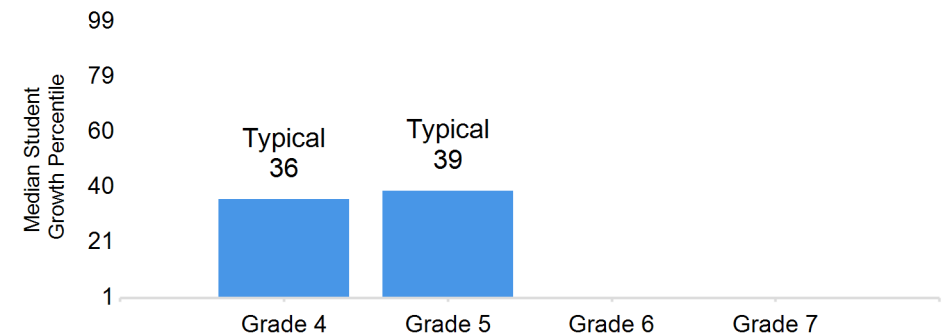
**Student Growth by Grade**

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

**ELA**



**Math**





**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

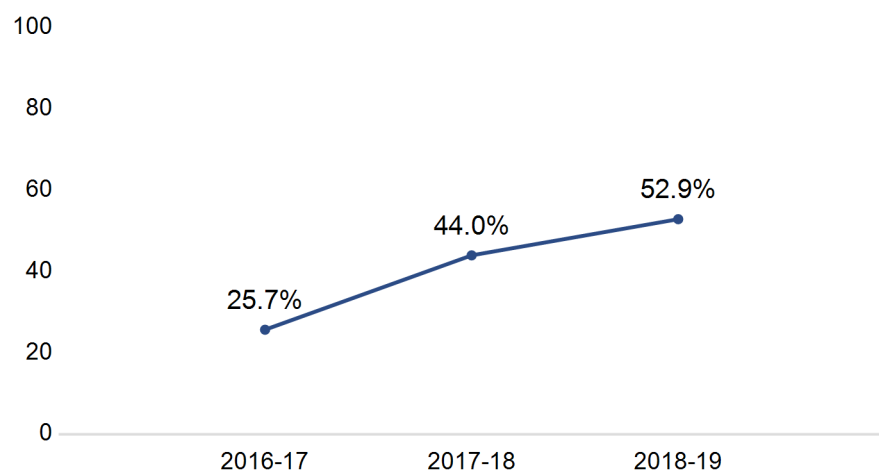
**Report Key:**

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

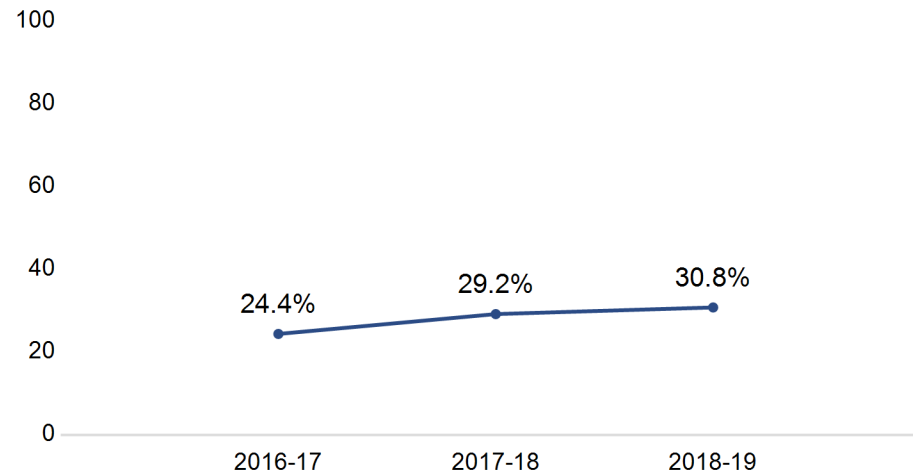
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	97.7%	100.0%	100.0%	97.7%	100.0%
Proficiency Rate for Federal Accountability	25.7%	44.0%	52.9%	24.4%	29.2%	30.8%
Annual Target	37.6%	39.9%	42.1%	35.6%	38.0%	40.3%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

