NJ SCHOOL PERFORMANCE REPORT

B. BERNICE YOUNG ELEMENTARY SCHOOL
(05-0620-030)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	BURLINGTON TWP
Principal Name	DR. KING
Address	1203 NECK ROAD BURLINGTON, NJ 08016-9741
Phone Number	(609)386-3520
Email Address	DKING@BURLTWPSCH.ORG
Website	http://www.burltwpsch.org/ys.php

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	92	82	107
KG	245	244	241
1	236	242	265
2	288	244	262
Total	861	813	875

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	44.0%	44.3%	42.2%
Male	56.0%	55.7%	57.8%
Economically Disadvantaged Students	26.8%	23.6%	30.7%
Students with Disabilities	19.6%	16.1%	17.8%
English Learners	3.1%	2.2%	5.3%
Homeless Students		3.8%	3.0%
Students in Foster Care		0.4%	0.9%
Military-Connected Students		0.7%	1.8%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	39.5%	38.4%	34.7%
Hispanic	12.7%	12.9%	12.6%
Black or African American	30.9%	29.8%	32.3%
Asian	10.2%	11.3%	13.0%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.3%
American Indian or Alaska Native	0.3%	0.4%	0.2%
Two or More Races	6.0%	6.9%	6.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	1	6	0
PK - Full Day	91	76	107
KG - Half Day	0	0	0
KG - Full Day	245	244	241

Enrollment by Home Language

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

Home Language	% of Students
English	81.9%
Panjabi	4.8%
Spanish	3.1%
Urdu	2.1%
Gujarati	1.9%
Other Languages	6.2%

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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	56.0%	60.7%	Met Target†

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	*	*
3-4	*	*	*
5 or more	*	*	*

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

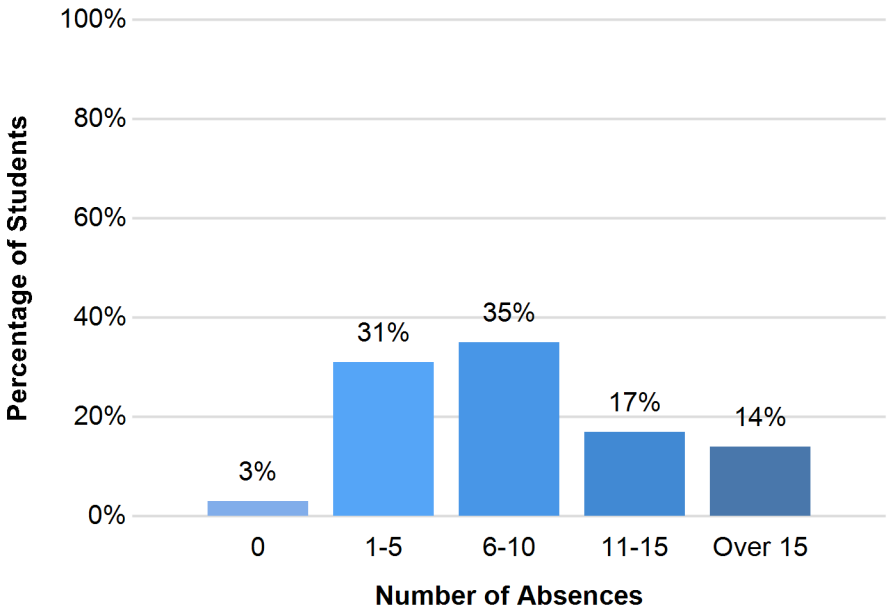
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	82	10.7	10.2	Not Met
White	31	11.5	10.2	Not Met
Hispanic	12	12.2	10.2	Not Met
Black or African American	16	6.4	10.2	Met
Asian, Native Hawaiian, or Pacific Islander	15	15.8	10.2	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.2	Not Met
Economically Disadvantaged Students	46	19.3	10.2	Not Met
Students with Disabilities	17	15.5	10.2	Not Met
English Learners	11	23.9	10.2	Not Met

