



Burlington City High School
2016-2017


Grade Span 07-12

05-0600-020
BURLINGTON
BURLINGTON CITY
100 BLUE DEVIL WAY
BURLINGTON, NJ 08016

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
7	95	106	88
8	90	98	108
9	140	114	117
10	120	119	101
11	113	113	120
12	107	126	112
Ungraded	40	40	32
Total	705	716	678

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	48%	47%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	61%	55%	54%
Students with Disabilities	23%	23%	22%
English Learners	2%	4%	4%
Homeless Students			2%
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
Black or African American	49.6%
White	33.8%
Hispanic	11.5%
Asian	3.7%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.2%

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	678
Shared Time Students	0
Full Time Equivalent	678

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	91.4%
Spanish	2.9%
Portuguese	1.5%
Turkish	1.3%
Other	2.4%



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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	368	99.5	35.90	37.00	54.90	35.9	33.2	Met Target
White	127	100.0	52.00	51.60	63.90	52	43.8	Met Target
Hispanic	24	100.0	25.00	26.00	39.80	25	29.4	Met Target†
Black or African American	205	99.1	25.30	27.10	35.20	25.3	23.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.00	*	80.70	70	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	177	99.5	45.70	46.80	62.20	45.7		
Male	191	99.6	26.70	28.30	48.10	26.7		
Economically Disadvantaged Students	204	100.0	24.00	25.90	36.20	24	20.8	Met Target
Non-Economically Disadvantaged Students	164	99.0	50.60	52.40	65.80	50.6		
Students with Disabilities	91	99.0	11.00	12.50	20.50	11	9.4	Met Target
Students without Disabilities	277	99.7	44.00	44.90	61.90	44		
English Learners	11	100.0	*	*	25.20	*	N	N
Non-English Learners	357	99.5	*	*	57.40	*		
Homeless Students	12	100.0	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	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.



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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	89	741	741	756	14%	*	32%	34%	*	44%	59%
White	32	756	756	764	*	0%	*	47%	*	66%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	48	733	733	737	*	*	42%	23%	*	27%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	45	752	752	764	*	*	33%	42%	*	56%	68%
Male	44	730	730	749	*	*	30%	25%	*	32%	51%
Economically Disadvantaged Students	52	734	734	739	*	*	35%	25%	*	35%	40%
Non-Economically Disadvantaged Students	37	750	750	766	*	*	27%	46%	*	57%	70%
Students with Disabilities	21	706	706	719	*	*	*	*	*	*	19%
Students without Disabilities	68	752	752	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	89	741	741	758	14%	*	32%	34%	*	44%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	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	108	741	741	757	*	19%	28%	37%	*	42%	59%
White	40	752	752	764	*	*	*	45%	*	55%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	62	733	733	738	*	24%	32%	32%	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	56	743	743	766	*	18%	27%	41%	*	45%	68%
Male	52	739	739	749	*	21%	29%	33%	*	39%	50%
Economically Disadvantaged Students	60	731	731	739	*	*	*	25%	*	27%	40%
Non-Economically Disadvantaged Students	48	753	753	766	*	*	*	52%	*	60%	69%
Students with Disabilities	24	728	728	718	*	*	*	*	*	33%	18%
Students without Disabilities	84	744	744	764	*	*	*	*	*	44%	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%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	120	737	737	749	13%	31%	24%	21%	12%	33%	52%
White	42	744	744	757	*	24%	*	29%	*	45%	62%
Hispanic	13	722	722	733	*	*	*	*	*	*	35%
Black or African American	60	732	732	730	*	35%	27%	20%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	58	744	744	756	*	*	28%	*	*	40%	60%
Male	62	731	731	741	*	*	21%	*	*	26%	43%
Economically Disadvantaged Students	65	726	726	731	*	*	25%	*	*	20%	32%
Non-Economically Disadvantaged Students	55	750	750	758	*	*	24%	*	*	47%	62%
Students with Disabilities	26	708	708	714	*	*	*	*	*	*	13%
Students without Disabilities	94	745	745	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	119	711	711	743	47%	*	*	19%	*	24%	46%
White	33	725	725	749	30%	*	*	*	*	30%	52%
Hispanic	18	687	687	728	67%	*	*	*	0%	11%	34%
Black or African American	62	705	705	725	53%	*	*	19%	0%	19%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	48	727	727	752	38%	*	*	*	*	40%	54%
Male	71	700	700	734	54%	*	*	*	*	14%	39%
Economically Disadvantaged Students	66	707	707	726	49%	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	53	717	717	751	45%	*	*	*	*	36%	54%
Students with Disabilities	32	682	682	704	*	*	*	*	*	*	12%
Students without Disabilities	87	722	722	749	*	*	*	*	*	*	52%
English Learners	10	660	660	681	*	*	*	*	*	*	*
Non-English Learners	109	716	716	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	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**

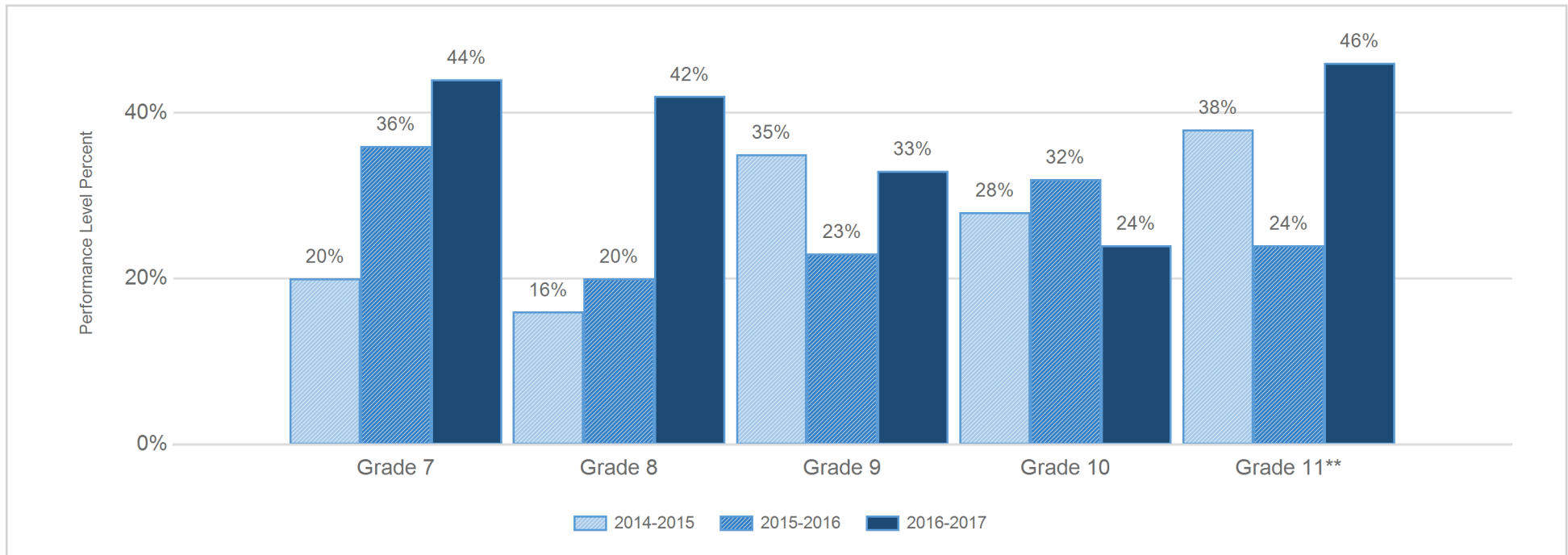
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	121	743	743	736	19%	9%	26%	33%	13%	46%	38%
White	38	758	758	738	*	*	*	34%	26%	61%	40%
Hispanic	23	730	730	731	*	*	*	*	*	39%	34%
Black or African American	50	734	734	728	22%	*	26%	34%	*	38%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	52	751	751	744	*	*	25%	39%	*	52%	46%
Male	69	737	737	729	*	*	26%	29%	*	42%	31%
Economically Disadvantaged Students	63	728	728	729	*	*	25%	25%	*	33%	32%
Non-Economically Disadvantaged Students	58	759	759	740	*	*	26%	41%	*	60%	42%
Students with Disabilities	28	709	709	709	*	*	*	*	0%	11%	12%
Students without Disabilities	93	753	753	741	*	*	*	*	17%	57%	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	N	N	N	723	N	N	N	N	N	N	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.

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	367	99.3	20.40	26.00	43.50	20.4	22.3	Met Target†
White	127	100.0	35.50	39.50	52.40	35.5	34.9	Met Target
Hispanic	24	97.5	12.50	20.00	27.60	12.5	18.8	Met Target†
Black or African American	204	99.2	10.30	15.80	21.70	10.3	12.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	*	75.60	50	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	177	99.0	22.00	29.30	44.10	22		
Male	190	99.6	19.00	23.10	42.90	19		
Economically Disadvantaged Students	203	99.2	13.80	17.90	25.10	13.8	15.5	Met Target†
Non-Economically Disadvanatged Students	164	99.5	28.60	37.40	54.30	28.6		
Students with Disabilities	91	100.0	*	*	16.50	*	10.3	Not Met
Students without Disabilities	276	99.1	*	*	48.80	*		
English Learners	11	100.0	*	*	23.30	*	N	N
Non-English Learners	356	99.3	*	*	45.20	*		
Homeless Students	13	100.0	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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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	89	734	734	741	*	23%	40%	28%	*	28%	40%
White	32	740	740	748	*	*	38%	41%	0%	41%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	48	730	730	726	*	31%	40%	21%	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	45	739	739	743	*	*	51%	27%	*	27%	41%
Male	44	728	728	740	*	*	30%	30%	*	30%	38%
Economically Disadvantaged Students	52	729	729	729	*	*	40%	19%	*	19%	22%
Non-Economically Disadvantaged Students	37	740	740	749	*	*	41%	41%	*	41%	50%
Students with Disabilities	21	709	709	716	*	*	*	*	*	*	11%
Students without Disabilities	68	741	741	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	89	734	734	742	*	23%	40%	28%	*	28%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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	88	716	716	728	26%	41%	21%	13%	0%	13%	28%
White	24	717	717	736	*	*	*	*	0%	21%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	58	715	715	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	46	715	715	730	26%	46%	*	*	*	11%	30%
Male	42	718	718	725	26%	36%	*	*	*	14%	26%
Economically Disadvantaged Students	54	716	716	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	34	716	716	734	*	*	*	*	*	*	34%
Students with Disabilities	23	708	708	705	*	*	*	*	*	*	*
Students without Disabilities	65	719	719	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	122	730	730	743	*	39%	32%	17%	*	20%	42%
White	44	741	741	751	*	30%	27%	30%	*	36%	52%
Hispanic	12	716	716	728	*	*	*	*	*	*	24%
Black or African American	63	724	724	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	56	730	730	744	*	36%	32%	*	*	23%	43%
Male	66	730	730	741	*	42%	32%	*	*	17%	40%
Economically Disadvantaged Students	66	725	725	727	*	46%	27%	*	*	15%	23%
Non-Economically Disadvantaged Students	56	736	736	751	*	32%	38%	*	*	25%	52%
Students with Disabilities	27	714	714	714	*	*	*	*	*	*	10%
Students without Disabilities	95	734	734	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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: 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	121	717	717	734	24%	41%	21%	*	*	15%	30%
White	36	726	726	740	*	33%	*	31%	0%	31%	38%
Hispanic	16	710	710	722	*	*	*	*	*	*	14%
Black or African American	66	713	713	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	51	717	717	735	22%	41%	22%	*	*	16%	31%
Male	70	716	716	733	26%	40%	20%	*	*	14%	30%
Economically Disadvantaged Students	69	711	711	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	52	724	724	740	*	*	*	*	*	*	39%
Students with Disabilities	29	703	703	711	*	*	*	*	*	*	*
Students without Disabilities	92	721	721	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



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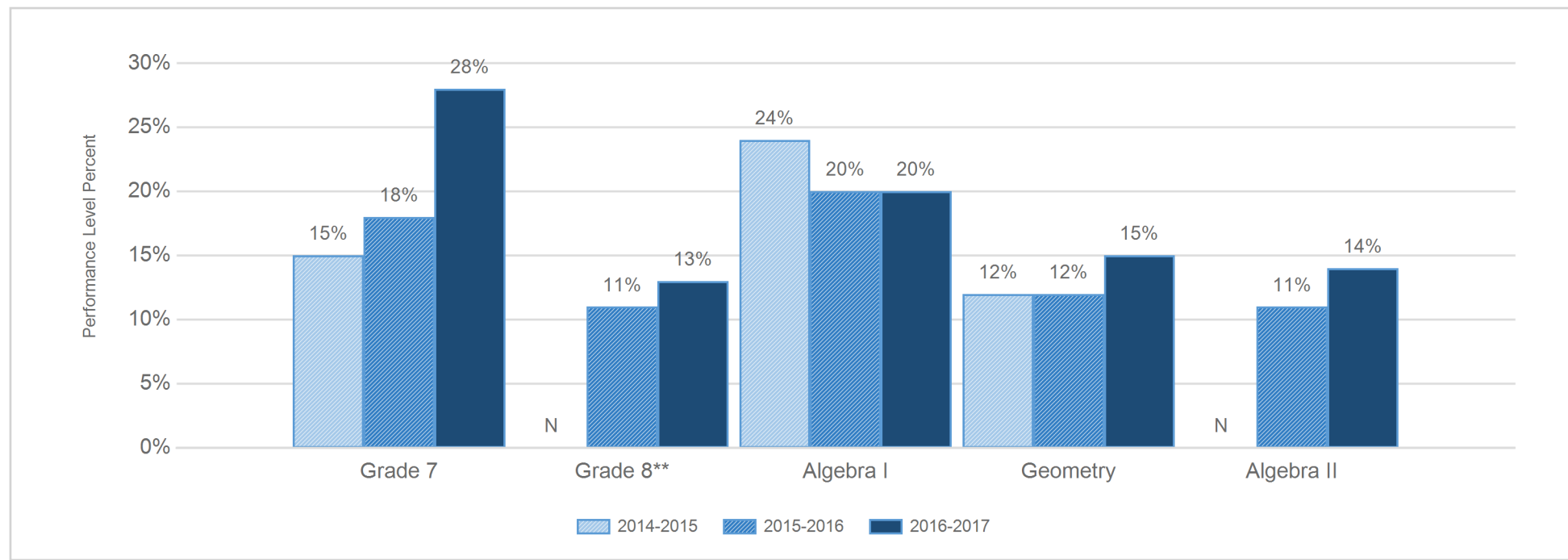
Mathematics Assessment - Performance by Test: Algebra II

