



Burlington County Alternative High School
2016-2017


Grade Span 07-12

05-0605-011
BURLINGTON
BURLINGTON CO SPEC SERV
1020 BRIGGS ROAD
MT. LAUREL, NJ 08054

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.
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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	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	6	3
8	0	11	10
9	0	9	19
10	0	16	19
11	0	25	33
12	0	28	21
Ungraded	0	4	9
Total	0	99	114

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	0	0	0

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	0%	32%	33%
Male	0%	68%	67%
Economically Disadvantaged Students	0%	34%	25%
Students with Disabilities	0%	34%	41%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			4%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	65.8%
Black or African American	18.4%
Hispanic	10.5%
Asian	1.8%
American Indian or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.6%

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	96.5%
Spanish	1.8%
Other	1.8%



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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/>.

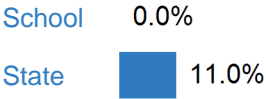
Career and Technical Education Participation

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)



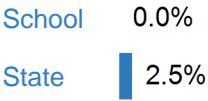
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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 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

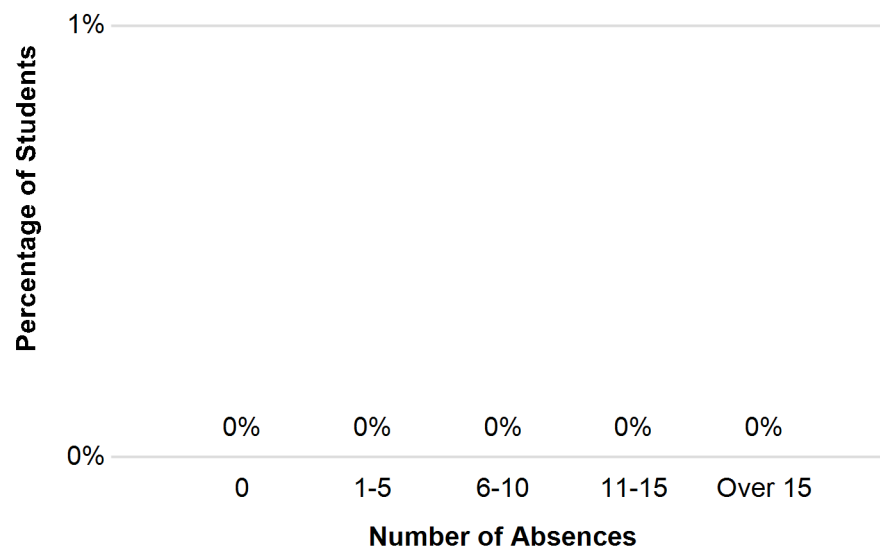
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

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

Days Absent

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





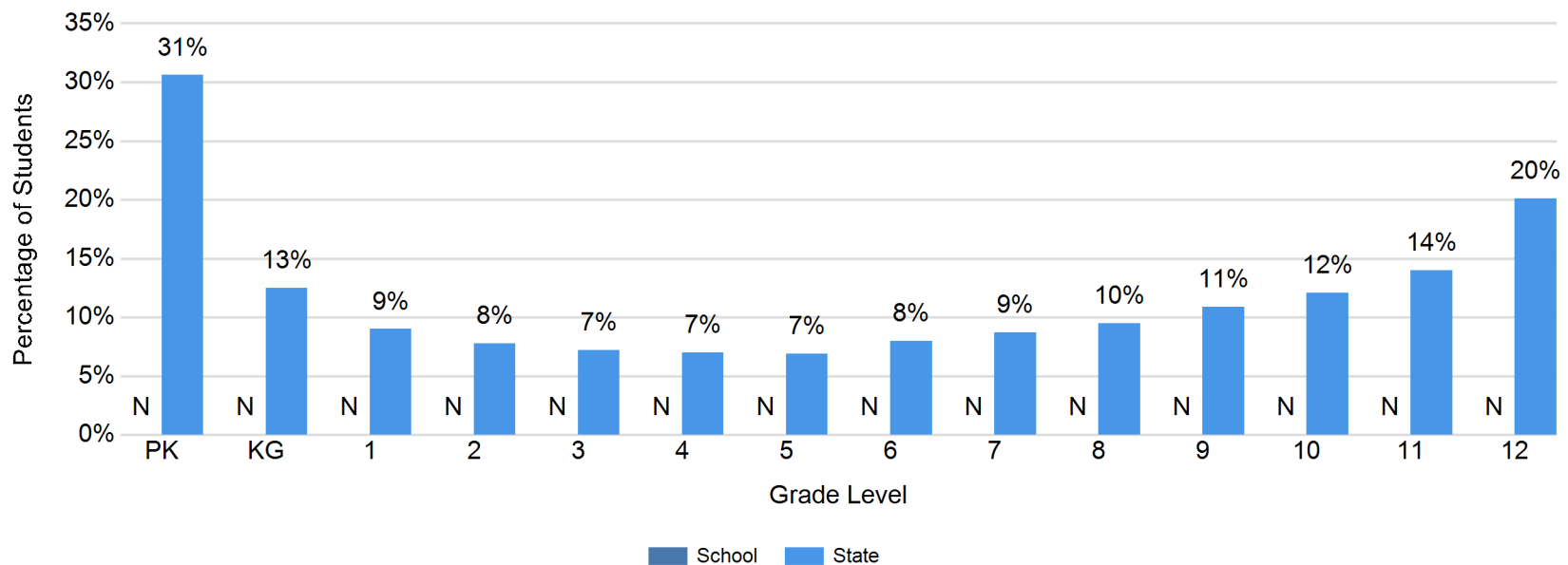
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	1:15PM
Length of School Day	5 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	10.53