## English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	172	100.0	52.9	52.9	57.9	52.9	42.1	Met Target
White	N	N	N	N	66.9	N	**	**
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	161	100.0	53.4	53.4	38.5	53.4	42.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	92	100.0	62.0	62.0	64.8	62.0		
Male	80	100.0	42.5	42.5	51.3	42.5		
Economically Disadvantaged Students	*	*	*	*	40.0	*	30.8	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	172	100.0	52.9	52.9	60.6	52.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



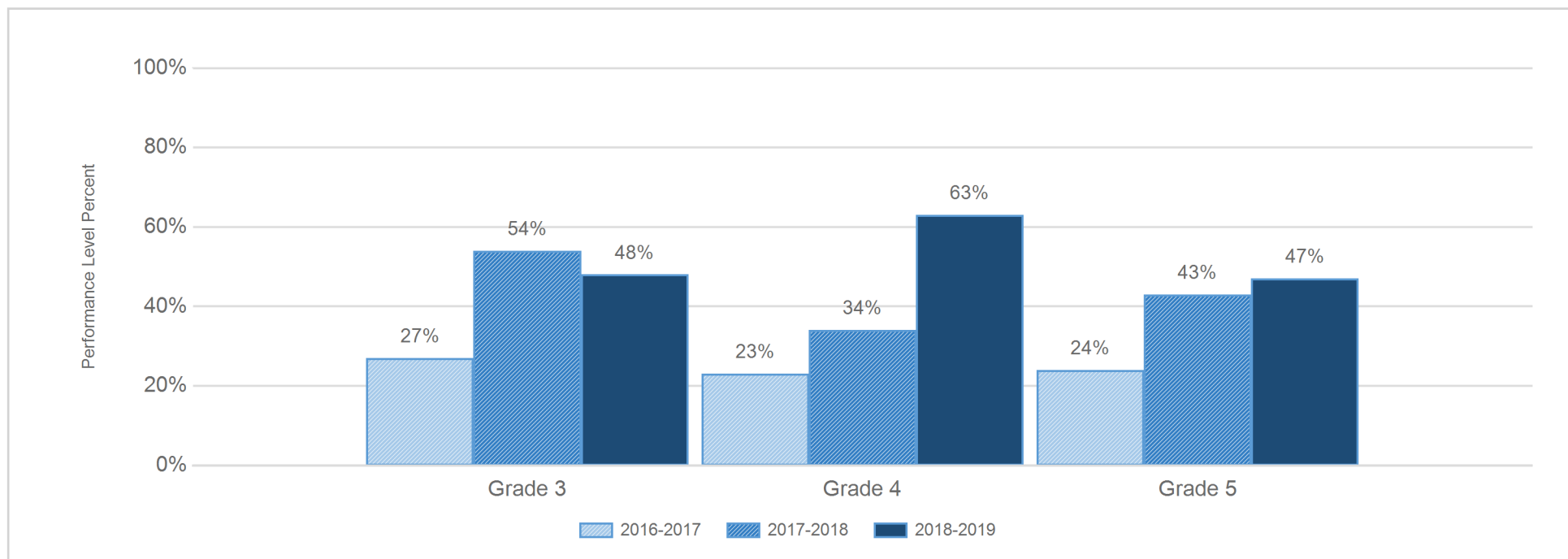
**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance Trends

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





**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	61	744	744	748	*	16%	26%	*	*	48%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	58	743	743	731	*	*	28%	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	33	751	751	753	*	*	*	*	*	58%	55%
Male	28	736	736	743	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	61	744	744	751	*	16%	26%	*	*	48%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	759	759	755	*	*	20%	*	*	63%	57%
White	N	N	N	763	N	N	N	N	N	N	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	32	760	760	760	*	*	*	*	*	63%	62%
Male	28	757	757	750	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	60	759	759	740	*	*	20%	*	*	63%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	60	759	759	761	*	*	20%	*	*	63%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	60	759	759	758	*	*	20%	*	*	63%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	51	748	748	756	*	22%	25%	*	*	47%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	27	759	759	761	*	*	*	*	*	67%	64%
Male	24	735	735	750	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	51	748	748	758	*	22%	25%	*	*	47%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	172	100.0	30.8	30.8	44.5	30.8	40.3	Not Met
White	N	N	N	N	54.1	N	**	**
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	161	100.0	31.1	31.1	23.0	31.1	40.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	92	100.0	33.7	33.7	44.9	33.7		
Male	80	100.0	27.5	27.5	44.2	27.5		
Economically Disadvantaged Students	*	*	*	*	26.3	*	30.1	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	172	100.0	30.8	30.8	46.5	30.8		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