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	120	708	708	725	46%	21%	19%	14%	0%	14%	28%
White	37	722	722	731	32%	*	27%	*	0%	22%	33%
Hispanic	22	691	691	710	*	*	*	*	*	*	14%
Black or African American	49	698	698	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	11	736	736	761	*	*	*	*	0%	36%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	49	714	714	725	*	*	*	*	*	*	27%
Male	71	704	704	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	68	700	700	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	52	719	719	733	*	*	*	*	*	*	35%
Students with Disabilities	31	680	680	692	*	*	*	*	*	*	*
Students without Disabilities	89	718	718	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
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%

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
7	*	*
8	N	N
9	N	N
10	N	N
11	N	N

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	N	N	N
5+	N	N	N



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

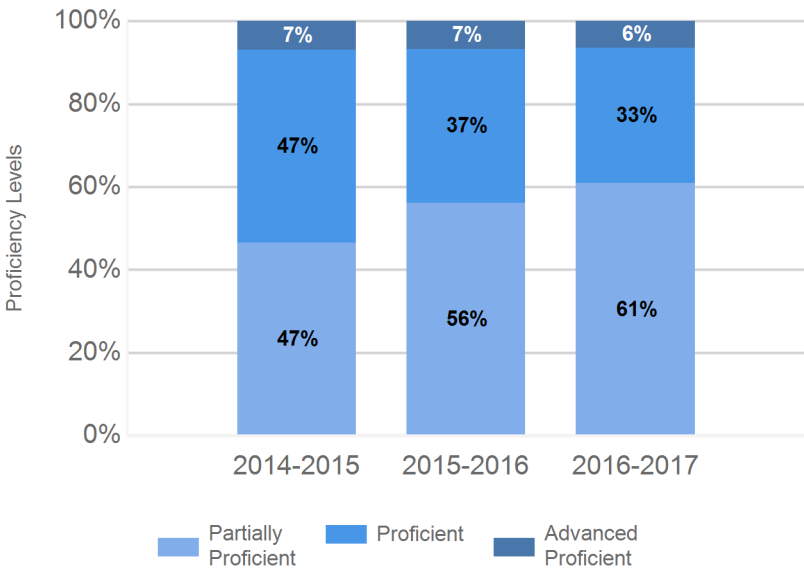
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	6%	33%	61%
White	*	*	38%
Hispanic	N	*	*
Black or African American	2%	23%	75%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	3%	26%	71%
Students with Disabilities	13%	21%	67%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section 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.

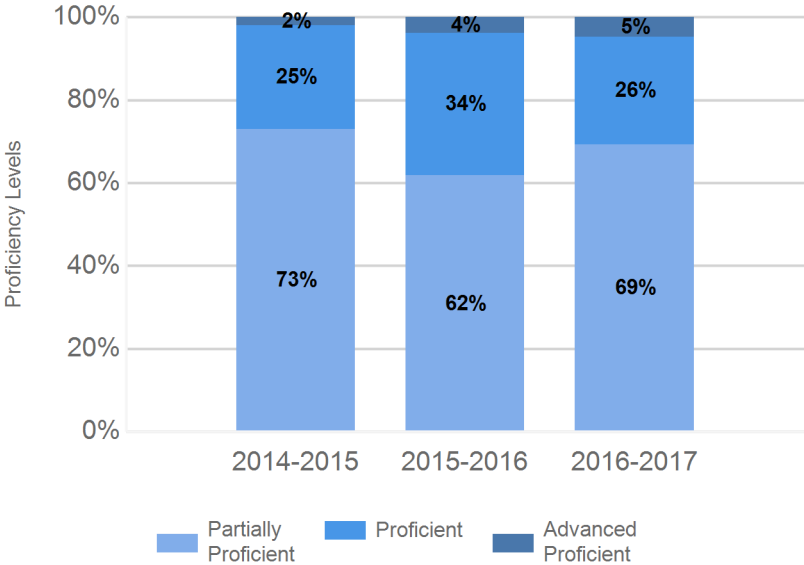
Biology Assessment - Performance

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	5%	26%	69%
White	*	28%	61%
Hispanic	N	*	*
Black or African American	1%	22%	77%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	1%	23%	75%
Students with Disabilities	N	*	*
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 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	48	47	50	Met Target	55	55	50	Met Target
White	53	51	50	Met Target	52	58	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	43	43	45	Met Target	56	53	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	42.5	42	47	Met Target	56	50	46	Met Target
Students with Disabilities	42.5	43	41	Met Target	39	39	43	**
English Learners	*	*	53	**	*	*	51	**

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



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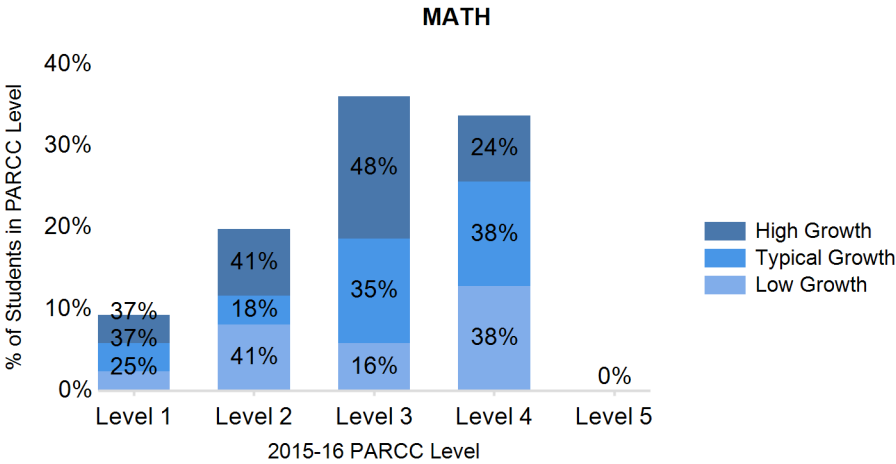
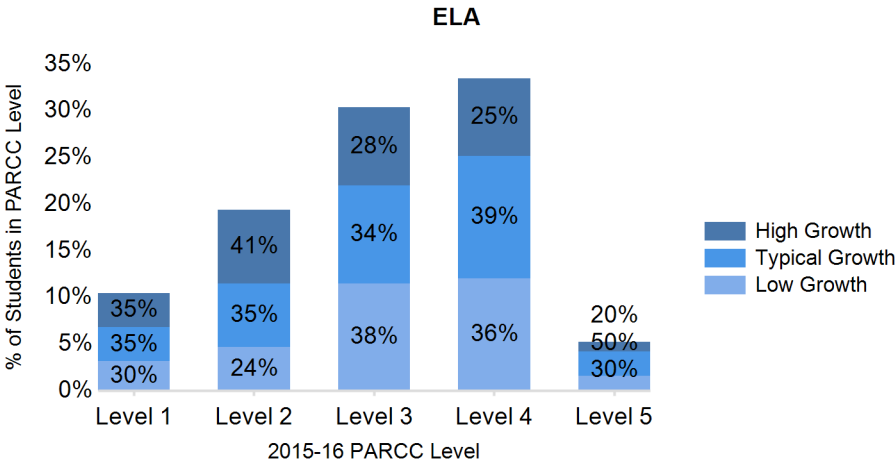
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

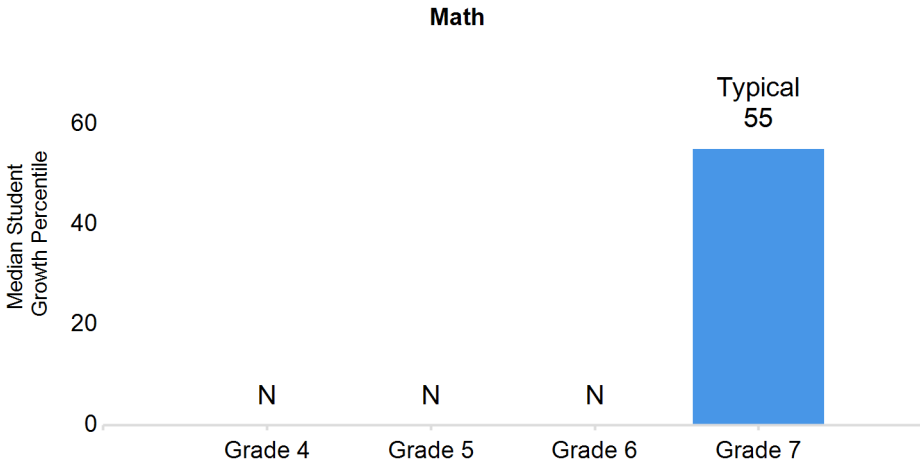
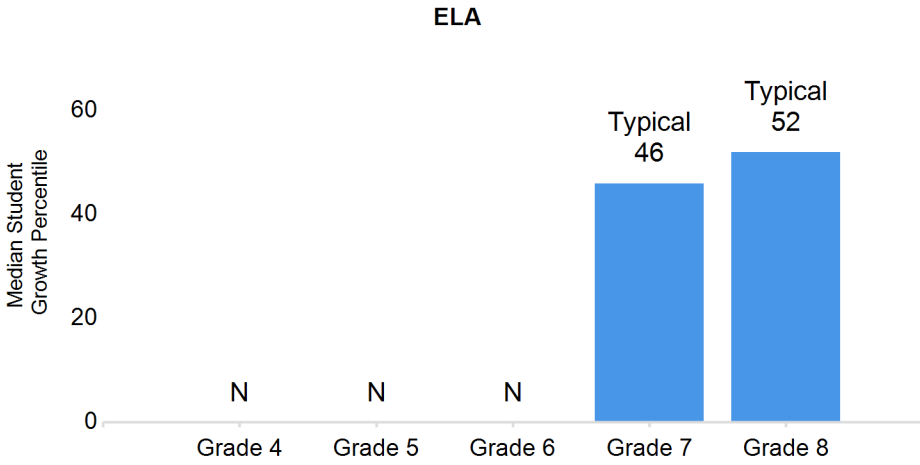
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section 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	68.8%	89.4%
Percentage of students taking the SAT	72.3%	70.0%
Percentage of students taking the ACT	9.8%	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	454	481	Varies By Grade	64%	67%
PSAT - Math	466	483	Varies By Grade	40%	49%
SAT - Reading and Writing	497	551	480	53%	77%
SAT - Math	496	552	530	35%	58%
ACT - Reading	19	24	22	18%	65%
ACT - English	19	24	18	55%	79%
ACT - Math	21	24	22	45%	65%
ACT - Science	22	23	23	36%	54%



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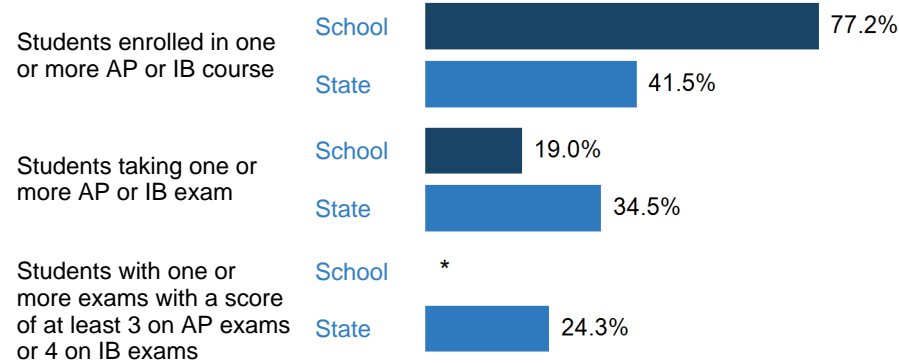
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

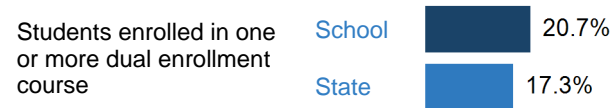
AP/IB Coursework – Participation and Performance

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	12	12
AP Calculus AB	1	1
AP Chemistry	5	4
AP English Language and Composition	14	13
AP English Literature and Composition	16	16
AP Statistics	4	4
AP Studio Art—Drawing Portfolio	2	0
AP U.S. History	18	16
IB Environmental Science	130	0
Total Exams Taken		66
Exams with scores of at least 3 on AP exams or 4 on IB exams		*



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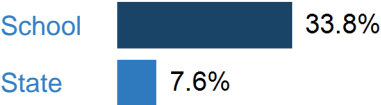
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

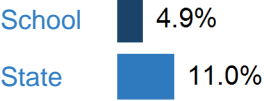
Career and Technical Education Participation

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)



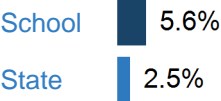
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
7	0	0	0	0	0	0	103
8	0	0	0	0	0	0	119
9	111	28	3	0	0	0	38
10	6	101	29	2	0	0	14
11	0	15	89	22	0	3	31
12	1	4	15	26	2	12	56
Schoolwide	118	148	136	50	2	15	361
Enrolled in AP/IB Course					1	4	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	22	0	0	115	0	1
10	108	15	0	8	0	0
11	14	118	0	7	3	0
12	15	24	0	0	31	0
Schoolwide	159	157	0	130	34	1
Enrolled in AP/IB Course	12	5		130	0	0



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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.

