NJ SCHOOL PERFORMANCE REPORT

BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE
(05-0620-051)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MR. PENNY
Address	1600 BURLINGTON BY PASS BURLINGTON, NJ 08016
Phone Number	(609)699-4021
Email Address	LPENNY@BURLTWPSCH.ORG
Website	http://www.burltwpsch.org/ms.php
Facebook	https://www.facebook.com/Burlington-Township-Middle-School-at-Springside-246359175811676/

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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
6	309	305	297
7	281	317	322
8	355	269	319
Total	945	891	938

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	52.1%	52.4%	51.6%
Male	47.9%	47.6%	48.4%
Economically Disadvantaged Students	24.6%	21.7%	24.4%
Students with Disabilities	14.5%	16.3%	15.7%
English Learners	1.1%	2.7%	3.0%
Homeless Students		1.9%	1.8%
Students in Foster Care		0.1%	0.4%
Military-Connected Students		0.4%	0.4%
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	44.6%	47.3%	43.3%
Hispanic	8.9%	8.5%	9.7%
Black or African American	33.9%	31.2%	32.3%
Asian	8.7%	8.6%	10.1%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.1%
American Indian or Alaska Native	0.3%	0.6%	0.4%
Two or More Races	3.1%	3.3%	4.1%

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	90.7%
Panjabi	1.9%
Spanish	1.4%
Other Languages	6.0%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	49	50	Met Standard	57	52	50	Met Standard
White	48	48.5	50	Met Standard	57	54	51	Met Standard
Hispanic	53	54	49	Met Standard	59	50	48	Met Standard
Black or African American	44	46	44	Met Standard	55	50	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	50	61	Met Standard	61	60	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	52	49	49	Met Standard	46	44	51	Met Standard
Economically Disadvantaged	40.5	42	48	Met Standard	45	46.5	47	Met Standard
Students with Disabilities	45.5	48	41	Met Standard	32.5	38.5	43	Not Met
English Learners	54	55.5	54	Met Standard	39.5	50	51	Not Met

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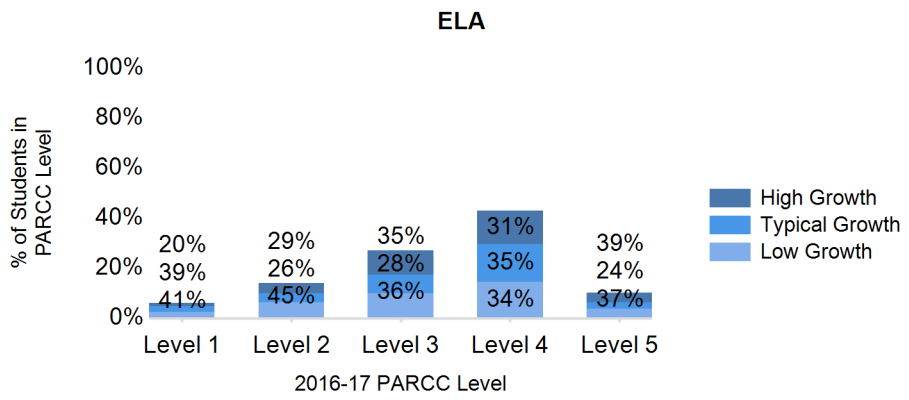
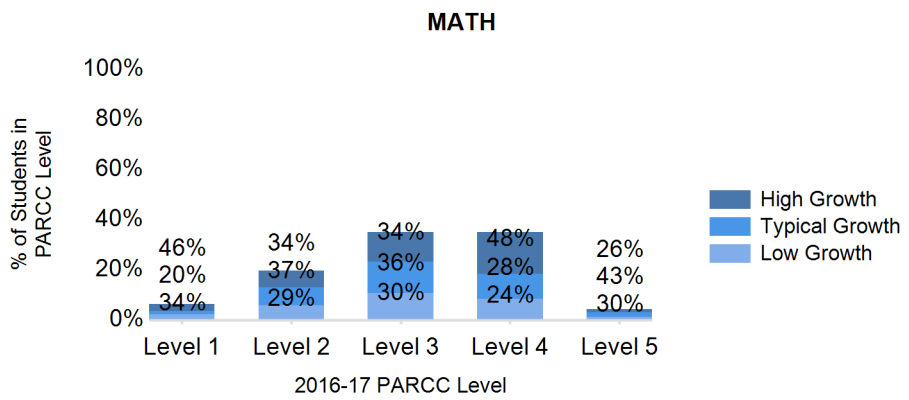
Student Growth by Performance Level