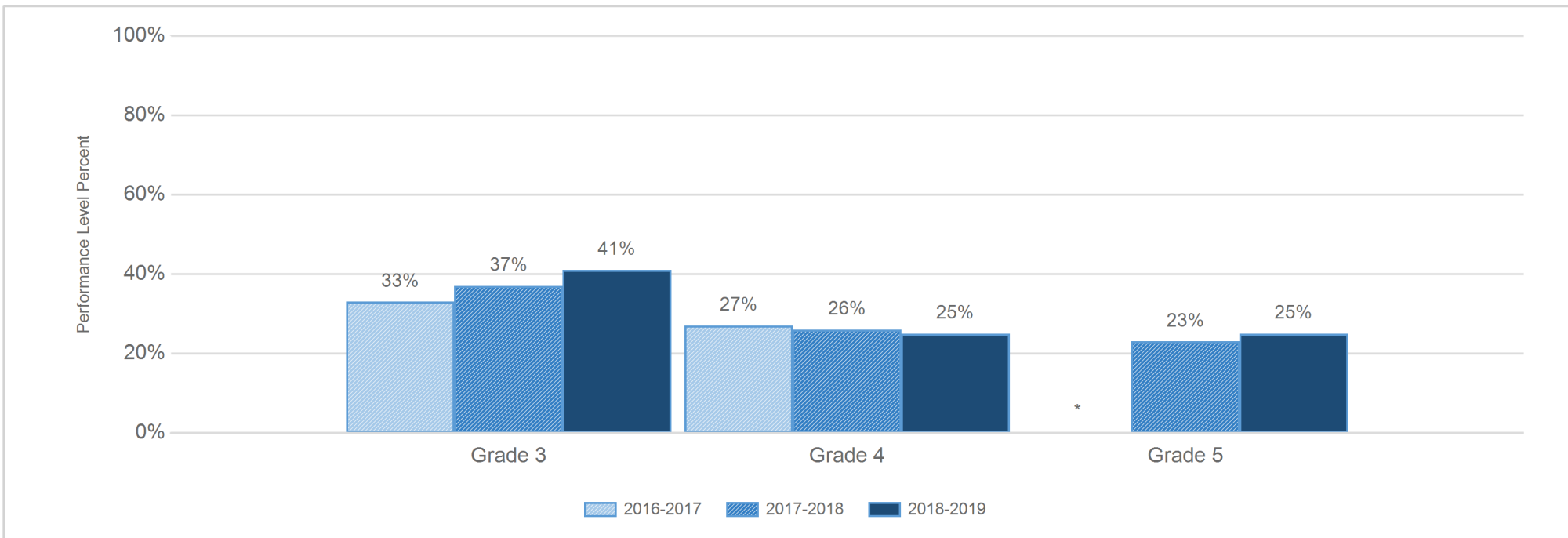
**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Mathematics Assessment – Performance Trends

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



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



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	61	744	744	752	*	*	39%	*	*	41%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	58	743	743	735	*	*	40%	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	33	748	748	751	*	*	*	*	*	52%	54%
Male	28	739	739	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	61	744	744	754	*	*	39%	*	*	41%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	728	728	749	20%	27%	28%	*	*	25%	51%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	32	727	727	749	*	*	*	*	*	19%	50%
Male	28	730	730	749	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	60	728	728	734	20%	27%	28%	*	*	25%	32%
Non-Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	726	N	N	N	N	N	N	25%
Students without Disabilities	60	728	728	754	20%	27%	28%	*	*	25%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	60	728	728	751	20%	27%	28%	*	*	25%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	51	730	730	747	*	37%	24%	*	*	25%	47%
White	N	N	N	755	N	N	N	N	N	N	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	27	734	734	747	*	*	*	*	*	30%	47%
Male	24	726	726	747	*	*	*	*	*	21%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	51	730	730	749	*	37%	24%	*	*	25%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