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	135	2	7	0	0	7
10	17	115	29	0	0	29
11	3	133	30	0	0	34
12	1	31	12	0	0	62
Schoolwide	156	281	78	0	0	132
Enrolled in AP/IB Course	0	18	0	0	0	0

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
7	53	0	0	0	0	0	0
8	73	1	0	0	0	0	0
9	97	25	0	0	0	0	0
10	109	13	0	0	0	0	0
11	53	15	0	0	0	0	0
12	24	11	0	0	0	0	0
Schoolwide	409	65	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	43	16	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

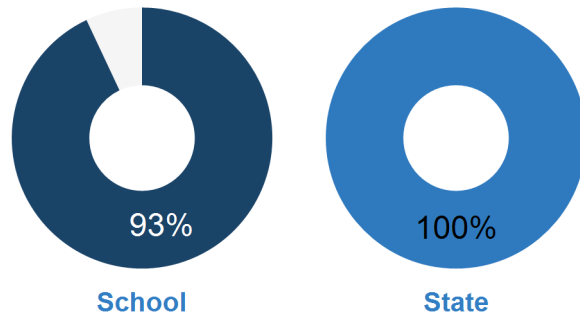
An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

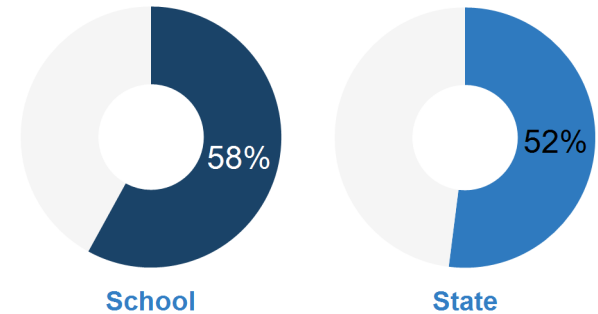
Grades 6-8:

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

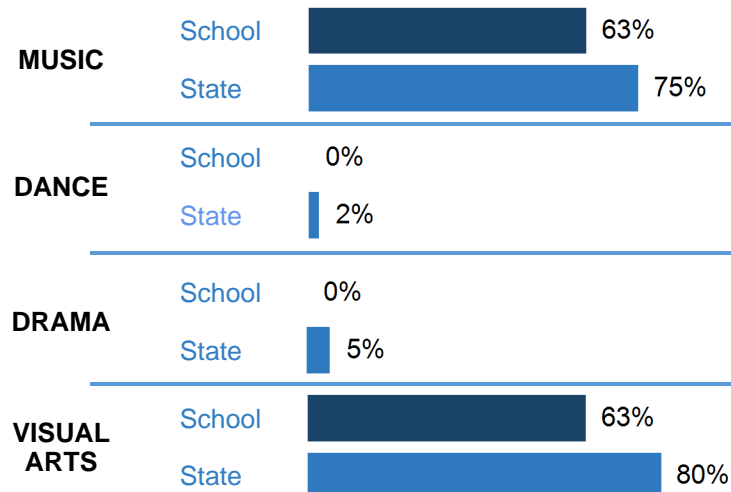


Grades 9-12:

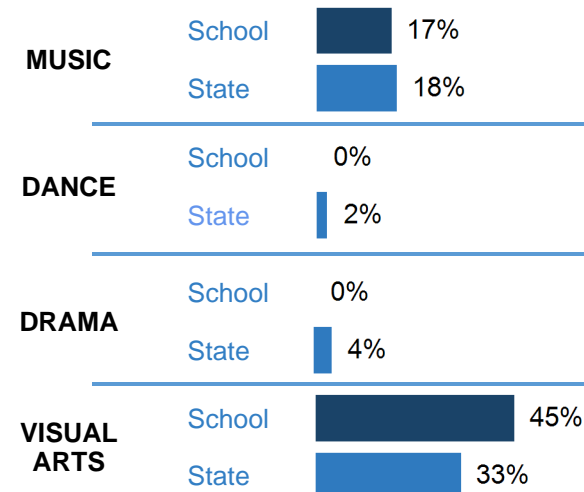
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



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	85.8%	90.5%	87.6%	91.8%	86.7%	79.3%	Met Target	82.6%	85.1%	Not Met
White	93.6%	94.5%	93.6%	95.1%	91.5%	85.1%	Met Target	86.5%	83.7%	Met Target
Hispanic	87.5%	84.3%	*	86.3%	*	N	N	*	**	**
Black or African American	78.5%	83.4%	85.5%	85.3%	86.3%	75.1%	Met Target	80.8%	86.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	87.5%	83.9%	84.7%	85.6%	84.5%	73.6%	Met Target	80.0%	83.6%	Not Met
Students with Disabilities	73.5%	78.8%	77.8%	82.1%	71.4%	56.2%	Met Target	65.2%	83.9%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

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	85.8%	-
2016	86.7%	87.6%
2015	78.5%	82.6%

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	1.6%	1.1%
2015-2016	2.1%	1.1%
2014-2015	2.1%	1.1%



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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	57.5%	55.4%	44.6%
White	66.7%	53.3%	46.7%
Hispanic	53.3%	62.5%	37.5%
Black or African American	51.1%	58.3%	41.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	51.9%	59.3%	40.7%
Students with Disabilities	10%	50%	50%
English Learners	*	*	0%

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	50.8%	59%	41%	90.2%	9.8%	68.9%	31.2%
White	67.5%	74.1%	25.9%	88.9%	11.1%	70.4%	29.6%
Hispanic	27.8%	60%	40%	100%	0%	100%	0%
Black or African American	46.4%	46.2%	53.9%	88.5%	11.5%	61.5%	38.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	34%	55.6%	44.4%	83.3%	16.7%	55.6%	44.4%
Students with Disabilities	14.3%	66.7%	33.3%	100%	0%	66.7%	33.3%
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

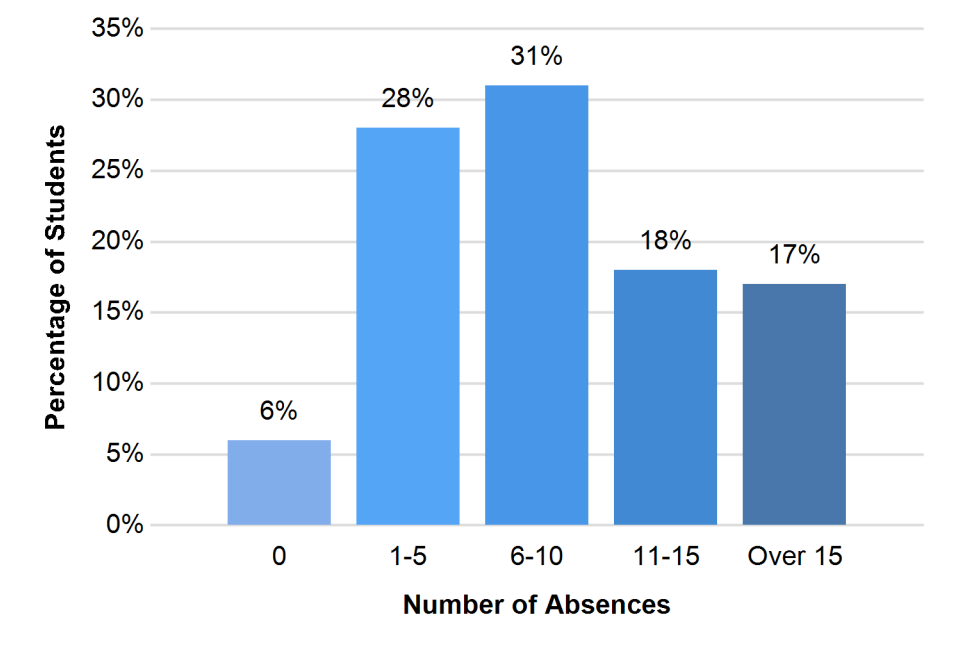
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.30	12.60	Not Met
White	16.50	12.60	Not Met
Hispanic	15.20	12.60	Not Met
Black or African American	15.70	12.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	12.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.80	12.60	Not Met
Students with Disabilities	32.40	12.60	Not Met
English Learners	15.40	12.60	Not Met

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

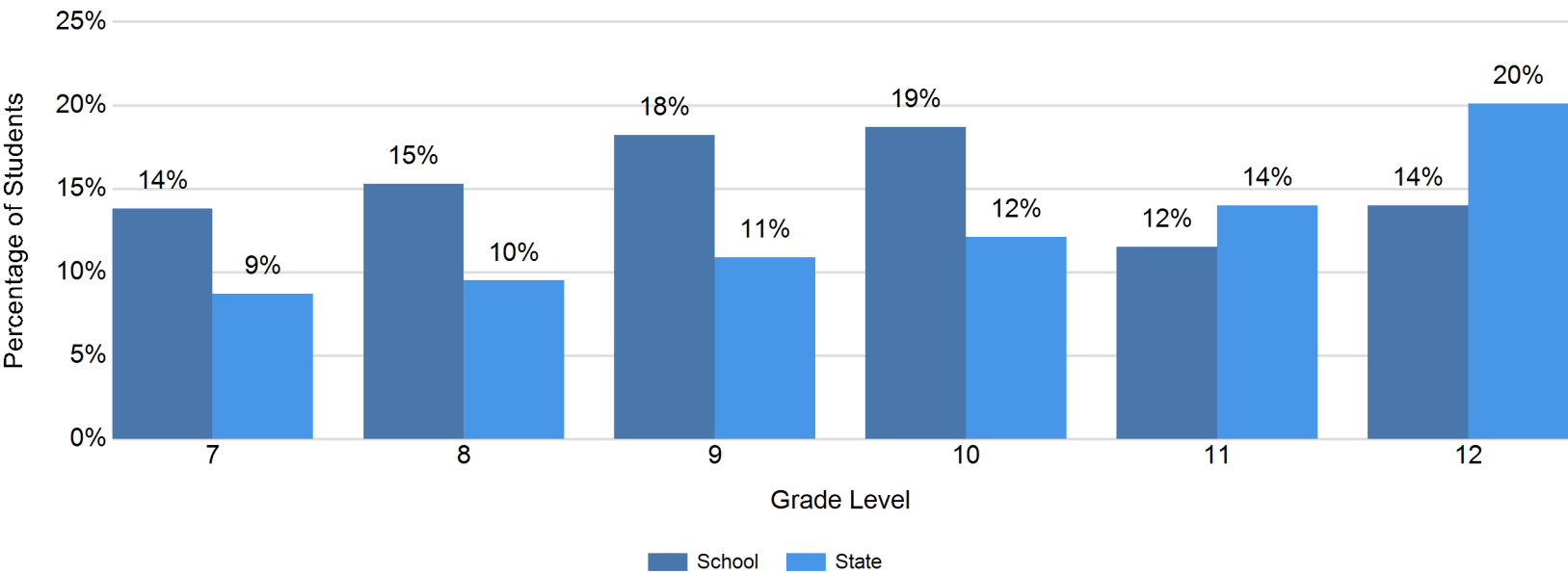
Days Absent

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.



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	7:35AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 55 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	12
Vandalism	2
Weapons	3
Substances	9
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	5.60

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	26.7%
Out-of-School Suspensions	17.4%
Any Suspension	31.3%

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	60.3 kbps	100 kbps	No	N	Fiber	N

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	\$890	\$17,515	\$18,405



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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	82	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	73%	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	16	9,506
Average years experience in public schools	16.1	15.9
Average years experience in district	7.9	11.6
Administrators in district for 4 or more years	63%	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	8:1	9:1
Administrators	97:1	104:1
Librarian/Media Specialists		553:1
Nurses		332:1
Counselors		207:1
Child Study Team		166:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	80%	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	97%



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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	23.4	12.5%
Mathematics Proficiency	25.5	12.5%
Graduation - 4-Year	8.5	15.0%
Graduation - 5-Year	2.2	15.0%
English Language Arts Growth	70.2	15.0%
Mathematics Growth	77.3	15.0%
Chronic Absenteeism	31.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.6
Summative Rating: Percentile rank of Summative Score		31.9
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.



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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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.6	19.6	No	Met Target	Met Target†	Not Met	Met Target	Not Met	Met Target	Met Target	No
White	46.9	19.6	No	Met Target	Met Target	Not Met	Met Target	Met Target	Met Target	Met Target	No
Hispanic	25.4	6.2	No	Met Target†	Met Target†	Not Met	N	**	**	**	No
Black or African American	36.3	19.6	No	Met Target	Met Target†	Not Met	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	N	**	**	**	No
Economically Disadvantaged Students	35.8	19.6	No	Met Target	Met Target†	Not Met	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	28.5	19.6	No	Met Target	Not Met	Not Met	Met Target	Not Met	Met Target	**	No
English Learners	**	**	No	N	N	Not Met	**	**	**	**	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. Flynn	Email Address:	jflynns@burlington-nj.net
Address:	100 BLUE DEVIL WAY BURLINGTON, NJ 08016	Website:	https://www.burlington-nj.net
Phone:	(609)387-5800	Facebook:	https://www.facebook.com/bchs.renaissance
		Twitter:	https://twitter.com/bchsbluedeils

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"> • Academic Awards Program-An Academic Awards Program is held yearly for approximately 250 students and their parents. • Band Program-Marching Band, NJ State Champions; Marching Band and Jazz Choir were invited to perform in Disney World. • Sports Banquet-BCHS honors all athletes and their families by hosting a dinner and awards ceremony three times a year.
 Mission, Vision, Theme:	District Mission Statement – We inspire, nurture, support, prepare and challenge all to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful, and engaged partners in the global community. Vision Statement – City of Burlington Public School District – We are: Partners, Responsible, Outstanding, United, Dedicated.
 Awards, Recognition, Accomplishments:	BCHS extends the learning experience to initiatives that shape career and civic skills. We have been awarded thousands of dollars in grants from major organizations to promote creativity and research in STEM related fields. Students compete in the FIRST Robotics program, utilize Project Lead the Way curriculum, and a STEM lab to stimulate critical thinking skills that foster achievement and responsibility. Also, we received the Best Advocacy Award for raising awareness for Teen Driving Safety.