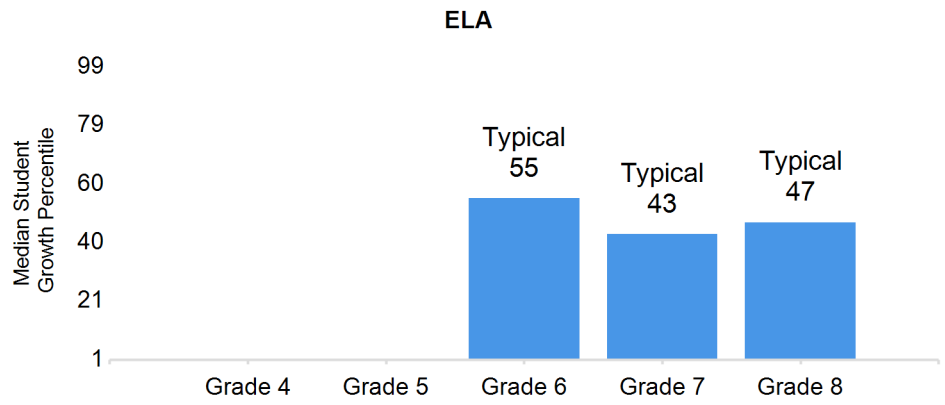
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