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	56.1%
Any Suspension	56.1%

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	N	N	N



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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	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	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	17	9,506
Average years experience in public schools	18.7	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	65%	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	N	5:1
Administrators	N	40:1
Librarian/Media Specialists		N
Nurses		75:1
Counselors		676:1
Child Study Team		36:1



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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

Teacher	N
Admin	N/A

Master's Degree

Teacher	N
Admin	N

Doctoral Degree

Teacher	N
Admin	N

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	90%	89%
2015-16 Administrators: Same district 2016-17	76%	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	100%



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School General Info

Principal:	Mrs. Barbagiovanni-Fornes	Email Address:	jbarbagiocanni@bcsssd.k12.nj.us
Address:	1020 BRIGGS ROAD MT. LAUREL, NJ 08054	Website:	www.burlicoschools.org
Phone:	(609)894-9311	Facebook:	https://www.facebook.com/BurlingtonCountySpecialServicesSchoolDistrict/
		Twitter:	https://twitter.com/@WEAREBCAS

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"> • BCAS has been recognized as a National School of Character and a State School of Character • The school building was recently renovated and includes state of the art technology and student-friendly facilities • Staff is trained in restorative practices and trauma sensitive techniques.
 Mission, Vision, Theme:	<p>The mission of Burlington County Special Services School District and the Burlington County Alternative School is to enable each student to reach his/her full potential through academic, vocational, and therapeutic programs adapted to student's unique needs and abilities. BCAS functions as a community school, where each member is valued. Students often state that BCAS is an extension of their family. Students and staff develop strong bonds that last throughout the years.</p>
 Awards, Recognition, Accomplishments:	<p>BCAS was selected as a National School of Character and a State School of Character during the 2016-2017 school year. This award is presented to schools who are implementing best practices in regards to educating the whole child. BCAS was honored by the Freeholders of Burlington County for this award as well.</p>







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 Courses, Curriculum, Instruction:	<p>Students who attend the Burlington County Alternative School are awarded diplomas from their home school. Therefore, BCAS students are enrolled in courses that are required by the sending school. BCAS has an updated collection of textbooks from all subject areas, available online textbooks, and a large selection of novels. Due to a strong relationship with Rowan College at Burlington County, BCAS students are permitted to enroll in college courses on campus for dual credit.</p>
 Sports and Athletics:	<p>BCAS students return to their sending school district for extracurricular activities, clubs and sports.</p>
 Clubs and Activities:	<p>BCAS students return to their sending school for extracurricular activities, clubs and sports. During the academic day students participate in a variety of elective courses. Topics may include but are not limited to Book Club, Linguistics, Group Counseling, Math Club, Art, and Japanese Culture. BCAS also supports service learning and most students participate in some type of volunteer service such as mentoring, tutoring, teaching assistant, cafeteria assistant etc.</p>
 Before and After School Programs:	<p>BCAS facilitates a P.M. Program that occurs after the regular school day for students who are juniors or seniors who are in need of one-on-one instruction in order to complete their degree requirements.</p>