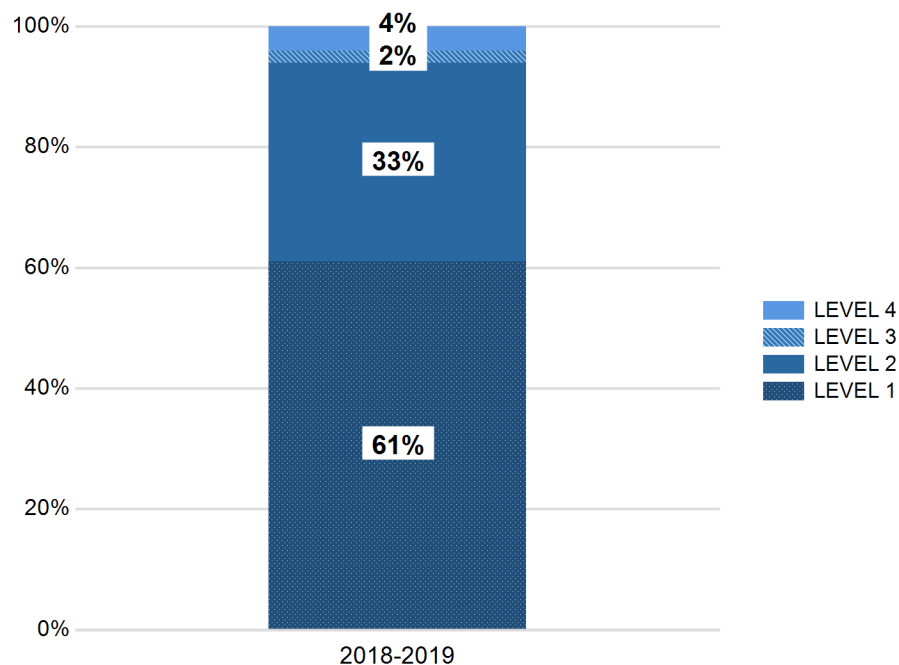
**Report Key:**

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

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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	61	33	2	4
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	41	4	0
Male	67	25	0	8
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	61	33	2	4
Students with Disabilities	N	N	N	N
Students without Disabilities	61	33	2	4
English Learners	N	N	N	N
Non-English Learners	61	33	2	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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

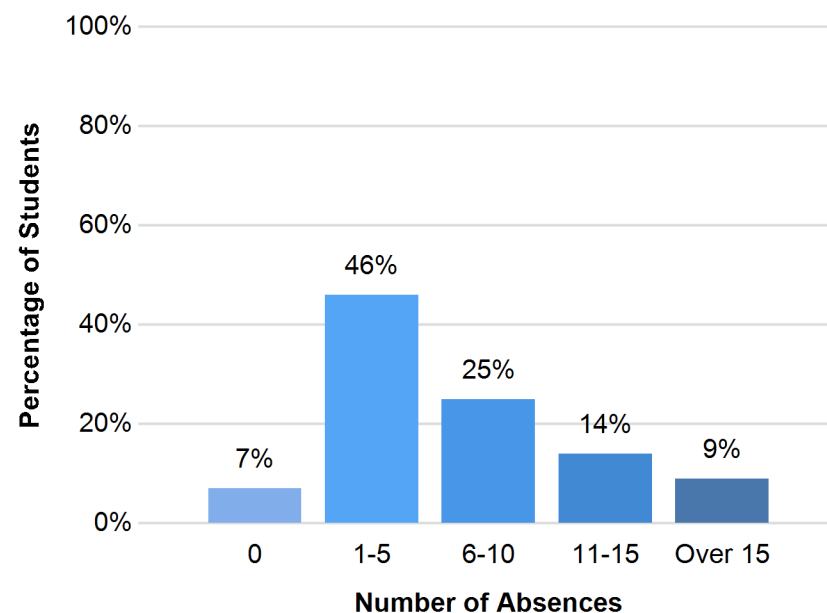
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	6.0	8.9	Met
White	N	N	N	N
Hispanic	*	*	8.9	Met
Black or African American	21	6.5	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	5.3		
Male	11	6.7		
Economically Disadvantaged Students	21	6.2	8.9	Met
Students with Disabilities	1	8.3	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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





### Burch Charter School of Excellence

(80-6022-990)