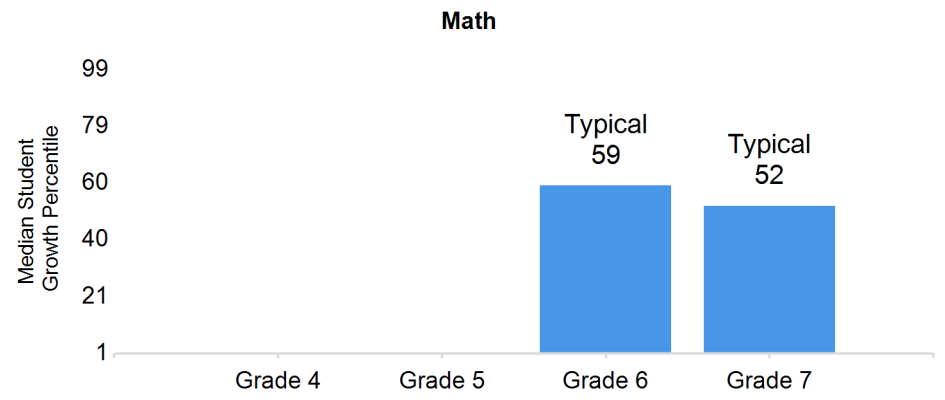




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	899	97.3	54.5	54.5	56.7	54.5	47.2	Met Target
White	393	96.6	61.6	62.1	65.6	61.6	51.1	Met Target
Hispanic	88	93.7	43.2	45.6	42.5	42.9	42.5	Met Target
Black or African American	285	98.3	45.6	43.9	37.3	45.6	39.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	91	100.0	64.9	66.1	82.3	64.9	57.8	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	40.8	Met Target
Female	460	97.9	60.7	62.3	64.5	60.7		
Male	439	96.7	48.0	46.8	49.4	48.0		
Economically Disadvantaged Students	194	96.1	33.0	36.6	38.5	33.0	33.5	Met Target†
Non-Economically Disadvantaged Students	705	97.7	60.4	59.7	67.5	60.4		
Students with Disabilities	155	96.3	20.0	21.7	21.6	20.0	17.3	Met Target
Students without Disabilities	744	97.5	61.7	60.9	63.9	61.7		
English Learners	53	100.0	35.9	43.9	27.3	35.9	36.5	Met Target†
Non-English Learners	846	97.2	55.7	55.1	59.4	55.7		
Homeless Students	18	100.0	33.4	*	27.7	33.4		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	41.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	288	751	751	754	5%	13%	27%	47%	8%	55%	56%
White	119	753	753	761	*	14%	18%	*	*	63%	66%
Hispanic	30	752	752	742	*	*	*	*	*	60%	42%
Black or African American	95	745	745	737	*	16%	35%	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	28	757	757	779	*	*	*	*	*	61%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	147	755	755	761	*	12%	27%	*	*	59%	64%
Male	141	746	746	748	*	14%	27%	*	*	51%	48%
Economically Disadvantaged Students	60	735	735	739	*	17%	37%	*	*	32%	37%
Non-Economically Disadvantaged Students	228	755	755	764	*	12%	25%	*	*	61%	68%
Students with Disabilities	44	717	717	723	*	*	*	*	*	*	18%
Students without Disabilities	244	757	757	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	305	752	752	760	8%	12%	24%	40%	16%	57%	63%
White	136	759	759	768	*	*	24%	46%	20%	65%	72%
Hispanic	29	732	732	746	*	*	38%	*	*	28%	49%
Black or African American	93	745	745	740	*	18%	25%	*	*	47%	42%
Asian, Native Hawaiian, or Pacific Islander	35	760	760	790	*	*	*	*	*	74%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	159	759	759	769	*	*	23%	45%	19%	64%	72%
Male	146	745	745	752	*	*	25%	36%	14%	49%	54%
Economically Disadvantaged Students	68	737	737	742	19%	15%	26%	*	*	40%	44%
Non-Economically Disadvantaged Students	237	757	757	771	4%	11%	23%	*	*	62%	73%
Students with Disabilities	49	724	724	721	24%	22%	22%	*	*	31%	22%
Students without Disabilities	256	758	758	768	4%	10%	24%	*	*	62%	71%
English Learners	15	734	734	705	*	*	*	*	*	47%	11%
Non-English Learners	290	753	753	762	*	*	*	*	*	57%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	307	751	751	759	11%	15%	22%	38%	14%	52%	60%
White	135	760	760	767	*	*	25%	39%	19%	58%	70%
Hispanic	27	744	744	744	*	*	*	*	*	41%	45%
Black or African American	101	742	742	739	14%	18%	20%	39%	10%	49%	39%
Asian, Native Hawaiian, or Pacific Islander	29	755	755	789	*	*	*	*	*	55%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	157	758	758	768	6%	13%	20%	43%	18%	61%	69%
Male	150	743	743	751	16%	17%	23%	34%	9%	43%	52%
Economically Disadvantaged Students	65	730	730	740	23%	20%	29%	*	*	28%	42%
Non-Economically Disadvantaged Students	242	756	756	769	8%	14%	20%	*	*	59%	71%
Students with Disabilities	51	714	714	719	37%	31%	*	*	*	20%	19%
Students without Disabilities	256	758	758	766	6%	12%	*	*	*	59%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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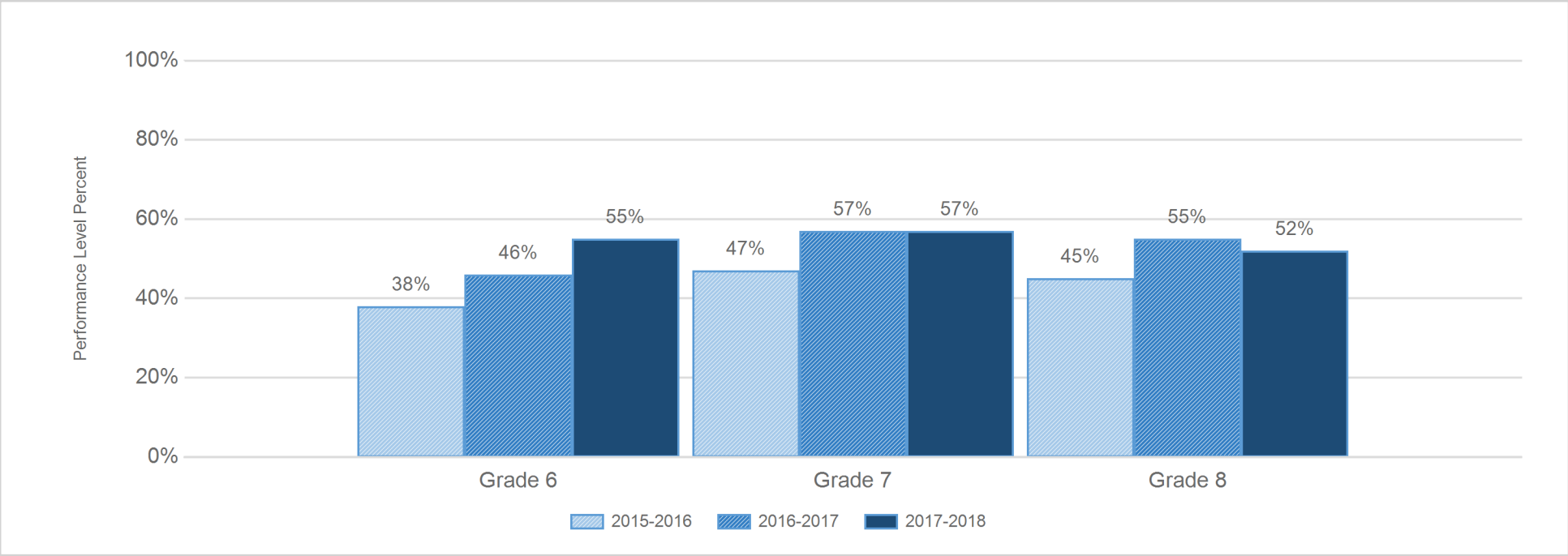
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	904	97.7	41.8	41.9	45.0	41.8	46.4	Not Met
White	395	97.1	53.4	52.7	54.1	53.4	56.1	Met Target†
Hispanic	89	95.8	31.5	36.3	29.2	31.5	37.5	Met Target†
Black or African American	285	98.0	27.4	27.3	23.4	27.4	30.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	93	100.0	50.6	51.3	77.0	50.6	62	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	33.5	Met Target†
Female	463	98.3	41.1	42.3	46.0	41.1		
Male	441	96.9	42.6	41.3	43.9	42.6		
Economically Disadvantaged Students	196	96.1	24.0	24.2	26.6	24.0	28.9	Met Target†
Non-Economically Disadvantaged Students	708	98.1	46.7	47.0	55.9	46.7		
Students with Disabilities	156	96.9	10.2	*	17.1	10.2	18	Not Met
Students without Disabilities	748	97.8	48.4	*	50.5	48.4		
English Learners	56	100.0	17.9	30.8	24.6	17.9	21.5	Met Target†
Non-English Learners	848	97.5	43.4	42.5	46.9	43.4		
Homeless Students	18	100.0	16.7	*	17.3	16.7		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	46.2	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	291	743	743	744	4%	22%	35%	33%	5%	39%	44%
White	119	749	749	751	*	17%	35%	*	*	46%	54%
Hispanic	31	738	738	731	*	*	*	*	*	39%	27%
Black or African American	95	734	734	726	*	23%	46%	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	29	756	756	771	0%	*	*	*	*	62%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	148	742	742	745	*	21%	37%	*	*	38%	45%
Male	143	743	743	742	*	23%	33%	*	*	40%	42%
Economically Disadvantaged Students	61	727	727	729	*	25%	39%	*	*	21%	24%
Non-Economically Disadvantaged Students	230	747	747	753	*	21%	34%	*	*	43%	56%
Students with Disabilities	45	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	246	748	748	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE
(05-0620-051)
Grades Offered: 06-08
2017-2018