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 Staff and Professional Learning:	<p>The staff at BCAS meets every day as a team for approximately 40 minutes. During this time student progress and action plans for success are discussed and created. Staff members have common planning/prep time each day in order to collaborate. All staff completes district trainings via NJ SAFE SCHOOLS and participate in professional learning communities (PLC) on a school level. This year, our PLCs are centered around working with students who have been impacted by trauma.</p>
 Postsecondary Information:	<p>Students who graduate from BCAS often enroll in four year colleges, two year colleges, enlist in the military, attend trade schools, or enter the workforce. Approximately, 65 percent of BCAS students enroll in either a four-year or a two-year college. Around 35% enter the workforce, 10 percent enroll in a trade or vocational school and a minimal percentage enlist in the United States military.</p>
 Student Supports and Services:	<p>Due to the small class sizes and student to teacher ratio many of the modifications listed in an individualized education plan are satisfied. Additionally, BCAS employs two special education teachers to support students with individualized education plans.</p>
 Student Health and Wellness:	<p>All students at BCAS are enrolled in Health and Physical Education courses. The PE period is 45 minutes in length. These students enjoy activities such as four square, basketball, soccer, football, and general fitness. Also, there is a quarter mile walking path that students utilize on a daily basis for exercise. The middle school students have a 45-minute period for physical education and a 30-minute recess period daily.</p>
 Parent and Community Involvement:	<p>BCSSSD utilizes Genesis, which has a Parent Portal for parents to check on grades and credits being earned. the guidance department facilitates Parent/Guardian Information sessions which cover a variety of relevant topics such as financial aide, mindfulness, mental health challenges, and the college application process.</p>



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Climate Surveys:

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

BCAS is an active participant in the School Climate and Transformation Project. In the fall and spring of the 2015-2016 and 2016-2017 school years, parents, students, and staff have participated in the NJ School Climate Survey. As a result of the surveys, the areas of focus during the 2017-2018 are continued parental involvement and an increase in extracurricular activities/elective offerings during the school day.



Facilities:

Burlington County Alternative School opened a new facility in January of 2017 on Briggs Road in Mount Laurel. The new air conditioned facility includes 9 classrooms, a state of the art computer lab, a designated science lab, a multi-purpose room, cafeteria, student lounge, nurse's suite, and eight offices.



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Other Information:

Burlington County Alternative School, located adjacent to the Mt. Laurel campus of Rowan College at Burlington County, is a proficiency-based program for students who have experienced difficulty achieving their potential at their traditional high school and middle school. Students at BCAS meet and exceed state and local graduation requirements through highly individualized programs provided by state certified teachers and/or college instructors. Instruction encourages experiential learning and student-driven projects. Credits are awarded as proficiencies are demonstrated, rather than on the basis of performing satisfactorily over an arbitrary period of time. In addition to the academic component, students are provided opportunities for individual and group counseling, as well as vocational training and counseling.



LUMBERTON CAMPUS
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4	0	0	0
5	0	0	0
6	0	0	0
7	0	1	2
8	1	6	2
9	5	6	7
10	2	5	5
11	10	2	6
12	3	5	1
Ungraded	29	23	21
Total	50	48	44

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	18%	35%	32%
Male	82%	65%	68%
Economically Disadvantaged Students	36%	33%	34%
Students with Disabilities	80%	73%	75%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			9%
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	61.4%
White	22.7%
Hispanic	13.6%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

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	0	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	97.7%
Spanish	2.3%