Grades Offered: KG-05

2018-2019

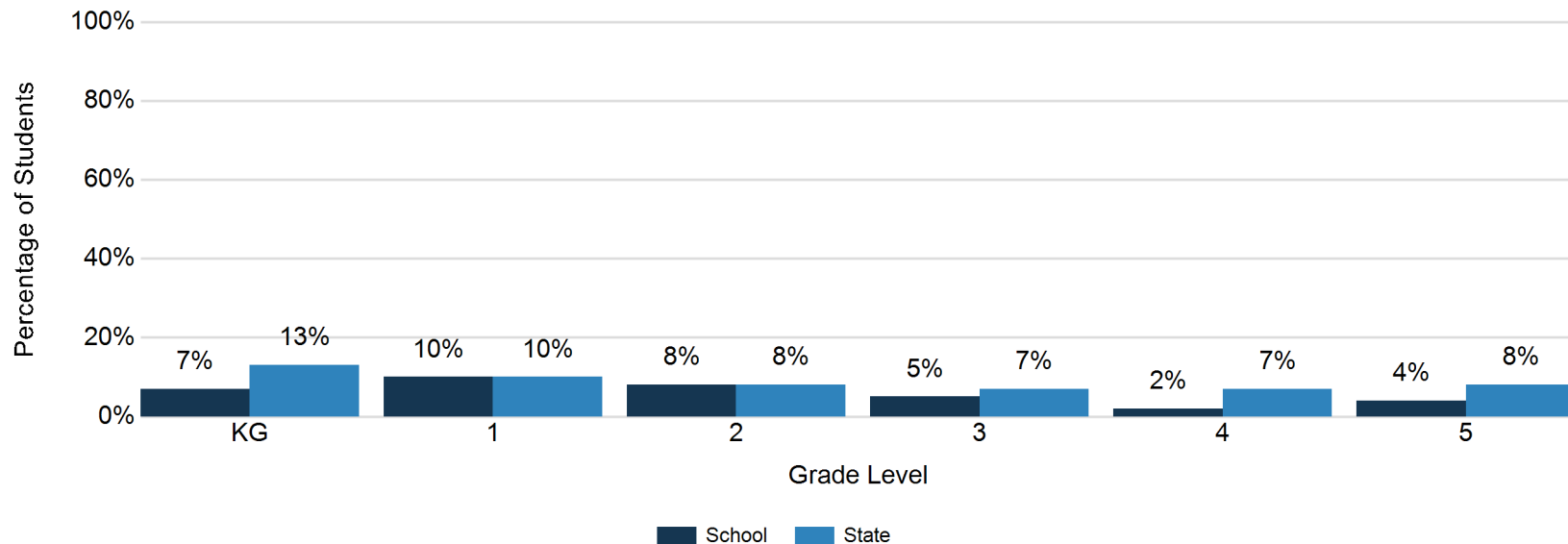
#### Report Key:

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

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

### Chronic Absenteeism by Grade

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





**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

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

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

\*



### Burch Charter School of Excellence

(80-6022-990)

Grades Offered: KG-05

2018-2019

#### Report Key:

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

#### School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 45 Mins
Shared Time - Instructional Time	6 Hrs. 45 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.8:1



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	6.3	12.1
Average years experience in district	5.9	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	2	9,530
Average years experience in public schools	7.0	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	20:1	20:1
Students to Administrators	176:1	176:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		351:1
Students to Counselors		351:1
Students to Child Study Team Members		351:1



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.3%	72.2%	0.0%	48.4%	77.1%	54.9%
Male	46.7%	27.8%	100.0%	51.6%	22.9%	45.1%
White	0.0%	0.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	6.6%	5.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	92.6%	94.4%	100.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	68.0%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	94.0%



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Per-Pupil Expenditures by Source

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

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

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

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

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



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

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

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

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



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.7%	44.0%	52.9%
Math Proficiency	24.4%	29.2%	30.8%
ELA Growth	21	53	58
Math Growth	24	31	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.8%	5.9%	6.0%

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



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

## School Narrative

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



### Highlights:

- Burch Charter School of Excellence (BCSE) highlights include: Participation in The Colgate Track and Field Women's Games, BCSE STEAM Academy, Monthly Student and Staff of the Month recognition.
- Burch Charter School of Excellence partnerships include: The School Climate Transformation Project with Rutgers University, YMCA of Newark and The NJ Performing Arts Disney Musicals in Schools Program
- Our Middle School Placement Program matches students in high performing middle schools. These schools include private day, boarding, parochial and public schools.



### Mission, Vision, Theme:

The mission of the Burch Charter School of Excellence is to develop critical thinkers that evolve into digital, life-long learners in a blended learning environment that enhances positive character traits that will ensure they become productive 21st century world citizens.