Report Key:
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	742	742	743	7%	20%	34%	35%	5%	40%	43%
White	136	752	752	750	*	14%	32%	*	*	52%	54%
Hispanic	29	729	729	732	*	41%	*	*	*	17%	27%
Black or African American	93	733	733	727	14%	23%	34%	29%	0%	29%	21%
Asian, Native Hawaiian, or Pacific Islander	36	744	744	767	*	*	39%	*	*	44%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	160	743	743	745	*	21%	37%	*	*	37%	45%
Male	146	742	742	741	*	19%	30%	*	*	43%	42%
Economically Disadvantaged Students	69	727	727	730	*	32%	28%	*	*	23%	24%
Non-Economically Disadvantaged Students	237	747	747	751	*	16%	35%	*	*	45%	55%
Students with Disabilities	50	714	714	717	*	30%	30%	*	*	10%	12%
Students without Disabilities	256	748	748	748	*	18%	34%	*	*	46%	50%
English Learners	16	726	726	716	*	*	*	*	*	13%	10%
Non-English Learners	290	743	743	744	*	*	*	*	*	41%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE
(05-0620-051)
Grades Offered: 06-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	192	722	722	728	22%	30%	32%	17%	0%	17%	28%
White	66	726	726	736	18%	27%	30%	24%	0%	24%	36%
Hispanic	18	707	707	722	*	*	*	*	*	11%	22%
Black or African American	80	724	724	715	20%	25%	41%	14%	0%	14%	15%
Asian, Native Hawaiian, or Pacific Islander	16	718	718	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	12	711	711	729	*	*	0%	*	*	17%	28%
Female	95	724	724	731	16%	33%	36%	16%	0%	16%	31%
Male	97	720	720	725	28%	27%	28%	18%	0%	18%	26%
Economically Disadvantaged Students	53	716	716	719	23%	42%	23%	*	*	13%	20%
Non-Economically Disadvantaged Students	139	724	724	735	22%	25%	35%	*	*	18%	35%
Students with Disabilities	46	701	701	705	*	*	*	*	*	*	*
Students without Disabilities	146	728	728	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE
(05-0620-051)
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2017-2018