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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum provides a comprehensive selection of courses to meet the needs and goals of each student. Honors and AP Courses are offered in the following areas: Honor Courses include: Algebra I & II, Geometry, Statistics, Pre-Calculus, and Calculus, English 9,10,11,12-AP Courses include: Chemistry, English 11,12, Art, Govt & Politics, and US History. Our Business Education courses help students develop skills and techniques related to the future to help students adjust to the world of work.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>BCHS provides an athletic program which is rich in history and tradition. BCHS Boys Basketball Team won the Central Jersey Group I Championship, and our Middle School Boys Basketball Team won the Jr. BCSL Championship. Two female students-soccer and softball signed letter of intents for Goldy Beacom D11 and Widener University D3. South Jersey Coaches Association named our female softball player Athlete of the Year.</p>
 <p>Clubs and Activities:</p>	<p>BCHS is a Renaissance School. Renaissance strives to improve the culture and climate of the school through regular recognition of students and staff. Also, concerned students implemented a campaign to impact traffic conditions on a major highway that passes in front of two Burlington City schools. The "25 Saves Lives" campaign has received state-wide recognition as the force behind proposing new legislation to permanently lower the speed limit in school zones and along Route 130.</p>
 <p>Before and After School Programs:</p>	<p>BCHS offers a Math Academy and a Science Academy after school daily from 2:40-3:40 pm. Students are afforded the opportunity to join the Math Academy to pursue excellence in Math. Students receive support with the fundamentals and to discover the applications of mathematics in the real-world. Our Science Academy pursues excellence in science skills. Students received help with the fundamentals of lab reports and to discover the applications of science in discovery and innovation.</p>








**Burlington City High School
2016-2017**

**05-0600-020
BURLINGTON
BURLINGTON CITY
100 BLUE DEVIL WAY
BURLINGTON, NJ 08016**

Grade Span 07-12

School Narrative

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 Staff and Professional Learning:	<p>BCHS provides professional development for the entire school district during our Best Practices PLC. Teachers collaborate and are provided resources on various Best Practices in teaching. Topics covered include lesson planning, classroom management, differentiation of instruction and much more. The sessions model strategies and allows teachers to share strategies they are utilizing in the classroom.</p>
 Postsecondary Information:	<p>Four of our students have received a four-year full scholarship from the Give Something Back Foundation. After graduation other students also pursued higher education. A few colleges attended by our 2017 graduates would include: Al Art Institute, Camden County College, Bloomfield College, Centenary University, Johnson and Wales University, Kean University, Lincoln Technical Institute, Rutgers University, Rowan University and many more.</p>
 Student Supports and Services:	<p>Additional support services aid students struggling in their learning based on academic (Title I), Language (ELL) or other special needs. An intervention and Referral Services Team is present in each school building to provide academic and behavioral assistance. Focused support personnel supplement instruction during the school day, as well in various extended day and school year programs. Referrals to the Child Study Team may be initiated by parents or school officials.</p>
 Student Health and Wellness:	<p>BCHS programs offered to promote the health and wellness of students include: Nutri-Serve Food Management, our Physical Education Department Activities, Sport Team Activities, SMART Lunch Activities and our JROTC Program. Breakfast and lunch programs meet nutritional guidelines and a before breakfast program. Fitness is provided through our PE Department, Sport Teams, SMART lunch activities which includes Yoga. Our JROTC Program promotes basic training and battalion group activities.</p>
 Parent and Community Involvement:	<p>BCHS developed a number of key community partnerships in 2016-2017. Members of our staff participate in the Burlington County Juvenile Prevention Policy Board. We invite volunteers and community organizations to our S.M.A.R.T. (Students Maximizing Activities Resources Relationships and Time) Lunch. Organizations have provided programs in student leadership and job readiness skills. BCBS holds an annual Senior Citizens Holiday Dinner and Concert for our local senior citizens and alumni.</p>





Burlington City High School
2016-2017

05-0600-020
BURLINGTON
BURLINGTON CITY
100 BLUE DEVIL WAY
BURLINGTON, NJ 08016

Grade Span 07-12

School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>During the 2016/2017 school year a survey was administered by the Middle States Association Commission on Elementary and Secondary Schools. The survey was administered to students and staff. The results were shared with faculty and staff to analyze during Professional Development events as part of the accreditation process for Middle States Accreditation.</p>
 <p>Facilities:</p>	<p>Burlington City High School was built in 1956. In 1967 and again between the years of 2004-2009 additions to the building were added. Highlights of our high school are the State of the Art Media Center and our beautiful STEM Lab.</p>



Burlington City High School
2016-2017

05-0600-020
BURLINGTON
BURLINGTON CITY
100 BLUE DEVIL WAY
BURLINGTON, NJ 08016

Grade Span 07-12

School Narrative

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<div data-bbox="79 781 210 889"> </div> <div data-bbox="237 813 537 854"> <p>Other Information:</p> </div>	<p>BCHS continues to provide students the resources to be successful in school and beyond. Over the past three years the school has implemented and expanded a 1-to-1 initiative. All seniors and juniors are provided a devise (lap top computers) to use at school and home. In addition, students and staff have been provided professional development to ensure the success of the program. This program has been enhanced with the incorporation of Google Apps.</p>
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Captain James Lawrence Elementary School
2016-2017


Grade Span PK-02

05-0600-040
BURLINGTON
BURLINGTON CITY
315 BARCLAY ST
BURLINGTON, NJ 08016

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.
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**Captain James Lawrence Elementary School
2016-2017**

Grade Span PK-02

05-0600-040
BURLINGTON
BURLINGTON CITY
315 BARCLAY ST
BURLINGTON, NJ 08016

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	22	44	42
KG	56	35	65
1	41	57	37
2	47	37	45
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	7	9	6
Total	173	182	195

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	0	0
PK - Full Day	25	44	42
KG - Half Day	0	0	0
KG - Full Day	59	35	65

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	52%	51%	55%
Male	48%	49%	45%
Economically Disadvantaged Students	78%	84%	76%
Students with Disabilities	9%	12%	10%
English Learners	5%	3%	5%
Homeless Students			6%
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
Black or African American	63.6%
White	17.4%
Hispanic	13.8%
Asian	4.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

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	95.4%
Spanish	3.1%
Bengali	1.0%
Other	0.5%



Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02

05-0600-040
 BURLINGTON
 BURLINGTON CITY
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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

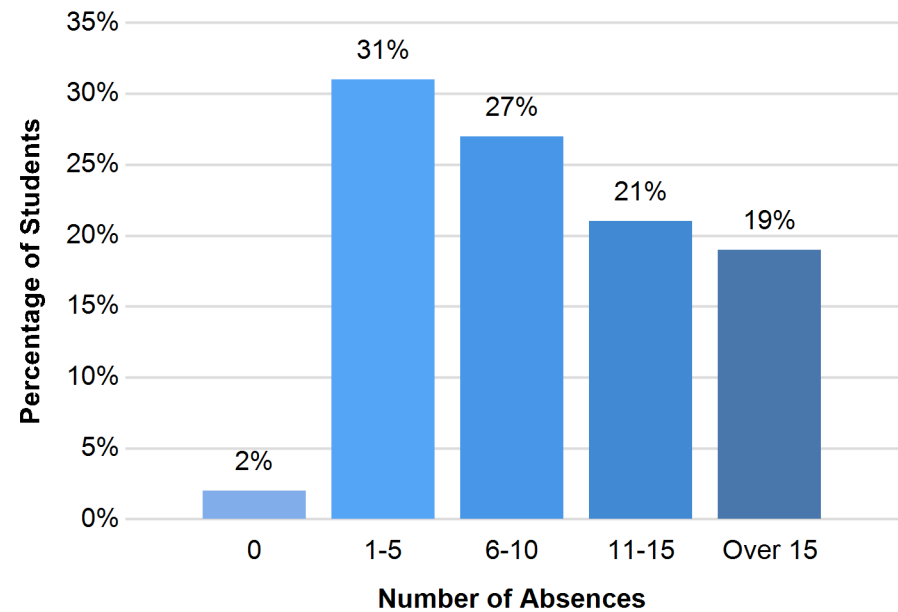
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.70	9.80	Not Met
White	10.30	9.80	Not Met
Hispanic	N	**	**
Black or African American	12.20	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.40	9.80	Not Met
Students with Disabilities	26.10	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.





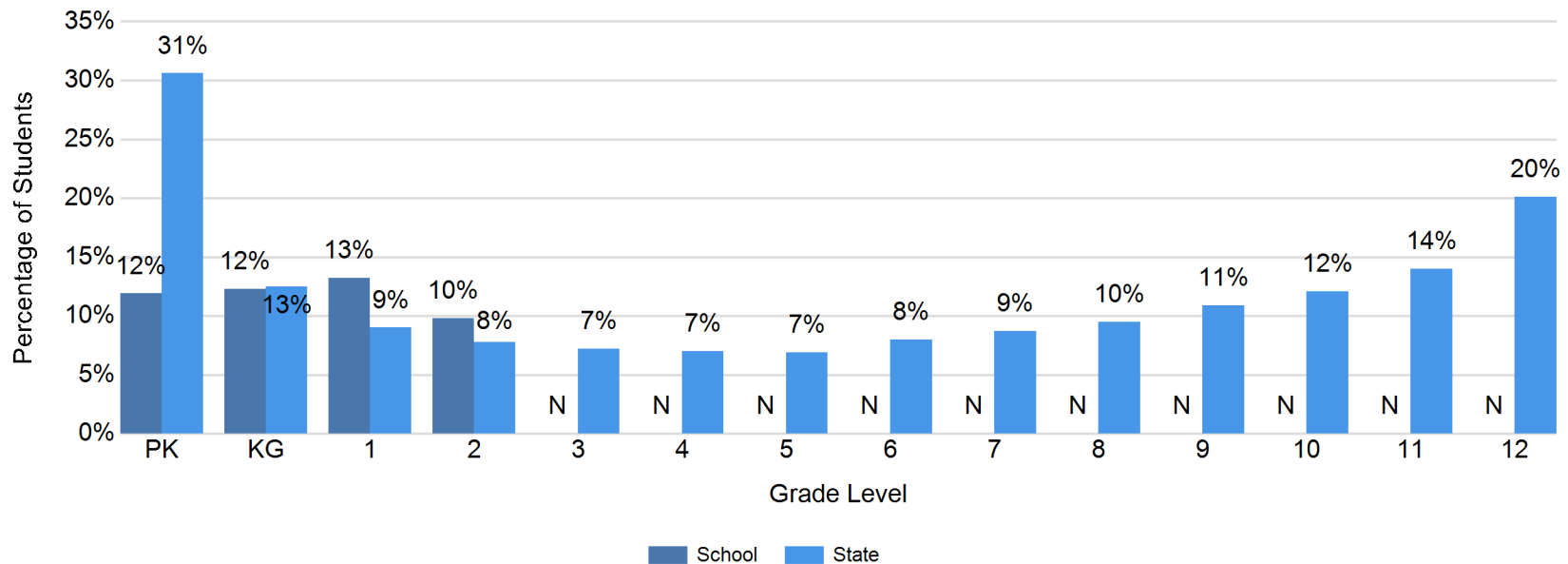
**Captain James Lawrence Elementary School
2016-2017**

Grade Span PK-02

**05-0600-040
BURLINGTON
BURLINGTON CITY
315 BARCLAY ST
BURLINGTON, NJ 08016**

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.





Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02

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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	8:25AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Out-of-School Suspensions	2.6%
Any Suspension	2.6%

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



Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02

05-0600-040
BURLINGTON
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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	\$890	\$17,515	\$18,405



Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02

05-0600-040
 BURLINGTON
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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	19	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	7.4	10.5
Teachers in district for 4 or more years	58%	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	16	9,506
Average years experience in public schools	16.1	15.9
Average years experience in district	7.9	11.6
Administrators in district for 4 or more years	63%	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	10:1	9:1
Administrators	98:1	104:1
Librarian/Media Specialists		553:1
Nurses		332:1
Counselors		207:1
Child Study Team		166:1



Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02

05-0600-040
BURLINGTON
BURLINGTON CITY
315 BARCLAY ST
BURLINGTON, NJ 08016

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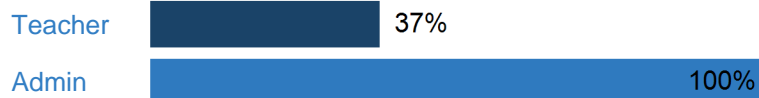
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	80%	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	97%



Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02




05-0600-040
 BURLINGTON
 BURLINGTON CITY
 315 BARCLAY ST
 BURLINGTON, NJ 08016

School General Info

Principal:	Mrs. Knight	Email Address:	sknight@burlington-nj.net
Address:	315 BARCLAY ST BURLINGTON, NJ 08016	Website:	www.burlington-nj.net
Phone:	(609)387-5859	Facebook:	https://www.facebook.com/City-of-Burlington-School-District-913811462072089/

School Narrative

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 Highlights:	<ul style="list-style-type: none"> • Recipient of Fresh Fruit and Vegetable Grant. • Pre-school received five star rating on Grow New Jersey Kids. • Targeted instruction in the area of Reading.
 Mission, Vision, Theme:	<p>Our instructional goal is to increase student achievement beginning in preschool by exposing the students to a rigorous academic program while helping them to develop strong moral values. We are P.R.O.U.D. (Partners, Responsible, Outstanding, Dedicated)</p>
 Awards, Recognition, Accomplishments:	<p>Monthly recognition is celebrated every month for both students and staff. We sponsor a Lion's Pride assembly where we recognize our students for good citizenship, perfect attendance and student of the month. One room is selected as the "Classiest Class" for meeting the character trait of the month. One student is given the Principal's Award for exceeding all expectations academically and socially.</p>






**Captain James Lawrence Elementary School
2016-2017**

Grade Span PK-02

**05-0600-040
BURLINGTON
BURLINGTON CITY
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BURLINGTON, NJ 08016**

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>enVision Math 2.0, Next Gen Science, StoryTown and ELP</p>
 <p>Clubs and Activities:</p>	<p>Safety Patrol</p>
 <p>Before and After School Programs:</p>	<p>PAWS "Prompting Awesome Writing Skills" Facilitated by teachers for grades 1 and 2, STEM/LEGOS facilitated by teachers for grades K-2</p>







**Captain James Lawrence Elementary School
2016-2017**

Grade Span PK-02

**05-0600-040
BURLINGTON
BURLINGTON CITY
315 BARCLAY ST
BURLINGTON, NJ 08016**

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Safety Team, SciP, Common Planning Time, Faculty Meeting, Professional Learning Communities by grade level, Vertical and Horizontal Articulation, Attendance Committee</p>
 <p>Student Supports and Services:</p>	<p>Additional support services aid students struggling in their learning based on academic (Title I), language (ELL), or other special needs. An Intervention and Referral Services Team is present in each school building to provide academic and behavioral assistance. Focused support personnel supplement instruction during the school day, as well in various extended day and school year programs. Referrals to the Child Study Team may be initiated by parents or school officials.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast in the Classroom initiative, Lunch Program, Mid-day snack, Physical Education, Recess, and Health lessons taught by school nurse.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Teacher Association (PTA) works diligently to support the vision of Captain James Lawrence School and to supplement activities and programs for the student body. All parents are welcome to visit our school and participate in activities as we are a TEAM and Together Everyone Achieves More! Events include but are not limited to Raising Readers and Math Matters.</p>



**Captain James Lawrence Elementary School
2016-2017**

Grade Span PK-02

**05-0600-040
BURLINGTON
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Climate Surveys:

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

All stakeholders are surveyed annually. Parents are surveyed at the beginning and end of the year. Students are surveyed annually. The School Safety Team along with the Principal look for trends from surveys and identify areas of improvement. Changes are made based on the information received.