### Awards, Recognition, Accomplishments:

Burch Charter School of Excellence (BCSE) takes pride in the academic achievement accomplished by our scholars. BCSE students have earned honors or accomplishments in The NJ Seeds and NJPAC Disney Musicals in Schools programs. BCSE provides an Honors Day assembly program to acknowledge student achievement on a quarterly basis (Principal's Honor Roll, Honor Roll, and Achievement Roll), PARCC Stars (scholars who reached Level 4 or Level 5 on PARCC for ELA and/or Math), Student and Staff of the Month, student membership in the National Elementary Honor Society, and we participate annually in the NJ Law Day program. Burch Charter School has attained Tier 1 Summative Rank on the Academic Performance Framework Report the highest rating for charter school performance.



**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### School Narrative

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



#### Courses, Curriculum, Instruction:

Burch Charter School of Excellence provides an academic education for students in grades K-5 in English Language Arts, Mathematics, Science and Social Studies aligned to the New Jersey Student Learning Standards. Our science curriculum is aligned to the Next Generation Science Standards whereas, students participate in inquiry interactive science labs. Students participate in Physical Education, Spanish, Art, and Technology weekly. Burch Charter School of Excellence utilizes data driven instruction and the station-rotation blended learning model which integrates technology, and interdisciplinary learning. All students have access to e-text books, interactive tools, and various online resources. An exploratory committee has been formed to explore the feasibility of a Burch Charter School of Excellence Gifted and Talented Program.



#### Clubs and Activities:

Burch Charter School of Excellence (BCSE) offers a variety of extra-curricular activities conducted during and after school. The NJPAC Disney Musicals in Schools is program is offered to students in grades 3 – 5. They perform Disney classics at NJPAC and for the Township of Irvington community. BCSE Female students in grades 1 – 5 participate in the annual Colgate Women's Track and Field Games. The BCSE Student Safety and Security Patrol was created to increase student safety and to minimize bullying.



### Burch Charter School of Excellence

(80-6022-990)

Grades Offered: KG-05



2018-2019

#### Report Key:

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

## School Narrative

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

 <p><b>Before and After School Programs:</b></p>	<p>The Burch Charter School of Excellence offers a Saturday S.T.E.A.M. Academy that provides a rigorous interdisciplinary program designed to provide a strong foundation in the sciences and expose students to careers in S.T.E.A.M. fields. Students in grades 3-5 explore LEGO robotic bricks and programming tools such as Scratch. For ten weeks students develop communication, creativity, collaboration and critical thinking skills in a fun and exciting environment. Burch Charter School of Excellence also has partnered with the YMCA to provide afterschool programming for our scholars in grades 3-5.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The goal of the professional development opportunities for teachers and staff are to improve student achievement via reflective and collegial models. Teachers engage in structured supportive common planning, grade level and content level meetings and job-embedded learning experiences provided by school administration in partnership with Rutgers University. Rutgers University has awarded Burch Charter School of Excellence with a School Climate and Culture Turnaround Grant that will assist the efforts to make transformative efforts in the school's learning environment. As part of the grant, teachers and students will be trained in Mindfulness, Growth Mindset and Restorative Justice Practices. Identified classrooms will integrate calming corners to ensure a healthy and safe learning environment for all students.</p>