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Chronic Absenteeism

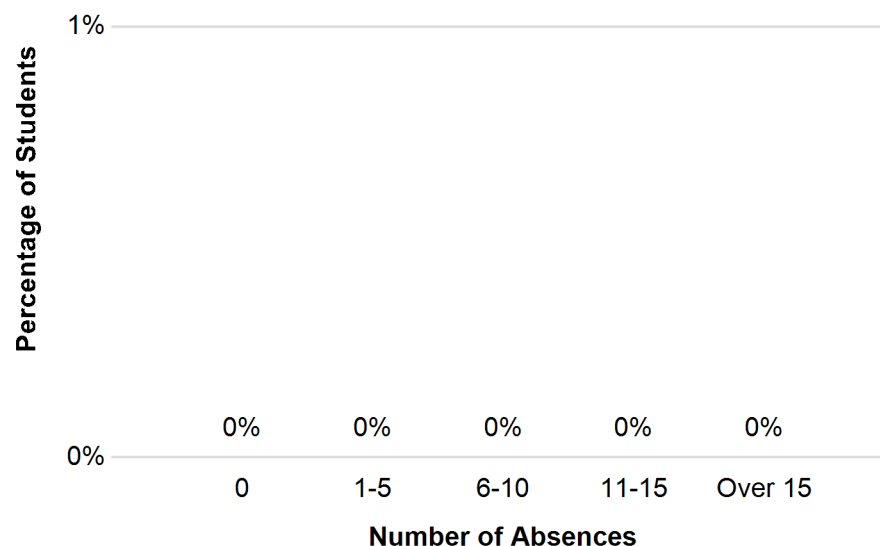
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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





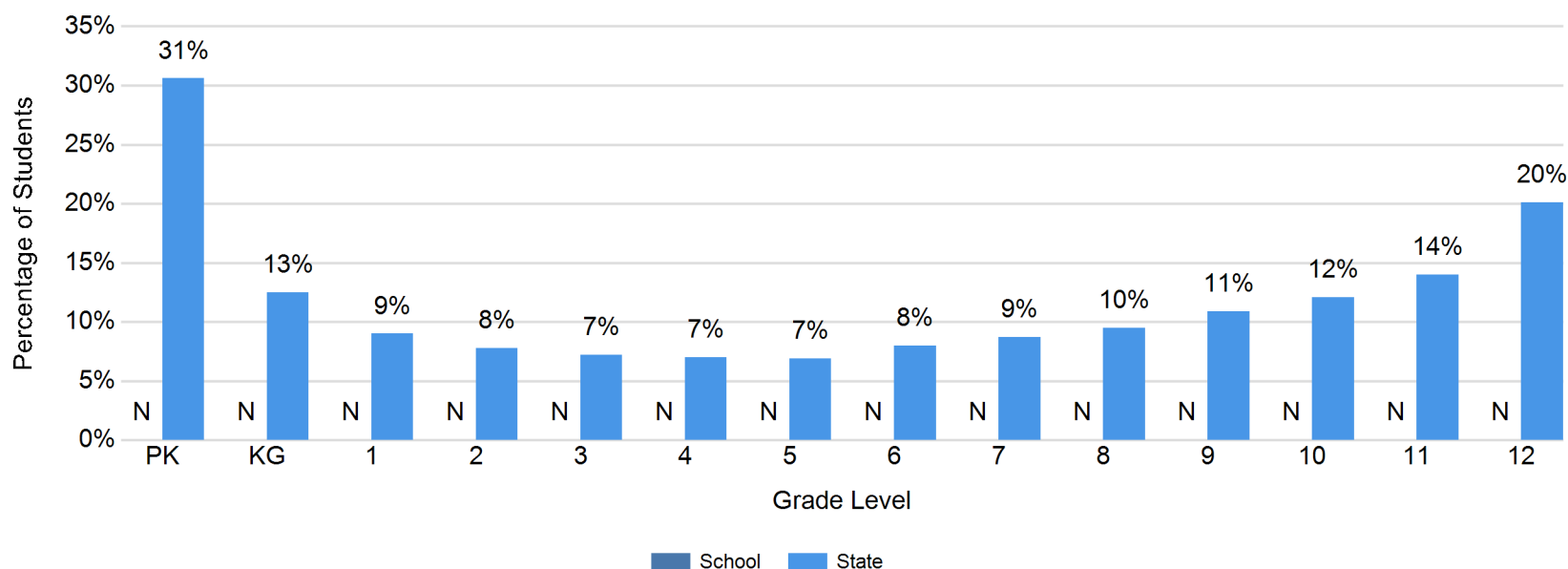
**LUMBERTON CAMPUS
2016-2017**

Grade Span 07-12

05-0605-055
BURLINGTON
BURLINGTON CO SPEC SERV
71 ARK ROAD
LUMBERTON CAMPUS
LUMBERTON, NJ 08048

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	8:15AM
Typical End Time	2:00PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 18 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	2
Vandalism	0
Weapons	2
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	25.00