Days Absent

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



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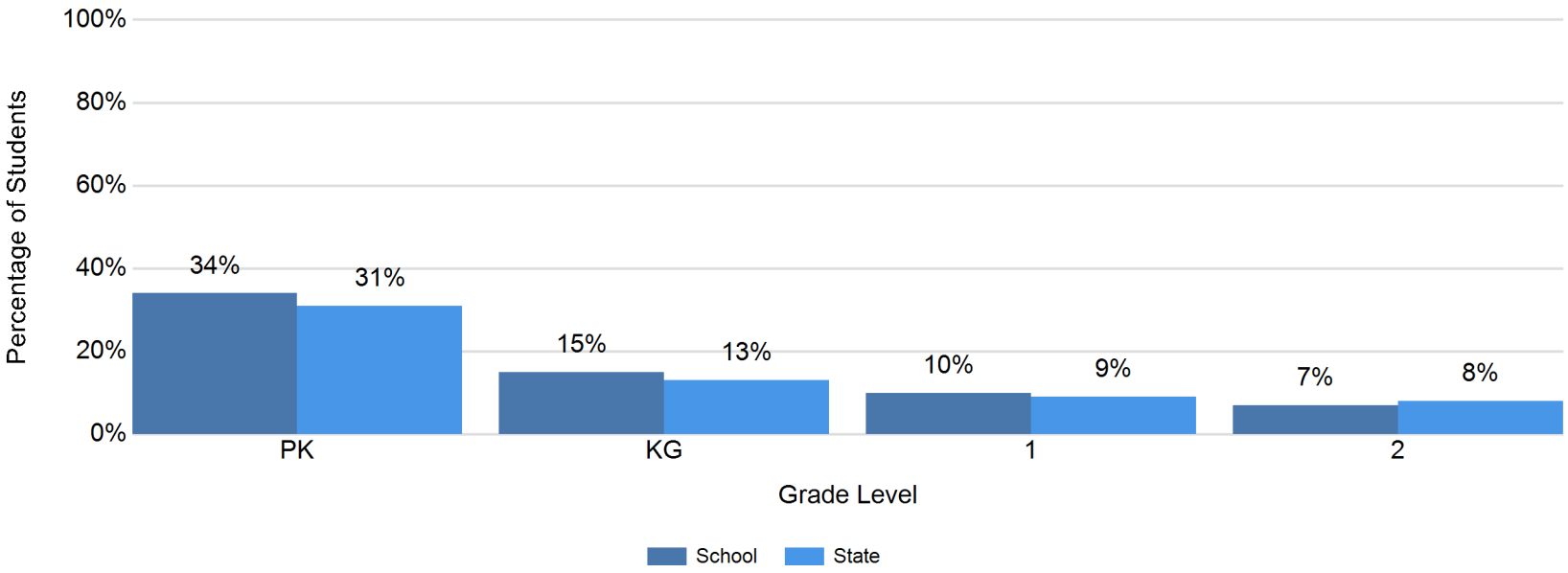
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$372	$13,702	$14,074

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	71	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	13.5	10.7
Teachers in district for 4 or more years	88.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	15.8	12.0
Administrators in district for 4 or more years	90.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	438:1	184:1
Teachers to Administrators	36:1	16:1
Students to Librarians/Media Specialists		1931:1
Students to Nurses		772:1
Students to Counselors		322:1
Students to Child Study Team		429:1

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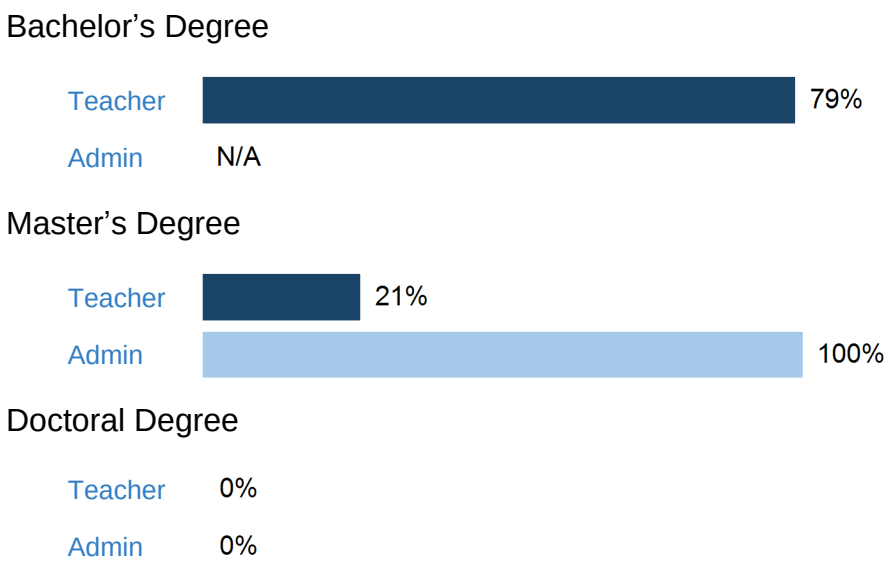
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	94.4%	100.0%
Male	5.6%	0.0%
White	90.1%	50.0%
Hispanic	1.4%	0.0%
Black or African American	7.0%	50.0%
Asian	1.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Curricula includes ELA Wonders and MyMath. Technolgy enhances the 21st century learning goals. • Continued implementation of PBSIS (Positive Behavior Support in Schools). Students are recognized daily with verbal appreciation and various incentives by all staff. • YS celebrates the arts with various chorus student performances and student work displayed throughout the building and showcased annually for the community.
Mission, Vision, Theme:	District Mission: The Burlington Township School District will develop the intellectual, creative and social potential of each child through an active partnership with all members of the community. Vision: Teaching, Learning, and Achieving Excellence! Motto: Always, Respectful. Kind and Safe! Engaging the youngest learners of prekindergarten through second grade diverse population of approximately 800 students.
Awards, Recognition, Accomplishments:	In partnership with Rutgers and DoE, Continued implementation of PBSIS (Positive Behavior Support in Schools). Students are recognized with daily with verbal appreciation and various incentives by all staff regularly. Scheduled school wide celebrations highlight the positive progress of all students. PRIDE students are recognized monthly during district board meetings.