Facilities:

The Captain James Lawrence School was erected in 1859 with additional construction added in 1949. The entire building is air-conditioned. The facilities offer a separate cafeteria and gymnasium. The area immediately adjacent to the school houses our playground area.



Captain James Lawrence Elementary School
2016-2017

Grade Span PK-02

05-0600-040
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Other Information:

The Captain James Lawrence Elementary School, located in the historical district of Burlington City, is a community of learners where the best interest of students comes first. It is home to approximately 200 students in preschool through grade two. Our goal is to foster strong academic and social values for students, staff, and parents. At CJL, we roar for learning!



Elias Boudinot Elementary School
2016-2017


Grade Span KG-02

05-0600-050
BURLINGTON
BURLINGTON CITY
WEST PEARL & ELLIS STREETS
BURLINGTON, NJ 08016

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**Elias Boudinot Elementary School
2016-2017**

Grade Span KG-02

05-0600-050
BURLINGTON
BURLINGTON CITY
WEST PEARL & ELLIS STREETS
BURLINGTON, NJ 08016

Enrollment Trends by Grade

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Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	24	32	23
1	38	21	31
2	31	35	19
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	0	0	0
Total	93	88	73

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	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	23	32	23

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%	55%	51%
Male	53%	46%	49%
Economically Disadvantaged Students	61%	60%	58%
Students with Disabilities	4%	5%	4%
English Learners	5%	9%	8%
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
Black or African American	38.4%
White	30.1%
Hispanic	21.9%
Asian	4.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.5%

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	91.8%
Spanish	5.5%
Chinese	1.4%
Panjabi	1.4%



Elias Boudinot Elementary School
2016-2017

Grade Span KG-02

05-0600-050
BURLINGTON
BURLINGTON CITY
WEST PEARL & ELLIS STREETS
BURLINGTON, NJ 08016

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

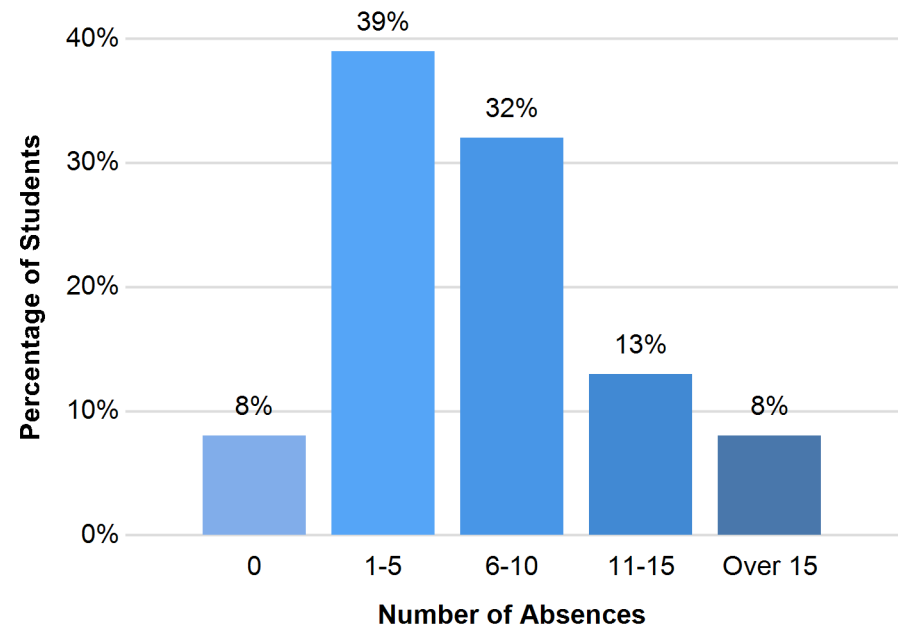
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	9.80	Met Target
White	0	9.80	Met Target
Hispanic	N	**	**
Black or African American	7.40	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.30	9.80	Met Target
Students with Disabilities	N	**	**
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.





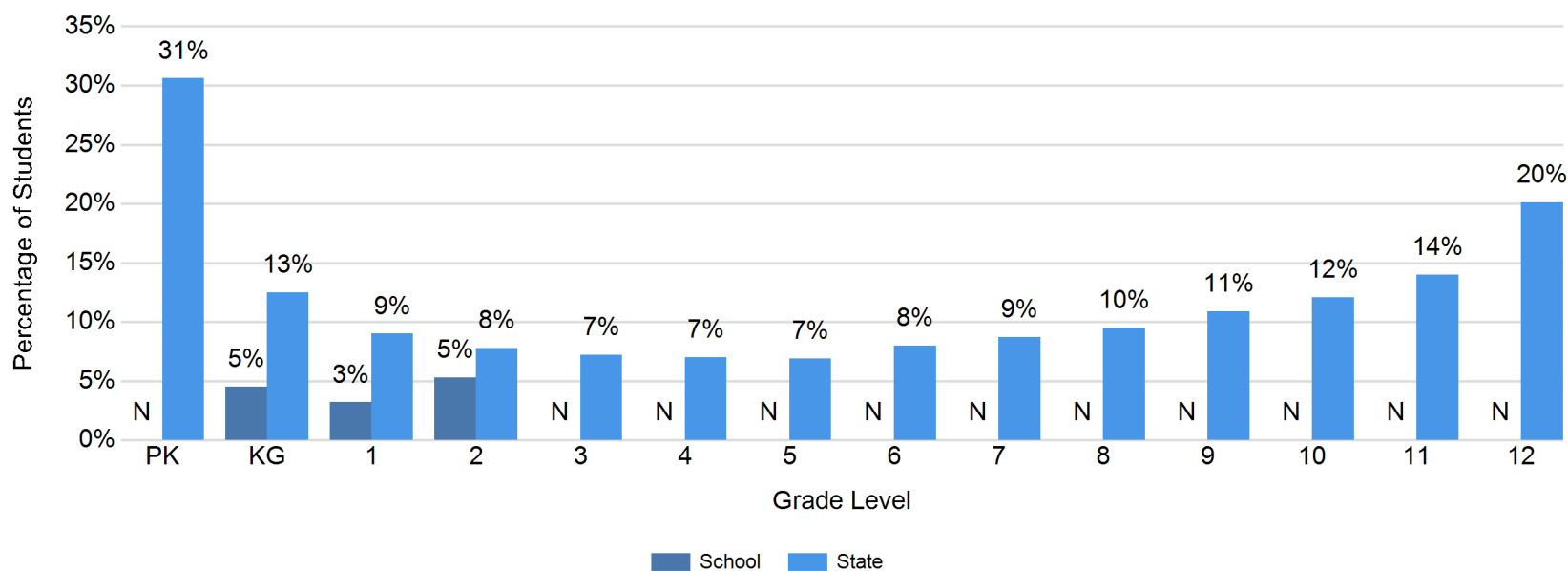
**Elias Boudinot Elementary School
2016-2017**

Grade Span KG-02

**05-0600-050
BURLINGTON
BURLINGTON CITY
WEST PEARL & ELLIS STREETS
BURLINGTON, NJ 08016**

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	8:25AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Out-of-School Suspensions	1.4%
Any Suspension	1.4%

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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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	\$890	\$17,515	\$18,405



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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	10	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	80%	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	16	9,506
Average years experience in public schools	16.1	15.9
Average years experience in district	7.9	11.6
Administrators in district for 4 or more years	63%	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	7:1	9:1
Administrators	73:1	104:1
Librarian/Media Specialists		553:1
Nurses		332:1
Counselors		207:1
Child Study Team		166:1



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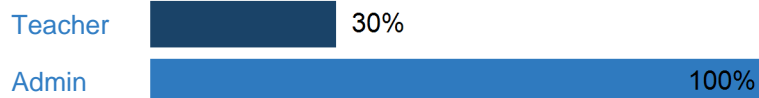
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	80%	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	97%



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05-0600-050
BURLINGTON
BURLINGTON CITY
WEST PEARL & ELLIS STREETS
BURLINGTON, NJ 08016

School General Info

Principal:	Mrs. Knight	Email Address:	sknight@burlington-nj.net
Address:	WEST PEARL & ELLIS STREETS BURLINGTON, NJ 08016	Website:	www.burlington-nj.net
Phone:	(609)387-5867	Facebook:	https://www.facebook.com/City-of-Burlington-School-District-913811462072089/

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"> • Implementation of Targeted Math Program. • Curriculum includes enVision Math 2.0, Next Gen Science and StoryTown Comprehensive Reading Program • Participation in Rutgers Nutrition Program.
 Mission, Vision, Theme:	<p>Our instructional goal is to increase student achievement on the PARCC beginning in Kindergarten by exposing the students to strong academic rigor. Students are equipped with the tools to be proficient learners and strive for academic excellence. Our intent is to develop a community of learners using a researched-based curriculum, a positive climate for learning, and a commitment to develop model citizens. We are P.R.O.U.D. (Partners, Responsible, Outstanding, Dedicated)</p>
 Awards, Recognition, Accomplishments:	<p>Monthly recognition is celebrated every month for both students and staff. We sponsor a Boudinot's Best assembly where we recognize our students for good citizenship, perfect attendance and student of the month. One room is selected as the "Classiest Class" for meeting the character trait of the month. One student is given the Principal's Award for exceeding all expectations academically and socially.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>enVision Math 2.0, Next Gen Science, StoryTown and ELP (Gifted and Talented)</p>
 <p>Clubs and Activities:</p>	<p>Safety Patrol</p>
 <p>Before and After School Programs:</p>	<p>PAWS "Prompting Awesome Writing Skills" Facilitated by teachers for grades 1 and 2, STEM/LEGOS facilitated by teacher for grades K-2.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Safety Team, SciP, Common Planning Time, Faculty Meeting, Professional Learning Communities by grade level, Vertical and Horizontal Articulation, Attendance Committee.</p>
 <p>Student Supports and Services:</p>	<p>Additional support services aid students struggling in their learning based on academic (Title I), language (ELL), or other special needs. An Intervention and Referral Services Team is present in each school building to provide academic and behavioral assistance. Focused support personnel supplement instruction during the school day, as well in various extended day and school year programs. Referrals to the Child Study Team may be initiated by parents or school officials.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast in the Classroom initiative, Lunch Program, Mid-day snack, Physical Education, Recess, and Health lesson taught by school nurse.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Teacher Organization (PTO) works diligently to support the vision of Elias Boudinot School and to supplement activities and programs for the student body. All parents are welcome to visit our school and participate in activities as we are a TEAM and Together Everyone Achieves More!</p>



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School Narrative

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Climate Surveys:

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

All stakeholders are surveyed annually. Parents are surveyed at the beginning and end of the year. Staff and students are surveyed annually. The Community and Parent Involvement Specialist/Social Worker along with the School Safety Team Facilitator work with the Principal to find trends from each of the surveys and areas of improvement. Changes are made based on the information received. To date, all stakeholders feel that they are safe, cared for and respected.



Facilities:

The Elias Boudinot School was erected in 1963. All classrooms are air-conditioned. Our all-purpose room is not air conditioned and houses our assembly programs, lunch as well as gym classes on poor weather condition day. Every classroom is equipped with a Smart Board.



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School Narrative

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Other Information:

Elias Boudinot Elementary School is situated in historic Burlington City near the Delaware River. The kindergarten through grade two school houses approximately 85 students. This small learning community consists of one kindergarten class, two first grade classes and one second grade classes. We pride ourselves on our small learning environment where Responsive Classroom is the premise of our character development. Our teachers strive to provide the students with a preeminent education. All teachers meet the requirements of a Highly Qualified Teacher. Our school mantra is "We Roar for Learning".



Samuel Smith Elementary School
2016-2017


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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



**Samuel Smith Elementary School
2016-2017**

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05-0600-080
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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	168	170	158
KG	57	41	37
1	34	59	35
2	40	37	47
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	19	23	23
Total	318	330	300

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	0	0
PK - Full Day	166	170	158
KG - Half Day	0	0	0
KG - Full Day	58	41	37

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	43%	43%	46%
Male	57%	57%	54%
Economically Disadvantaged Students	53%	55%	52%
Students with Disabilities	16%	20%	20%
English Learners	6%	8%	6%
Homeless Students			4%
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
Black or African American	47.7%
White	37.7%
Hispanic	9.7%
Asian	5.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

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	92.0%
Punjabi	2.3%
Spanish	2.0%
Bengali	1.0%
Gujarati	1.0%
Other	1.6%



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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

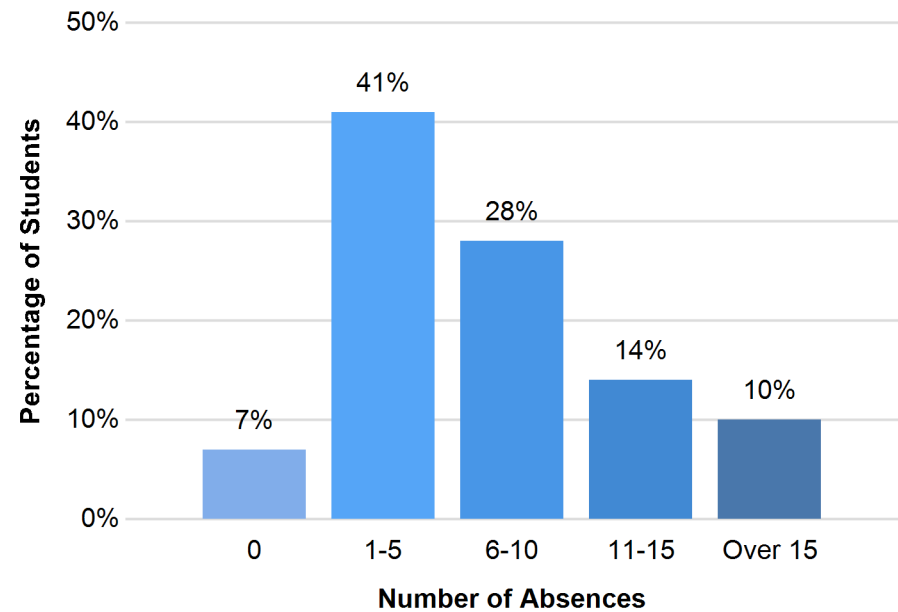
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	9.80	Met Target
White	4.00	9.80	Met Target
Hispanic	N	**	**
Black or African American	4.40	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.40	9.80	Met Target
Students with Disabilities	16.20	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.