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	787	753	746	0%	0%	*	*	*	95%	46%
White	71	792	768	755	0%	0%	*	*	*	97%	57%
Hispanic	10	779	742	730	0%	0%	*	*	*	90%	27%
Black or African American	22	779	736	727	0%	0%	*	*	*	91%	23%
Asian, Native Hawaiian, or Pacific Islander	13	790	758	779	0%	0%	*	*	*	92%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	66	784	755	748	0%	0%	*	*	*	94%	48%
Male	53	792	751	745	0%	0%	*	*	*	96%	44%
Economically Disadvantaged Students	12	785	733	729	0%	0%	*	*	*	92%	25%
Non-Economically Disadvantaged Students	107	788	759	756	0%	0%	*	*	*	95%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	119	787	*	749	0%	0%	*	*	*	95%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	*	*	726	727	*	*	*	*	*	*	30%
White	N	N	739	733	N	N	N	N	N	N	35%
Hispanic	N	N	715	710	N	N	N	N	N	N	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	735	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	*	*	*	728	*	*	*	*	*	*	30%
Male	N	N	723	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	710	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	703	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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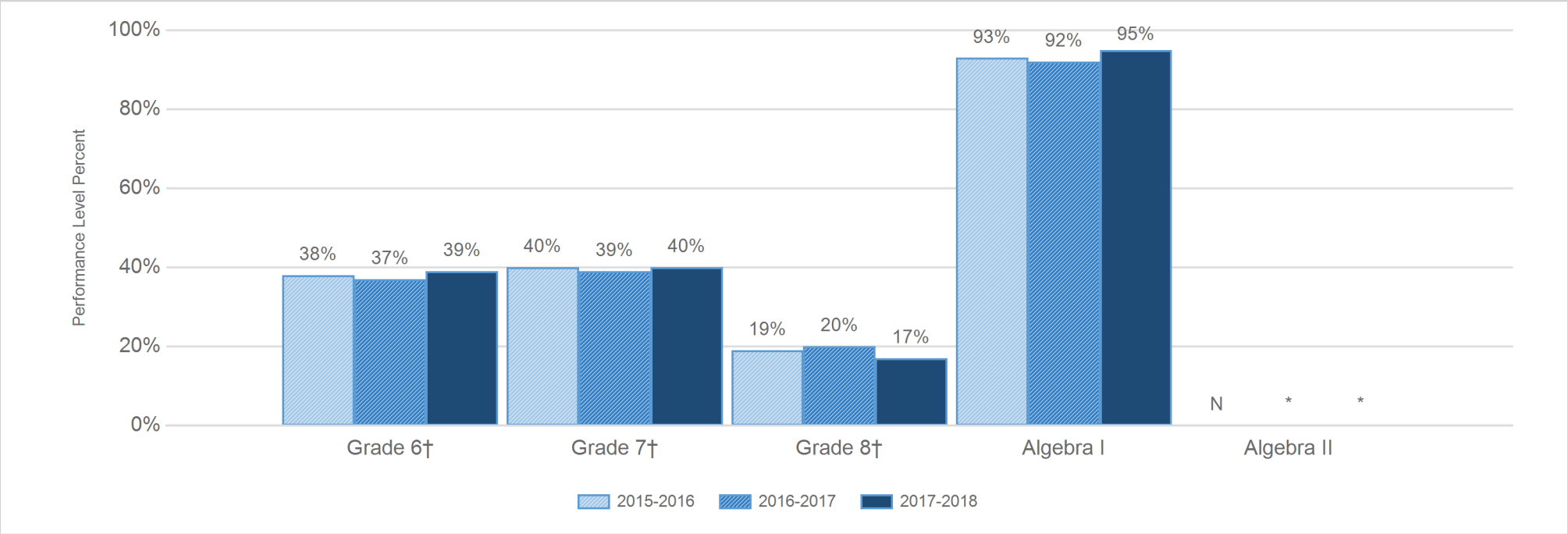
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language 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	61.5%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	297
7	0	0	322
8	119	0	198
Total	119	0	817

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	0	310	0	0	0	0	0
8	113	24	0	0	19	0	49
Total	113	334	0	0	19	0	49

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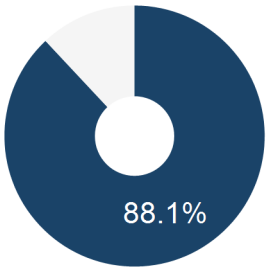
Visual and Performing Arts – Course Participation