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Courses, Curriculum, Instruction:	Our curricula are aligned to NJSLS. We utilize Reading Wonders, MyMath, Social Studies Alive and Hands-On science exploration through kits and teacher-created units. We include accessible from home online text resources for ELA and Math. We provide a gifted and talented program to eligible students. Our district homework policy is detailed, and emphasizes the importance of ensuring any assigned homework is meaningful and graded for effort and completion, not accuracy.

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Before and After School Programs:	YMCA Primetime School Age Care extends each child's learning day in a fun and meaningful way. With a little over 80 children enrolled in the B. Bernice Young Primetime program, the YMCA focuses on character development and healthy living, children experience academic physical and social activities under the supervision of positive, caring role models. To maintain these standards, the Out-of-School-Time programs utilize the award-winning CATCH Curriculum (Coordinated Approach to Child Health)
Staff and Professional Learning:	Proud of teachers engaging in PD during faculty meetings, common planning sessions and scheduled district PD days. PD opportunities include grade level articulation, vertical articulation, technology workshops, and webinars. All staff participate in mandatory compliance SafeSchools training. District Falcon Professional Development Institute is offered for all staff to participate.

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Student Supports and Services:	YS provides a MD and self-contained Autism classrooms. ICR sections for all core subject areas and POR classes for math and language arts. Services provided for mainstream students per IEP mandates. We provide daily ESL services to eligible students and high intensity ESL to identified population when required. We offer Title I-funded lunchtime tutoring for eligible students. Our I&RS team meets regularly.
Student Health and Wellness:	Students engage in articulated lessons based on healthy exercise principles. YS initiated a wellness committee. Health lessons are related to nutrition, food choices, fire safety, and hygiene. The parent association organizes with building administration and staff an annual fun day event which includes sports based group activities. BTSD participates in the National School Lunch program and offers breakfast to all students every day.
Parent and Community Involvement:	The YSFA (Young School Family Association) is a group of dedicated parents and guardians who volunteer throughout the school year to enhance the learning experience for our children. They support the school by providing various fundraisers and celebrations throughout the year in order to support field trips and other instructional items for students and staff. The school communicates regulary with parents via weekly electronic YS enews, text messages and communication via student backpack.

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Facilities:	The oldest portion of the building is approximately 50 years, with newer additions as recent as 2015. The building has preschool, art, and fitness spaces. It also has a media center, a gymnasium, a cafeteria and two playgrounds. The roof, gymnasium floor, and toilet rooms were renovated recently. All instructional spaces, as well as the gymnasium and cafeteria are air conditioned.
School Safety:	BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security.

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Technology and STEM:	Young School has two computer labs with a total of 60 Window based units for student to use in CAWL(Computer Applications and World Language) and computer studies. Students are provided instruction twice in a six day cycle. Several ipads are used for pre-school students. Chromebook carts (with approx. 10-25 in each cart) are provided for instructional classroom use. The school has wireless access around the entire building.
Early Childhood Education:	The Burlington Township Board of Education Pre-Kindergarten program is available to serve students who are Burlington Township residents, and have reached their fourth birthday by October 1st. Participants in the Pre-K will be selected by random lottery. The Pre-Kindergarten curriculum emphasizes all phases of school readiness in academic areas, as well as social and psychomotor development. The program provides a positive educational experience and the foundation for success in school.

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N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Other Information:	Classrooms are equipped with four computers for students use , one teacher station, LCD projector, and there are document cameras in every classroom. We are a single attendance school that houses all PK-2 students in the district. We do not operate as a choice school or district. We offer a least restrictive environment opportunities for pre-K disabled students to work with gen ed peers, and a lottery with limited spots for 3 and 4 year old general education students to secure a seat in these pre K integrated classrooms.