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	*
Any Suspension	*

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	N	N	N



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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	20	120,724
Average years experience in public schools	19.1	11.8
Average years experience in district	16.3	10.5
Teachers in district for 4 or more years	85%	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	17	9,506
Average years experience in public schools	18.7	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	65%	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	2:1	5:1
Administrators	22:1	40:1
Librarian/Media Specialists		N
Nurses		75:1
Counselors		676:1
Child Study Team		36:1



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LUMBERTON, NJ 08048

School General Info

Principal:	Ms. Kneringer	Email Address:	mkneringer@bcsssd.k12.nj.us
Address:	71 ARK ROAD LUMBERTON CAMPUS LUMBERTON, NJ 08048	Website:	https://www.burlcoschools.org
Phone:	(609)261-5600		

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"> • Therapeutic approach to education while meeting students' academic, social and emotional needs • An innovative and individualized approach to career and technical instruction and skills transcripts • Develop abilities and skills to cultivate independence and build character.
 Mission, Vision, Theme:	<p>We provide a therapeutic approach to education while meeting the needs of challenged students who have not been successful in other placements. An innovative and individualized approach to career and technical instruction is utilized and supported by behavior modification interventions thus creating a positive environment where students can flourish.</p>






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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>Our Lumberton campus is proud to offer a strong Career Technical Education program. The options available to our students include Automotive Technology, Construction Technology; Business Office Technology; Cosmetology, Culinary Arts, and Horticulture. The focus in this program is to develop strong employment skills. As part of the process, teachers use skills inventory checklists to show what students have learned and can apply in the work place.</p>
 <p>Sports and Athletics:</p>	<p>Our school offers intramural sports and tournaments with other local schools based on student interest such as basketball, soccer, volleyball, softball and dance/cheerleading. Our students are also eligible in participating in their resident school district's athletic programs.</p>
 <p>Clubs and Activities:</p>	<p>Our clubs and activities are based upon student interests. Our students are also eligible to participate in their resident school district's clubs and activities. We offer a work-study program for our eligible students during the school day. This gives them opportunity to practice employment skills such as filling out applications and interviewing.</p>








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School Narrative

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 Staff and Professional Learning:	<p>Our staff are trained in the areas of Positive Behavior Support and normative culture.</p>
 Postsecondary Information:	<p>Our FT guidance counselor is available to assist our students in preparing for postsecondary education. She supports our students in completing college entrance exams, applications to colleges. We also have a Structured Learning Coordinator who supports our students in obtaining real work experiences prior to graduating. This program also assists in preparing resumes, practice interviewing and supporting students' success in job placements. Graduates may attend BCIT for industry credential.</p>
 Student Supports and Services:	<p>Our Child Study Team is comprised of two licensed Social Workers, a Guidance Counselor, a Substance Abuse Coordinator and a Board Certified Behavior Analyst. We also have two Behavior Support staff to assist in the facilitation of the school routine and to support our behavior modification program. To assist in maintaining a safe learning environment we have a security team and SRO officer available on our campus.</p>
 Student Health and Wellness:	<p>We have a fulltime nurse, a part-time Substance Abuse Coordinator, and BCBA, on our team to meet the needs of our students. We offer a breakfast program to our students on all school days. Physical Education and swimming are part of our program. Here at Lumberton, we stress the positive approach to changing negative behaviors and consistently follow our norms in order to focus on learning.</p>
 Parent and Community Involvement:	<p>The Jr Sr High School works very closely with the school districts and families who choose our school to meet their student's needs. We encourage a collaborative approach to student learning and behavioral supports.</p>



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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.



Facilities:

This school is located on 45 acres of land in the beautiful township of Lumberton, New Jersey. The school has all the amenities of a traditional high school and features individual buildings for each of our career technical shops. An indoor swimming pool used by the students and supervised by our local YMCA. Our staff recognize the importance of modern technology and benefits from a Media Center, Smart Boards, Smart Televisions and computers.



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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.