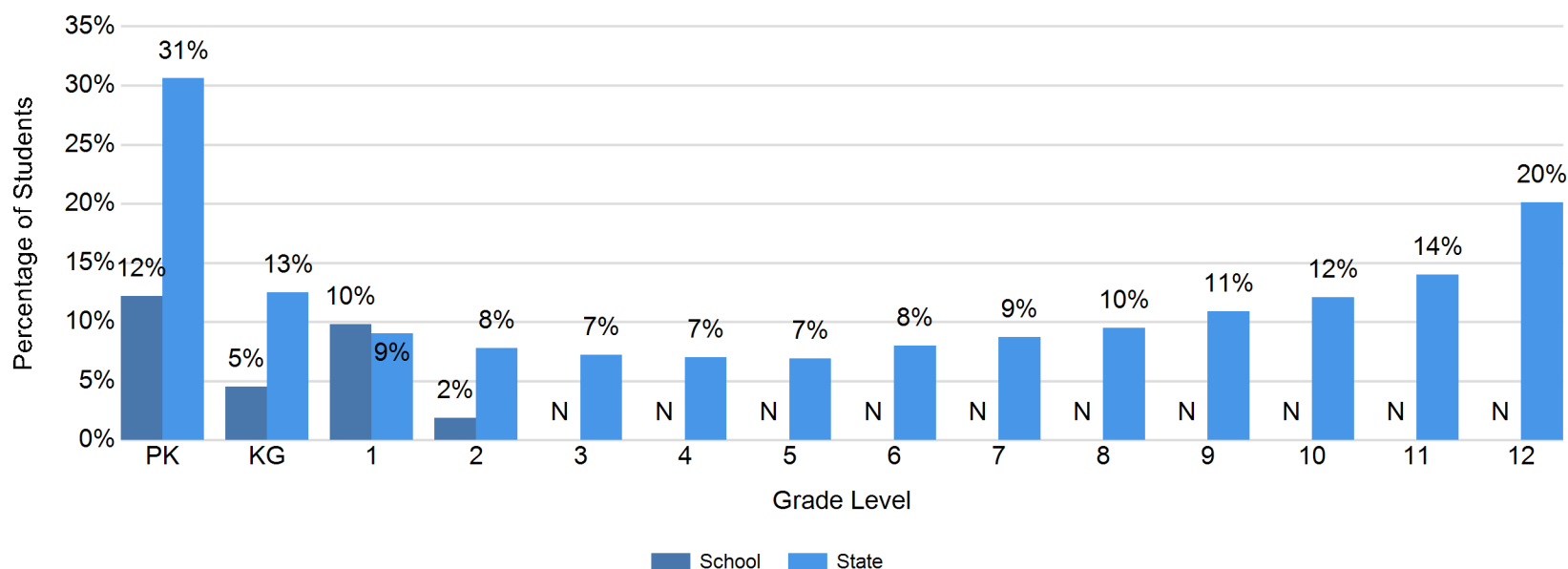
**Samuel Smith Elementary School
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Chronic Absenteeism by Grade

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	8:25AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Out-of-School Suspensions	1.7%
Any Suspension	1.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$890	\$17,515	\$18,405



Samuel Smith Elementary School
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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	34	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	82%	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	16	9,506
Average years experience in public schools	16.1	15.9
Average years experience in district	7.9	11.6
Administrators in district for 4 or more years	63%	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	9:1	9:1
Administrators	300:1	104:1
Librarian/Media Specialists		553:1
Nurses		332:1
Counselors		207:1
Child Study Team		166:1



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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.

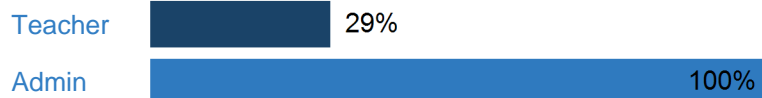
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	80%	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	97%



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School General Info

Principal:	Mrs. Dunham	Email Address:	mdunham@burlington-nj.net
Address:	250 FARNER AVENUE BURLINGTON, NJ 08016	Website:	http://sses.burlington-nj.net/
Phone:	(609)387-5854	Facebook:	https://m.facebook.com/profile.php?id=1606462149625026

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"> • Our Early Childhood Program was recently rated 5 Stars via Grow NJ Kids. • Curriculum: Curiosity Corner 2nd Ed., Harcourt StoryTown, Pearson enVision Math 2.0 and Next Gen Science Standards. • Every student uses technology daily via SmartBoards, iPads, Dell Laptops and/or Desktops.
 Mission, Vision, Theme:	<p>Mission: We inspire, nurture, support, prepare and challenge all to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful and engaged partners in the global community. Vision: We are P.R.O.U.D. (Partners, Responsible, Outstanding, United, Dedicated). Samuel Smith Elementary School Super Sharks strive for excellence in every aspect of our lives. Our focus is fostering the development of the whole child. At Smith School, we DIVE for learning!</p>
 Awards, Recognition, Accomplishments:	<p>Monthly, we host Super Sharks assembly to recognize students for good citizenship, perfect attendance and academics. Also, one room is selected as the "Classiest Class" one student is given the Principal's Award for exceeding all expectations academically and socially. Staff recognition includes Staff Member of the Month, Perfect Attendance, Teacher and Educational Professional of the Year. Staff Appreciation Week and all national recognition days (i.e. Nurse's Day, etc.) are celebrated.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Early Childhood: Success For All Curiosity Corner 2nd Edition Elementary: Harcourt StoryTown and Pearson enVision Math 2.0. Next Gen. Science Standards, STEM and Informational Text for Science/Social Studies. Assessments: TS GOLD, ESI Screening, Fountas & Pinnell, NWEA, Teacher Created Assessments</p>
 <p>Clubs and Activities:</p>	<p>Smith School Safety Patrol, Second Grade Buddies, Extended Learning Program (gifted), Garden Club</p>
 <p>Before and After School Programs:</p>	<p>Wordsmiths is a program that focuses on improving ELA skills. We also offer the STEM Lego Club, which focuses on hands-on activities and project based learning in the areas of science, technology, engineering and mathematics. The Study Skills program is designed to help students improve literacy and numeracy skills. Programs are facilitated by highly qualified teachers for grades K-2.</p>







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 <p>Staff and Professional Learning:</p>	<p>Smith School Safety Team; School Improvement Panel (SciP); Common Planning Times (CPT); Faculty Meetings; Professional Learning Communities (STEM, Best Practices, Early Childhood, Grade Level); Vertical and Horizontal Articulation; Inclusion Support Conferences.</p>
 <p>Student Supports and Services:</p>	<p>Additional support services aid students struggling in their learning based on academic (Title I), language (ELL), or other special needs. An Intervention and Referral Services Team is present in each school building to provide academic and behavioral assistance. Focused support personnel supplement instruction during the school day, as well in various extended day and school year programs. Referrals to the Child Study Team may be initiated by parents or school officials.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast Program; Lunch Program; Mid-Day Snack; Workout Wednesdays; Family Fitness Night; Physical Education; Recess (25 minutes); Preschool Gross Motor (30 minutes AM & PM); Health lessons taught by school nurse.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Teacher Association (PTA) works diligently to support the vision of Samuel Smith School and to supplement activities and programs for the student body. The Early Childhood Advisory Council and School Safety Team also includes parents in an effort to support our smallest scholars and ensure a safe learning environment for all respectively. All parents are welcome to visit our school and participate in activities as we are a TEAM and Together Everyone Achieves More!</p>



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Climate Surveys:

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

All stakeholders are surveyed annually. Parents are surveyed at the beginning and end of the year. Staff and students are surveyed annually. The Community and Parent Involvement Specialist/Social Worker along with the School Safety Team Facilitator work with the Principal to find trends from each of the surveys and areas of improvement. Changes are made based on the information received. To date, all stakeholders feel that they are safe, cared for and respected. That's the Super Shark way!



Facilities:

The original construction of Samuel Smith School was in 1920. Additions were included in 1949. The Early Childhood wing was erected in 2002. Smith School is a fully air-conditioned facility. There is a gymnasium/auditorium space and a cafeteria. We are proud of our Technology Lab, Library/Music Room, Art Room and Teacher Book Room. Every classroom is equipped with student desktops and a SmartBoard. We have two playgrounds and a garden, as well as, a side yard for student activities.



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Other Information:

Our preschool program offers hands-on, developmentally appropriate instruction that incorporates a range of skills necessary for whole-child development and early learning. The preschool environment is structured, but allows for and fosters self-directed learning. We utilize the Success For All Curiosity Corner 2nd Edition curriculum which offers opportunities for learning through play and exploration with a focus on language/literacy, math, science, fine/gross motor, and social/emotional skills. At the elementary level, there is a strong emphasis on English and Language Arts, as well as, Math. Directly linked to the New Jersey Student Learning Standards, we utilize Harcourt StoryTown and Pearson enVision Math 2.0. In ELA, we have a 90 minute, uninterrupted block with 30 minutes of an intensive, Targeted Instruction in Reading. Students are homogenously grouped based on their reading levels as determined by the Fountas & Pinnell Literacy Assessment. In Mathematics, 80 minutes is dedicated daily to intensive, hands-on instruction that has proven to generate higher order thinking and problem solving skills in our Super Shark Scholars. We are entering the second year of intensive Targeted Instruction in Mathematics. In addition to ELA, Math, Science, and Social Studies, our students also benefit from weekly lessons in Art, Library, Music, Physical Education and Technology. Special Area Teachers work diligently to provide cross-curricular instruction that incorporates Global Awareness and 21st Century Skills. Our dedicated professionals provide a high quality education for the English Language Learners and our Child Study Team provides modifications and accommodations from Preschool to Grade 2. Samuel Smith Elementary School Super Sharks strive for excellence in every aspect of our lives. Our focus is fostering the development of the whole child. At Smith School, we DIVE for learning!




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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	97	111	97
4	87	96	94
5	97	88	96
6	112	103	90
Ungraded	20	28	36
Total	413	426	413

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%	50%	48%
Male	50%	50%	53%
Economically Disadvantaged Students	60%	63%	63%
Students with Disabilities	19%	21%	25%
English Learners	2%	1%	2%
Homeless Students			6%
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
Black or African American	53.5%
White	37.0%
Hispanic	7.7%
Asian	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

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	96.6%
Spanish	1.2%
Other	2.0%



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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	383	100.0	38.10	37.00	54.90	38.1	38.7	Met Target†
White	154	100.0	51.30	51.60	63.90	51.3	52.5	Met Target†
Hispanic	26	100.0	26.90	26.00	39.80	26.9	37.1	Met Target†
Black or African American	196	100.0	29.00	27.10	35.20	29	27.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	178	100.0	47.80	46.80	62.20	47.8		
Male	205	100.0	29.80	28.30	48.10	29.8		
Economically Disadvantaged Students	232	100.0	27.60	25.90	36.20	27.6	30.2	Met Target†
Non-Economically Disadvantaged Students	151	100.0	54.30	52.40	65.80	54.3		
Students with Disabilities	92	100.0	14.10	12.50	20.50	14.1	9.5	Met Target
Students without Disabilities	291	100.0	45.70	44.90	61.90	45.7		
English Learners	10	100.0	10.00	*	25.20	10	**	**
Non-English Learners	373	100.0	38.90	*	57.40	38.9		
Homeless Students	23	100.0	34.70	*	26.40	34.7		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	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.