**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### School Narrative

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

 <p><b>Student Supports and Services:</b></p>	<p>Student Support and Services provides Occupational and Speech Therapy, Counseling, support from a Special Education Teacher or Teacher Assistant, accommodations such as: In-class and Pull-out support, Extended Testing Time, and a quiet testing area for students. When students are struggling, they are referred to the I&amp;RS team. Interventions are provided to the teachers. Some examples of interventions used are parent meetings, homework notebooks/agenda, additional help, small group instruction, Title I services, one-on-one instruction, and the use of supplemental programs (Moby Max, Pearson Realize, Funbrain, and Nessy). Students are referred to the Child Study Team and 504 committee when they experience severe learning, behavior, or health difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Burch Charter School of Excellence (BCSE) is committed to promoting a comprehensive school wellness program at our school. The programs primary focus is the well-being of our students' total health in compliance with the NJ Department of Health federal and state regulations. Health Services provides nursing services to support our academic mission and to improve the overall health of our students. The BCSE Food Service staff is properly trained and qualified in accordance with USDA Professional Standards. They participate in professional development activities regarding food preparation, presentation, nutrition, safety and medical emergencies. The BCSE Physical Education Department guides students through a process that enables them to achieve and maintain an acceptable level of physical fitness. Our daily recess periods integrate physical activities.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are an integral component to the success of Burch Charter School of Excellence (BCSE). BCSE utilizes several methods to enhance our parent's perception such as: meetings, conferences, and surveys. The success of our instructional programs requires strong parental involvement which is manifested through Intervention and Referral Services, Student 504s referrals, and Individual Education Plans. Non-Instructional Programs are designed to obtain parental support via the BCSE Parent-Teacher Association, BCSE Title 1 program, the BCSE Student Support Services Parent Informational Night seminar, and the BCSE Special Educatory Parent Advisory Group. BCSE offers various methods of communicating and providing information to parents which are BCSE Parent Portal, Class Dojo, and the BCSE monthly calendar. BCSE hosts our annual Back to School Night, Fun Day, and Quarterly Field Trips which offer opportunities for volunteering and strengthening the school-parent partnership.</p>






**Burch Charter School of Excellence**  
(80-6022-990)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

## School Narrative

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

 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The New Jersey School Climate Survey (NJSCS) was designed to collect and analyze objective information from diverse school populations which include students, parents, and staff to reinforce positive conditions and address vulnerabilities in local conditions for learning. The questionnaires are drawn from validated instruments from multiple sources. The survey is administered yearly during the spring. The results are utilized in the School Transformation Project to improve the school climate. This information is communicated via professional development, staff meetings, and communication with students and parents. Provided are the top 3 domains from the 2017-2018 survey. Students: parental support, teaching and learning, and safety. Parent: parental support and encouragement, physical environment, relationships, and teaching and learning. Staff: safety, morale in the school community, and inclusion and diversity.</p>
 <p><b>Facilities:</b></p>	<p>Burch Charter School of Excellence is located at 100 Linden Avenue in the Township of Irvington, New Jersey and started our occupancy in 2008. The building we occupy is owned and maintained by the Archdiocese of the Township of Irvington and opened in 1953. We have installed air conditioners in every classroom, the gymnasium and stage has been recently renovated.</p>
 <p><b>School Safety:</b></p>	<p>Burch Charter School of Excellence (BCSE) has developed a School Safety and Security Plan in conjunction with the Township of Irvington and their Schools to provide the school community with emergency preparedness and response instructions, information, communication procedures and guidelines to protect the safety and wellbeing of students, staff, and visitors at the time of an emergency. BCSE has developed coordinated preparedness measures that are designed to be adaptive to various emergency incidents. The district has mechanisms in place to limit or control access to the school and utilizes security cameras to monitor student and visitors' behaviors on our premises. The district has a trained School Safety Specialist that assesses and evaluates safety measures to ensure all students, staff and facilities are safe. Teachers and Staff are provided professional development on Gang Awareness, HIB Bullying, Emergency Preparedness, Cyber-Security, and Cyber-Bullying.</p>



### Burch Charter School of Excellence

(80-6022-990)

Grades Offered: KG-05

2018-2019

#### Report Key:

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

## School Narrative

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



### Technology and STEM:

Burch Charter School of Excellence prides itself in preparing all students for the technological advances of the 21st century. To achieve this goal, students receive a rigorous blended learning educational experience. Each class is outfitted with Smartboards, students have access to Chromebooks, iPads, and tablets and teachers are provided with laptops. The curriculum is enhanced by the use of adaptive differentiated online learning platforms that map student progress and provides the teacher with an individualized learning plan for each student. In partnership with Girls Who Code, Burch Charter School offers a coding club for students in grades 3-5. The Girls Who Code program is designed to provide an introductory foundation to students that are interested in later becoming game designers, computer animators, or programmers. Students in the club will develop their creative and collaborative skills by producing and sharing their own interactive stories, games, and animations.



**Burch Charter School of Excellence**  
 (80-6022-990)  
 Grades Offered: KG-05  
 2018-2019

**Report Key:**

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

School Narrative

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



Other Information

The Students of Burch Charter School of Excellence are required to wear a standard uniform daily. We communicate with all stakeholders via telephone, website and newsletter. We receive all of our students are from the Township of Irvington, New Jersey. There is an Annual Lottery is conducted in the month of January and we offer no transportation to and from school.