Other Information:

The Jr Sr High School on our Lumberton campus is a public school and is part of Burlington County Special Services School District. The Lumberton Campus provides behavioral disabilities programs and services for students from grades 6-12 from Burlington County and across the region. Only those students whose educational needs cannot be met from programs in their local school district are eligible for admission to the Burlington County Special Services School District. The Lumberton Campus also provides an Alternative Education Program. This program is a short term, structured learning experience for non-classified students, who have learning/behavioral difficulties in their home districts. The program is designed to stabilize a student so they can return to their home district and find success that has eluded them. Our record of graduates who have been successful in the world of work as well as students who have returned to successful experiences in their local schools following a placement here, are indicative of the positive effect our programs offer. Application to the BCSSSD Lumberton Campus can only be made by local district of residence. Districts seeking admission of a student to the Special Services School District may submit a letter of application to the Admissions Office. All required application materials are listed on the application.



WESTAMPTON CAMPUS
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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



**WESTAMPTON CAMPUS
2016-2017**

Grade Span PK-12

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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	5	7	6
KG	3	5	4
1	8	14	5
2	4	5	11
3	5	7	7
4	8	6	7
5	11	6	6
6	9	11	6
7	11	9	16
8	13	15	11
9	7	13	16
10	9	16	18
11	4	14	15
12	18	39	42
Ungraded	273	321	348
Total	388	488	518

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	6	7	6
KG - Half Day	0	0	0
KG - Full Day	6	5	4

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	24%	27%	26%
Male	76%	73%	74%
Economically Disadvantaged Students	20%	16%	17%
Students with Disabilities	99%	98%	98%
English Learners	1%	1%	0%
Homeless Students			3%
Students in Foster Care			3%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	42.3%
Black or African American	38.6%
Hispanic	13.3%
Asian	2.7%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.7%

Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Spanish	3.9%
Other	2.2%



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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

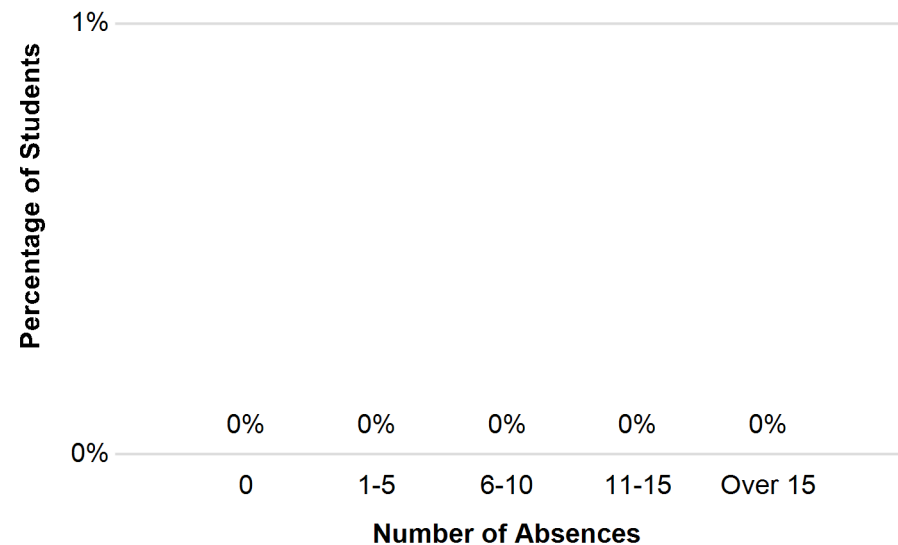
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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