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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	109	730	730	749	29%	*	23%	29%	*	32%	50%
White	37	745	745	759	*	*	30%	38%	*	43%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	60	725	725	731	32%	22%	*	27%	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	48	741	741	754	21%	*	*	44%	*	46%	55%
Male	61	721	721	745	36%	*	*	18%	*	21%	46%
Economically Disadvantaged Students	82	722	722	731	*	*	*	23%	*	24%	31%
Non-Economically Disadvantaged Students	27	755	755	762	*	*	*	48%	*	56%	63%
Students with Disabilities	29	702	702	720	59%	*	*	*	*	17%	24%
Students without Disabilities	80	740	740	755	19%	*	*	*	*	38%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	109	730	730	752	29%	*	23%	29%	*	32%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	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	107	746	746	753	*	16%	31%	36%	*	45%	56%
White	38	754	754	762	*	*	*	50%	*	61%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	58	740	740	737	*	*	36%	31%	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	51	749	749	758	*	*	37%	28%	*	41%	61%
Male	56	744	744	749	*	*	25%	45%	*	48%	51%
Economically Disadvantaged Students	66	738	738	737	*	*	35%	27%	*	32%	36%
Non-Economically Disadvantaged Students	41	760	760	764	*	*	24%	51%	*	66%	69%
Students with Disabilities	23	726	726	725	*	*	*	*	*	26%	25%
Students without Disabilities	84	752	752	759	*	*	*	*	*	50%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	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	98	743	743	756	*	16%	30%	37%	*	41%	59%
White	39	762	762	763	*	*	*	56%	*	67%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	49	728	728	740	*	25%	39%	*	0%	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	52	754	754	761	*	*	31%	44%	*	52%	66%
Male	46	730	730	750	*	*	28%	28%	*	28%	53%
Economically Disadvantaged Students	53	730	730	740	*	*	34%	25%	*	25%	40%
Non-Economically Disadvantaged Students	45	759	759	765	*	*	24%	51%	*	60%	71%
Students with Disabilities	16	705	705	725	*	*	*	*	*	*	22%
Students without Disabilities	82	750	750	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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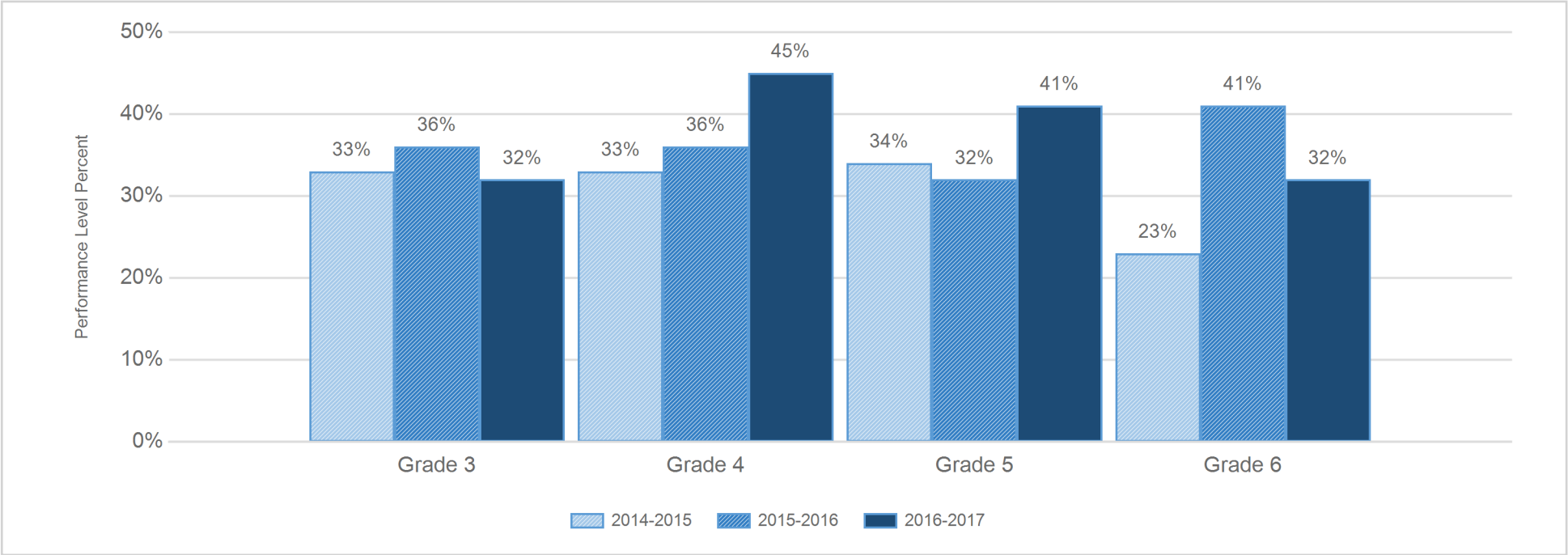
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	734	734	752	*	28%	28%	28%	*	32%	54%
White	42	740	740	758	*	24%	31%	29%	*	36%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	51	731	731	736	*	29%	26%	31%	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	46	739	739	758	*	*	28%	30%	*	39%	61%
Male	56	729	729	746	*	*	27%	27%	*	27%	46%
Economically Disadvantaged Students	61	729	729	737	*	*	25%	26%	*	30%	34%
Non-Economically Disadvantaged Students	41	740	740	761	*	*	32%	32%	*	37%	65%
Students with Disabilities	28	708	708	722	*	*	*	*	*	*	17%
Students without Disabilities	74	743	743	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	102	734	734	753	*	28%	28%	28%	*	32%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	383	100.0	31.40	26.00	43.50	31.4	30.2	Met Target
White	154	100.0	42.90	39.50	52.40	42.9	44.4	Met Target†
Hispanic	26	100.0	26.90	20.00	27.60	26.9	20.5	Met Target
Black or African American	196	100.0	21.40	15.80	21.70	21.4	20	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	178	100.0	36.50	29.30	44.10	36.5		
Male	205	100.0	26.90	23.10	42.90	26.9		
Economically Disadvantaged Students	234	100.0	21.40	17.90	25.10	21.4	18.7	Met Target
Non-Economically Disadvantaged Students	149	100.0	46.90	37.40	54.30	46.9		
Students with Disabilities	92	100.0	13.00	*	16.50	13	14.1	Met Target†
Students without Disabilities	291	100.0	37.10	*	48.80	37.1		
English Learners	10	100.0	10.00	*	23.30	10	**	**
Non-English Learners	373	100.0	31.90	*	45.20	31.9		
Homeless Students	23	100.0	30.40	*	16.40	30.4		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	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 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	109	733	733	751	*	28%	32%	22%	*	25%	53%
White	37	743	743	759	*	*	32%	30%	*	38%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	60	728	728	733	22%	25%	37%	17%	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	48	734	734	751	*	23%	35%	25%	*	27%	52%
Male	61	731	731	751	*	31%	30%	20%	*	23%	53%
Economically Disadvantaged Students	82	729	729	736	*	*	29%	*	*	21%	34%
Non-Economically Disadvantaged Students	27	744	744	761	*	*	41%	*	*	37%	65%
Students with Disabilities	29	714	714	729	*	45%	*	*	*	10%	29%
Students without Disabilities	80	740	740	755	*	21%	*	*	*	30%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	109	733	733	753	*	28%	32%	22%	*	25%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	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	107	741	741	747	*	24%	32%	33%	*	37%	47%
White	38	747	747	755	*	*	26%	45%	*	50%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	58	736	736	729	*	28%	36%	26%	*	29%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	51	741	741	747	*	28%	35%	29%	*	35%	47%
Male	56	740	740	747	*	21%	29%	36%	*	39%	48%
Economically Disadvantaged Students	66	732	732	732	*	*	36%	23%	*	23%	27%
Non-Economically Disadvantaged Students	41	754	754	757	*	*	24%	49%	*	61%	61%
Students with Disabilities	23	731	731	724	*	*	*	*	*	35%	22%
Students without Disabilities	84	743	743	751	*	*	*	*	*	38%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	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	98	735	735	747	*	30%	28%	32%	*	34%	46%
White	39	751	751	754	*	*	41%	49%	*	54%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	49	720	720	729	*	51%	*	*	0%	14%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	52	740	740	747	*	21%	*	33%	*	37%	47%
Male	46	729	729	746	*	39%	*	30%	*	30%	46%
Economically Disadvantaged Students	53	725	725	732	*	*	26%	19%	*	19%	27%
Non-Economically Disadvantaged Students	45	746	746	756	*	*	29%	47%	*	51%	59%
Students with Disabilities	16	707	707	725	*	*	*	*	*	*	19%
Students without Disabilities	82	740	740	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

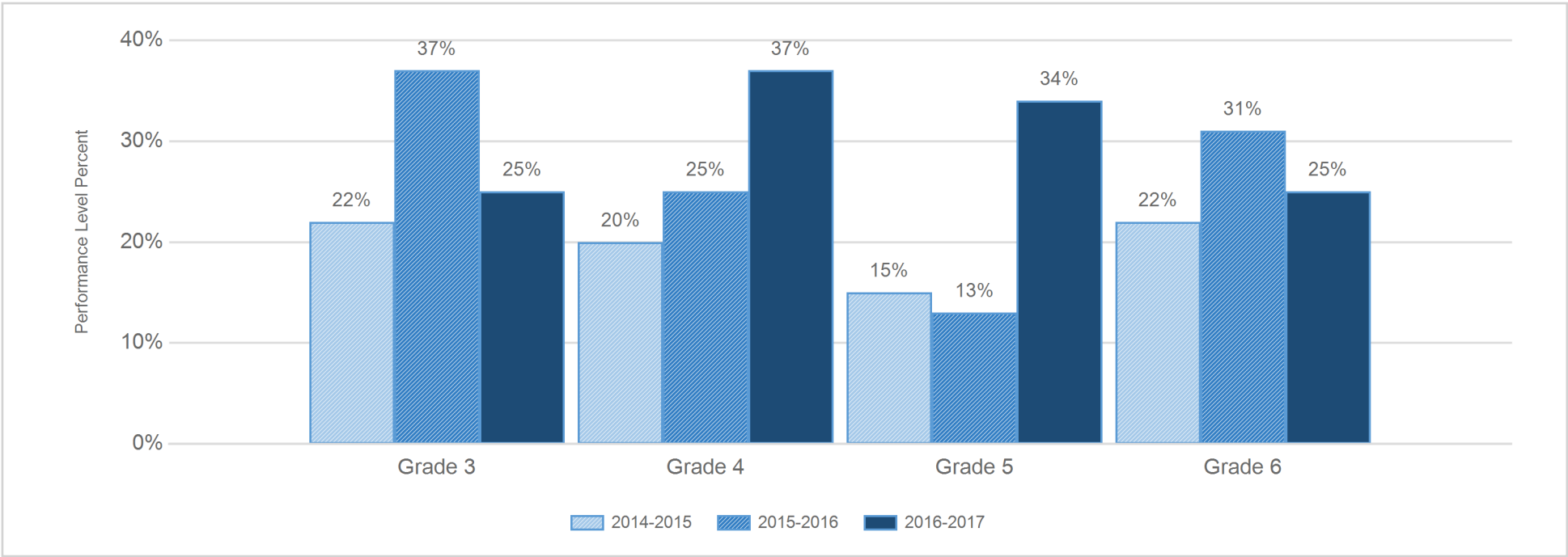
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school,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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	729	729	743	*	32%	27%	24%	*	25%	44%
White	42	735	735	751	*	26%	31%	26%	*	29%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	51	726	726	724	*	33%	28%	22%	*	22%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	46	731	731	745	*	26%	*	30%	*	33%	45%
Male	56	727	727	742	*	38%	*	18%	*	18%	43%
Economically Disadvantaged Students	61	725	725	728	*	38%	*	*	*	21%	24%
Non-Economically Disadvantaged Students	41	734	734	752	*	24%	*	*	*	29%	56%
Students with Disabilities	28	711	711	717	*	*	*	*	*	*	13%
Students without Disabilities	74	736	736	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	102	729	729	745	*	32%	27%	24%	*	25%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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.

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
3	*	*
4	*	*
5	*	*
6	N	N

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	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



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

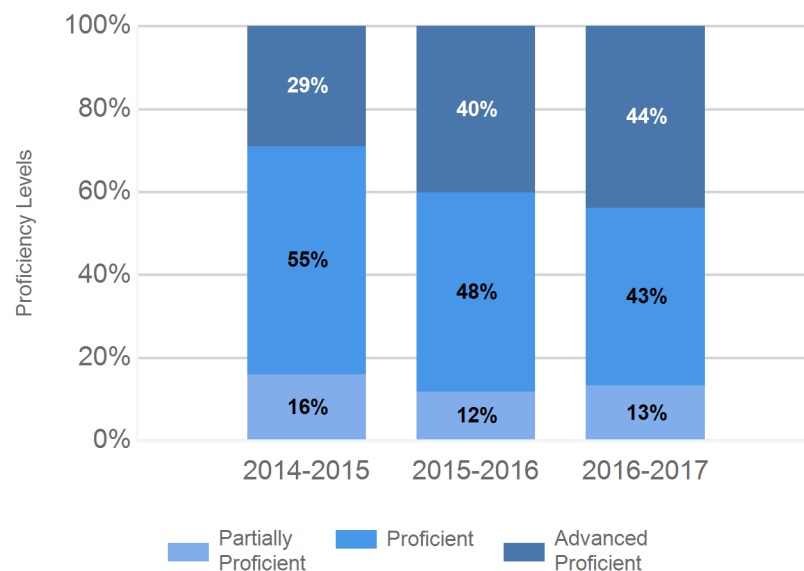
NJASK Science Assessment Performance: Grade 4

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	44%	43%	13%
White	60%	*	N
Hispanic	*	*	*
Black or African American	31%	50%	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	30%	51%	19%
Students with Disabilities	36%	41%	23%
English Learners	N	N	N

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	45.5	47	50	Met Target	55	55	50	Met Target
White	51	51	50	Met Target	63	58	52	Exceeds Target
Hispanic	37	*	49	Not Met	49	*	47	Met Target
Black or African American	42.5	43	45	Met Target	45.5	53	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	42	42	47	Met Target	45	50	46	Met Target
Students with Disabilities	43	43	41	Met Target	38.5	39	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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

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

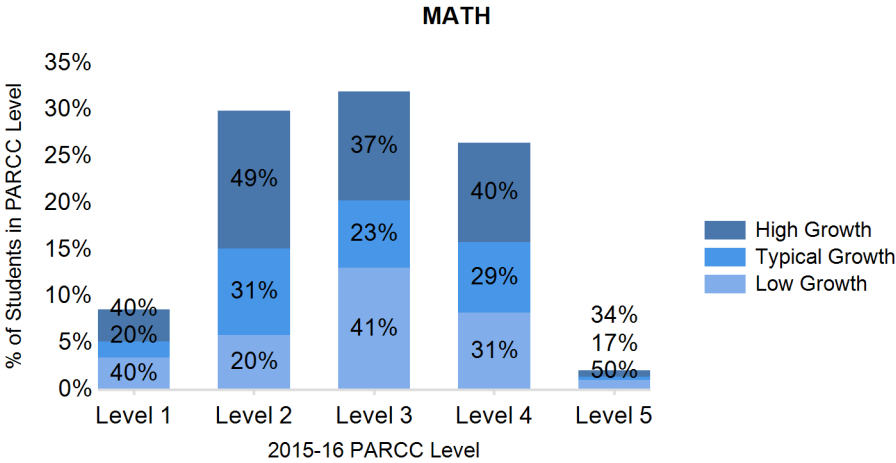
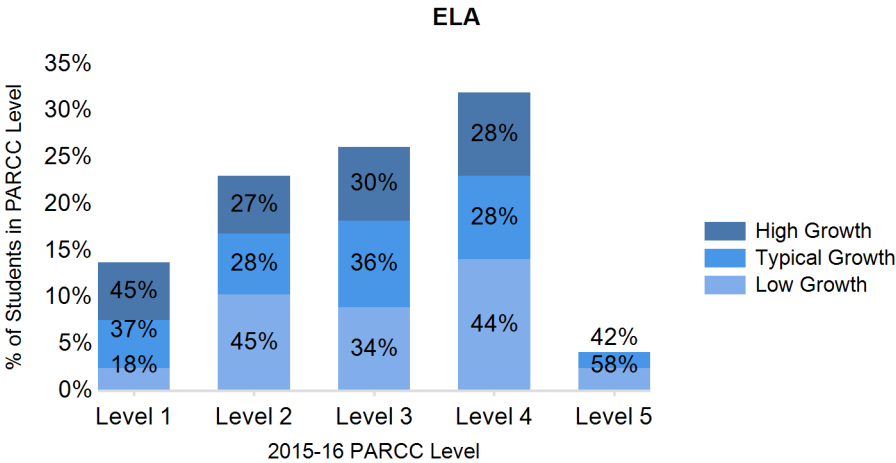
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

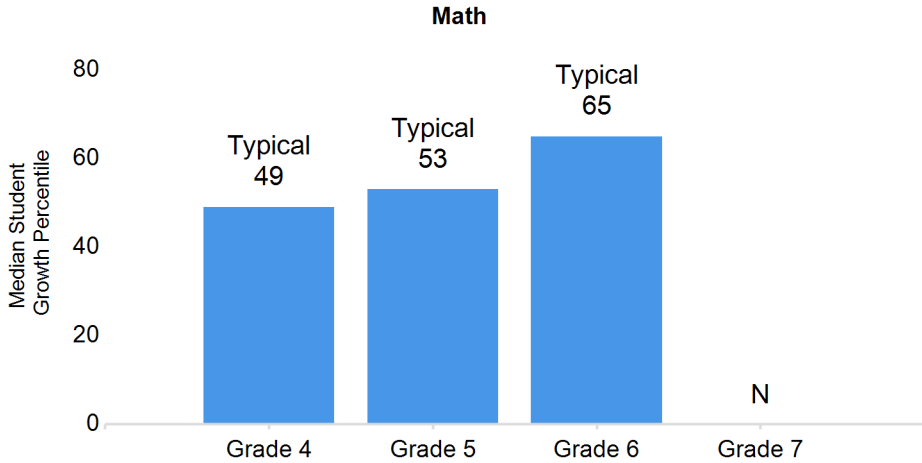
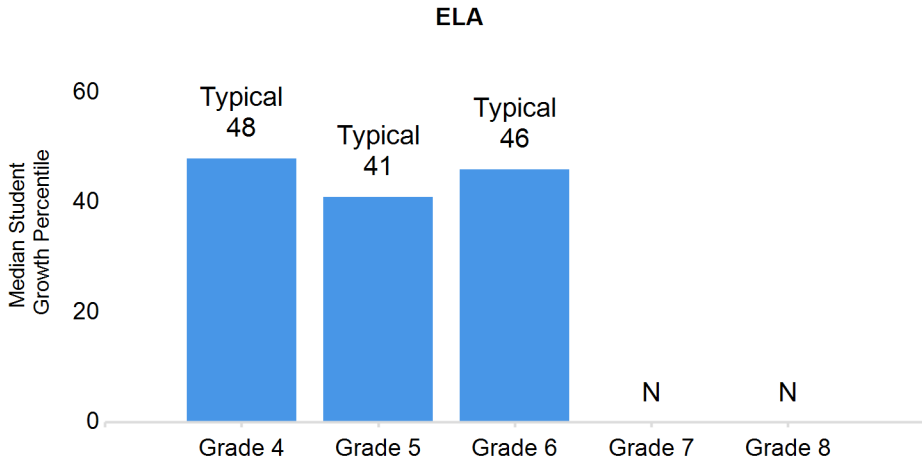
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows 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

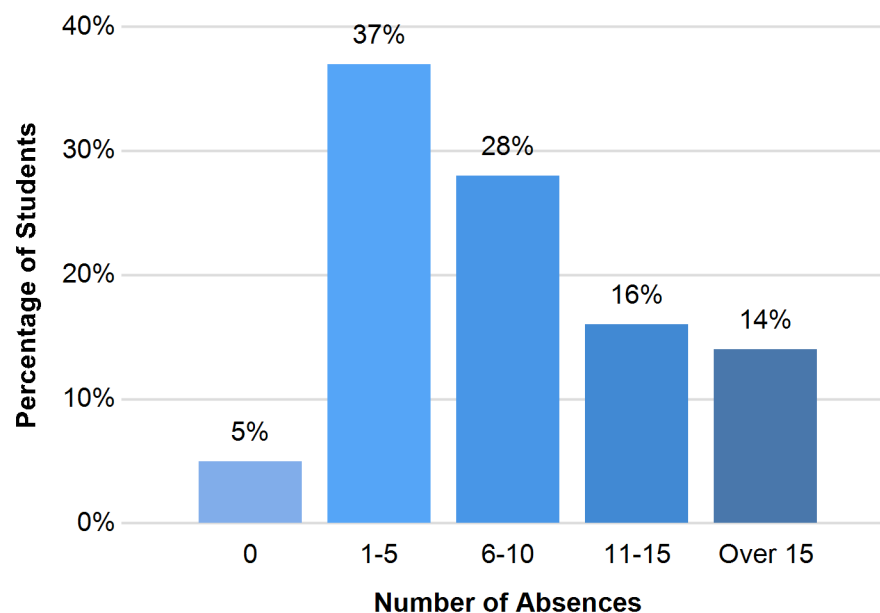
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	7.30	Not Met
White	8.40	7.30	Not Met
Hispanic	18.80	7.30	Not Met
Black or African American	7.60	7.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.30	7.30	Not Met
Students with Disabilities	12.30	7.30	Not Met
English Learners	N	**	**

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

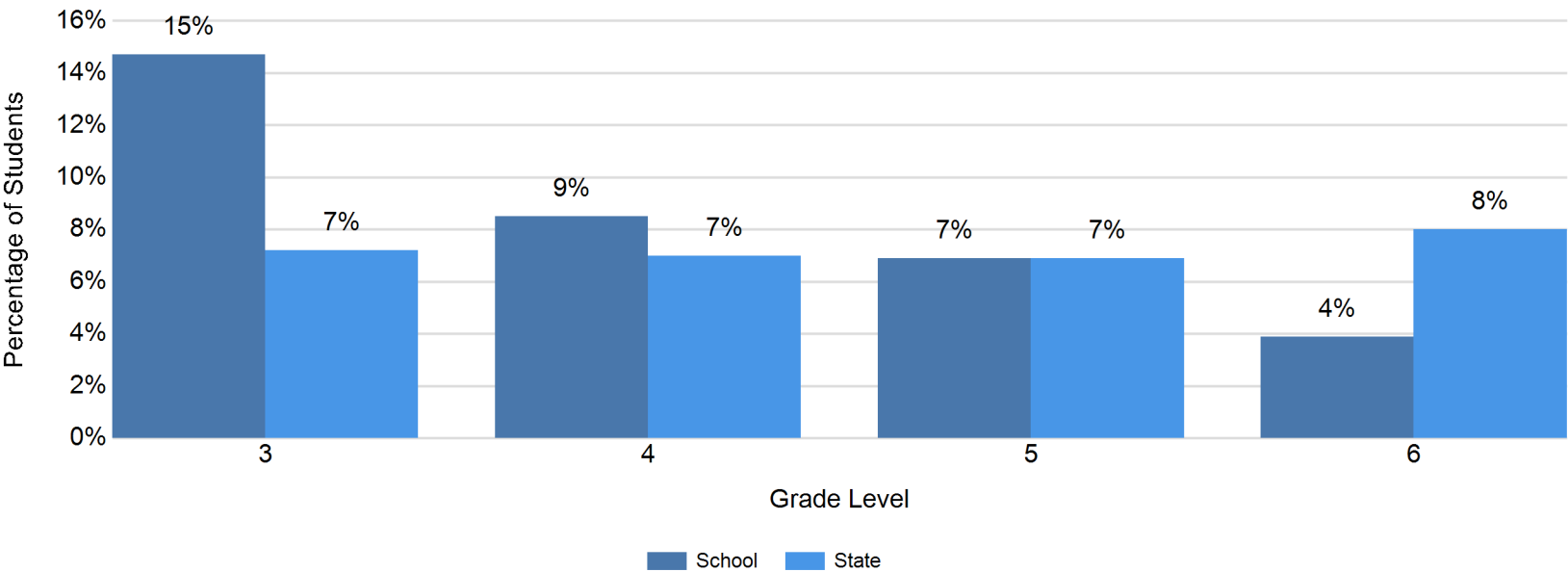
Days Absent

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.



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	2:40PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 10 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	1
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.66

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	14.5%
Out-of-School Suspensions	7.3%
Any Suspension	16.5%

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	1.1:1	60.3 kbps	100 kbps	No	N	Fiber	N

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	\$890	\$17,515	\$18,405



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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	41	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	93%	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	16	9,506
Average years experience in public schools	16.1	15.9
Average years experience in district	7.9	11.6
Administrators in district for 4 or more years	63%	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	10:1	9:1
Administrators	413:1	104:1
Librarian/Media Specialists		553:1
Nurses		332:1
Counselors		207:1
Child Study Team		166:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	80%	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	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17.5	17.5%
Mathematics Proficiency	23.6	17.5%
English Language Arts Growth	31.5	25.0%
Mathematics Growth	60.3	25.0%
Chronic Absenteeism	32.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		35.0
Summative Rating: Percentile rank of Summative Score		26.1
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	35.0	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	43.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	27.7	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Black or African American	50.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	42.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Shappell	Email Address:	rshappell@burlington-nj.net
Address:	550 HIGH STREET BURLINGTON, NJ 08016	Website:	http://wwis.burlington-nj.net/
Phone:	(609)387-5834	Twitter:	https://twitter.com/WattsSchool




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"> • Anti-bullying Homeroom & School Morning Meetings, as well as our “Paw Pride” program, stress social-emotional learning. • GREAT Lessons, which are taught with our Burlington City Police Officers, teach our kids to say NO to drugs and gangs. • Partnerships with the YMCA and Special Olympics brings swimming to our students.
 Mission, Vision, Theme:	WWIS provides opportunities for lifelong learning and responsible citizenship. We support mutual respect, a strong work ethic, and effective communication skills. We promote critical thinking and problem solving skills for learners in a technological society. We respect diversity and believe in peaceful solutions to problems.
 Awards, Recognition, Accomplishments:	We are Wildcat Proud and Wildcat Great! Examples include Nicholas Rancani, our school and district Teacher of the Year, Diana LaBrose, a 2016 NJ State Exemplary Elementary Educator, our award winning band and choir, and our 4th Grade Perennial Math Tournament Champions!

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>We offer the Harcourt Brace Storytown Language Arts Program in grades 3 - 5, and Pearson Realize Mathematics as our basal program. In grade 6, we also use Pearson Realize for mathematics and the Prentice Hall Literature: 2012 Common Core Edition. All the programs, as well as a myriad of supplemental materials, contribute to a rigorous curriculum that build students' reading, writing, higher-order thinking skills, and critical problem solving.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>WWIS provides a program conducive to good physical and mental health with activities such as a swimming program at the YMCA, the Reading Dogs program with the Alliance of Therapy Dogs, and a variety of school sponsored curriculum-based trips. Students are also involved in various community service projects through Student Council.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>We offer a variety of programs such as "Steps to Success" targeted instruction, Homework Club, Lego Club, Critical Thinking Through Games, Green Team, Newspaper Club, band and choir, and intramural sports. Last year, we partnered with the New Jersey Special Olympics, and the YMCA to offer a Unified Swim program.</p>







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 Staff and Professional Learning:	<p>The staff at WWIS understands the importance of modeling lifelong learning, as many pursue graduate and doctoral level degrees. In addition, we take part in job embedded professional development, such as grade level PLCs (professional learning communities), school level book study, turn-key trainings at faculty meetings, district sponsored professional development workshops, and district level PLCs.</p>
 Student Supports and Services:	<p>We provide targeted assistance for English Language Learners and at-risk students, both during and after school. We also offer an Intervention and Referral Service Team for academic, behavior, &/or social-emotional support. For students with disabilities, our Child Study Team works with our staff and families to support their individual needs. Last year, we were proud to offer our Special Olympics funded Unified Swim Club!</p>
 Student Health and Wellness:	<p>WWIS offer a breakfast program for students, so that they may start the day of right! Nurse Bond facilitates many "Lunch Bunch" programs to help support and educate students with food allergies, as well as their friends. We also offer comprehensive Health and Physical Education curricula to support our students' health and wellness. Students have the opportunity to engage in physical activity through physical education, recess, and even a before school Morning Milers Running Club.</p>
 Parent and Community Involvement:	<p>Decorating our float for the Holiday Parade, hosting our talent show, providing refreshments during Field Day, helping provide free yearbooks, and 6th Grade Advancement would not be possible without our PTA. Parents also enjoy school events such as Marking Period Star Awards, Pride Students of the Month, and Seuss Olympics. There are numerous grade-level events that parents enjoy during the school day. Parents can easily access their child's grades through our parent portal.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>WWIS was rebuilt in 2007. We have two amazing computer labs and a Media Center with an additional 18 computers. There are three science labs at WWIS, a large art room, a nice sized gymnasium, and an auditorium that would rival most high schools! We are lucky to have such a "Wildcat Great" facility here at Wilbur Watts Intermediate School. We even host our high school's home football games, as well as many home soccer games.</p>
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<div>Other Information:</div>	<p>We recently instituted a Positive Behavior Supports In Schools (PBSIS) program. This is a research based program that helps us provide a positive school climate and culture. Students and staff are proud of our PBSIS program, which we have named "Paw Pride"! For more information on PBSIS, please go to http://www.njpbs.org.</p>
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