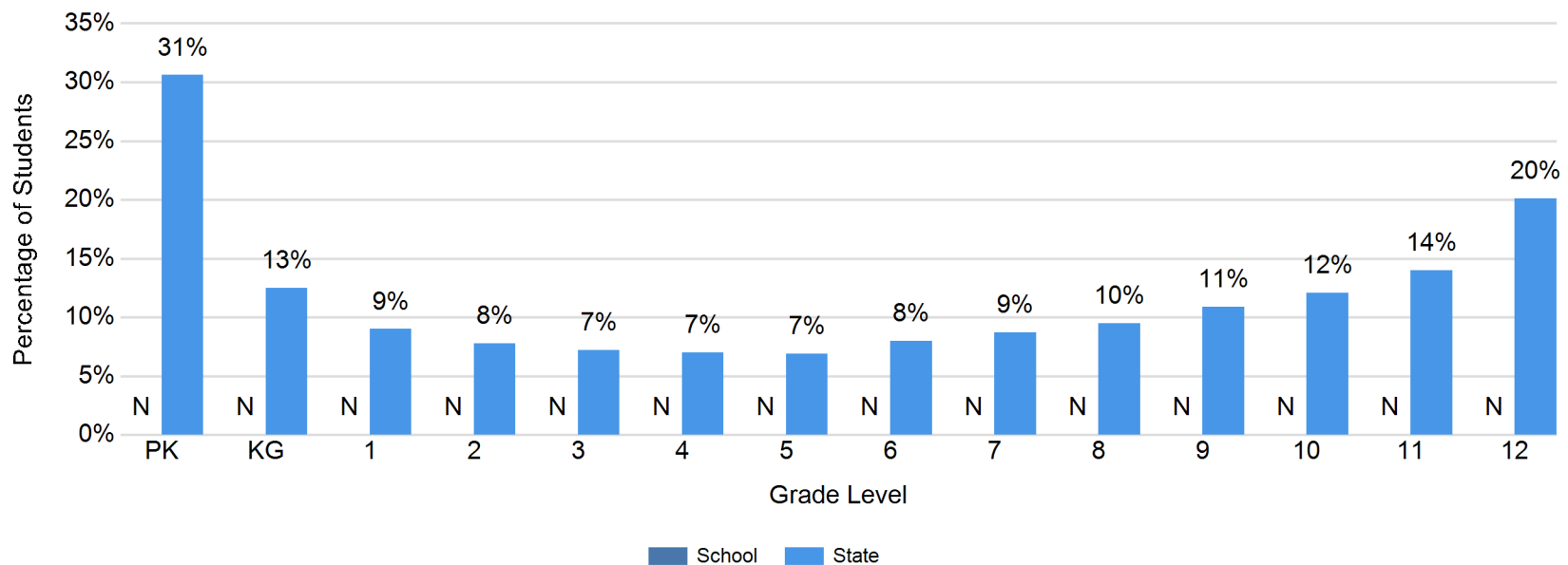
**WESTAMPTON CAMPUS
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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	2:00PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 15 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	3
Vandalism	0
Weapons	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.51

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	8.1%
Any Suspension	8.1%

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	N	N	N



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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	92	120,724
Average years experience in public schools	15.9	11.8
Average years experience in district	13.0	10.5
Teachers in district for 4 or more years	71%	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	17	9,506
Average years experience in public schools	18.7	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	65%	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	6:1	5:1
Administrators	65:1	40:1
Librarian/Media Specialists		N
Nurses		75:1
Counselors		676:1
Child Study Team		36:1

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.

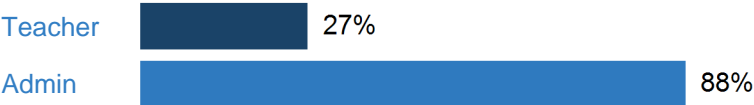
Teachers and Administrators - Level of Education

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.

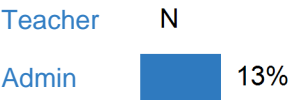
Bachelor's Degree



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	90%	89%
2015-16 Administrators: Same district 2016-17	76%	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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BURLINGTON
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School General Info

Principal:	Mr. Varga	Email Address:	rvarga@bcsssd.k12.nj.us
Address:	20 PIONEER BLVD WESTAMPTON, NJ 08060-3824	Website:	https://www.burlcoschools.org/
Phone:	(609)261-5600	Facebook:	https://www.facebook.com/Burlington-County-Special-Services-School-District-166534796725647/

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"> • Implemented an Assistive Technology and Communication initiative. • American Sign Language is now offered to meet the world language requirement. • Expanded and enhanced Transition program for students ages 18-21.
 Mission, Vision, Theme:	BCSSSD educates students with special needs from across Burlington County. Our district has three campuses; Westampton, Lumberton and Mt. Laurel. These schools provide comprehensive educational and therapeutic programs for preschool and school-aged students, ranging from three to twenty-one. Our campuses feature programs for students with multiple disabilities, Autism, behavioral disabilities and cognitive disabilities.
 Awards, Recognition, Accomplishments:	Burlington County Teacher Assistant of the Year







WESTAMPTON CAMPUS
2016-2017

Grade Span PK-12

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20 PIONEER BLVD
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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Burlington County Special Services School District is committed to providing programs which are adapted to each student's unique needs and abilities. Focusing on the student's capabilities, the staff provide specialized academic instructional approaches, a carefully planned sequence of career development experiences, physical education and recreational activities combined with the specialized therapeutic interventions needed to assure that each child reaches his/her full potential.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Bowling (Boys & Girls), Cross-Country (Boys & Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p> <p>Burlington County Special Services School District offers a variety of Special Olympics sports programs.</p>
 <p>Clubs and Activities:</p>	<p>Student Council, Special Olympic sports, Prom, Reunion Dance</p>
 <p>Before and After School Programs:</p>	<p>BCSSSD provides a number of community, adult education, senior citizen and respite programs. Students also Holiday Craft Fair and Concert; and Resource Fair.</p>








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 Staff and Professional Learning:	<p>The district provides several different types of professional development activities including, google training, IEP direct, Genesis as well as on-going training with Oneder, our integrated software management tool . The district provides an allowance for each certified staff member to attend PD of their choice off site once a year. As well as many activities on campus before and after normal school hours such as CPI training and CPR training.</p>
 Postsecondary Information:	<p>Preparing and supporting children with disabilities to successfully transition from school to adult community living and employment by promoting post-secondary education, vocational training, integrated employment, continuing adult education, adult services, independent living and community participation.</p>
 Student Supports and Services:	<p>Counseling, Occupational Therapy, Physical Therapy, Speech Therapy, Aquatics, Art Education, Physical Education, Computer Instruction, Musical/ Instrumental Instruction, National Certified CPI Training Crisis Prevention and CBI program.</p>
 Student Health and Wellness:	<p>We have fulltime nurses and BCBAs on our team to meet the needs of your students. We offer a breakfast program to our students on all school days. Physical education and swimming are part of our program. At the Westampton campus, we have implemented a positive behavioral support program to encourage good behavior to consistently follow the norms in order to focus on learning.</p>
 Parent and Community Involvement:	<p>While the task of caring for a physically disabled child can be very rewarding, it can be both physically and mentally demanding. We provide Respite events for children and parents to help give them a much-needed break. Fun activities are provided for the children by caring staff during this time. Our school also hosts a large reunion dance every year and invites alumni back to socialize and enjoy music and refreshments. Teachers, students and administrators come together for this event.</p>



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Climate Surveys:

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

Surveys are regularly conducted of our sending districts to determine how we can improve and elicit recommendations for programing and delivery of our services. The staff, through the association, is asked to provide via survey their recommendations for programing and delivery of services.



Facilities:

It includes a natatorium as well as several large gyms, multipurpose rooms, a media center, several vocational shops including floriculture, horticulture, auto detailing, wood shop and culinary arts. The building is air-conditioned and well maintained due to the efforts of our fabulous custodial/maintenance staff. We also have a full service restaurant-style dining hall. The facility is handicapped accessible.



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Other Information:

The Burlington County Special Services School District, established in 1972, is devoted to the needs of the educationally and exceptionally challenged student. The District is currently serving Burlington County and surrounding school districts. Special Services provides over 600 pre-school and school age students up to age 21 years with comprehensive educational and therapeutic programs. BCSSSD is fully committed to providing an enriched curriculum that incorporates the NJSLS standards. Students follow a course of study that meets the requirements of the NJDOE and IEPs. In addition and where appropriate, students are taught transition skills that prepare them for the world of work or life that extends beyond the school day. The district has a paramount mission of maintaining the safety and security of its students and staff. It is to that end that we have invested heavily in a state of the art security system, which permits access to our facilities to those who rightfully have a place here and significantly restricts intruders. The district has also invested significantly in technology, primarily so that our teachers can become diagnosticians of learning. American Sign Language is now available to meet the world language graduation requirement. The Therapeutic services include PT, OT, assistive technology, speech, and language remediation. Students also have access to hands-on vocational programs.