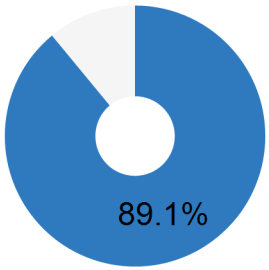
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

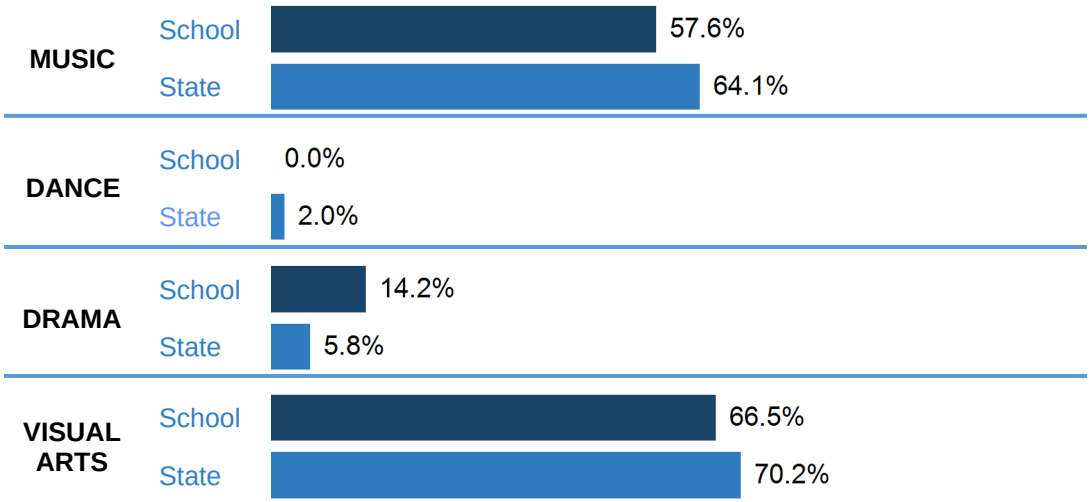


School



State

Students enrolled in one or more classes by discipline:



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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.

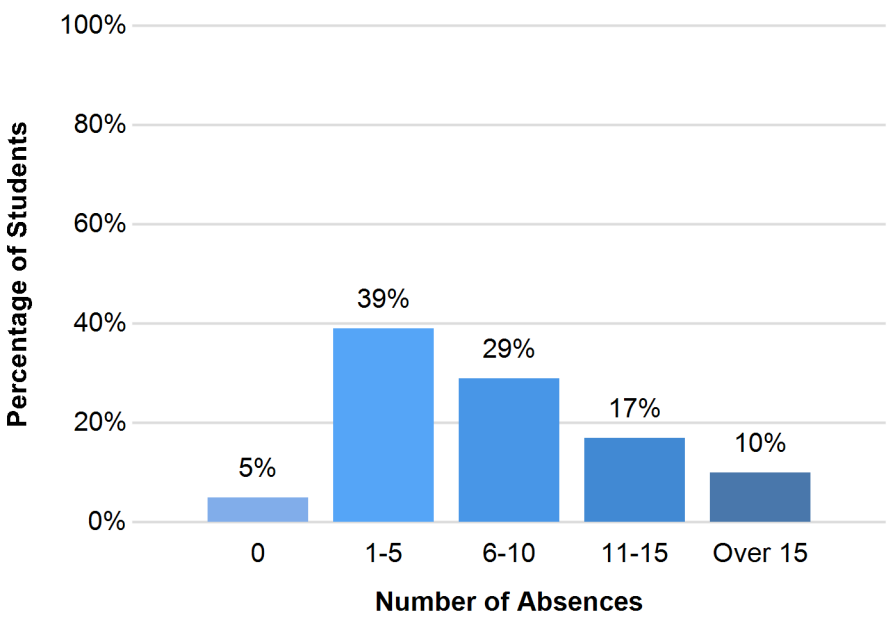
Chronic Absenteeism

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	62	6.6	9.5	Met
White	27	6.6	9.5	Met
Hispanic	8	8.6	9.5	Met
Black or African American	18	5.9	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	6	6.3	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Met
Economically Disadvantaged Students	32	13.9	9.5	Not Met
Students with Disabilities	18	11.5	9.5	Not Met
English Learners	2	7.1	9.5	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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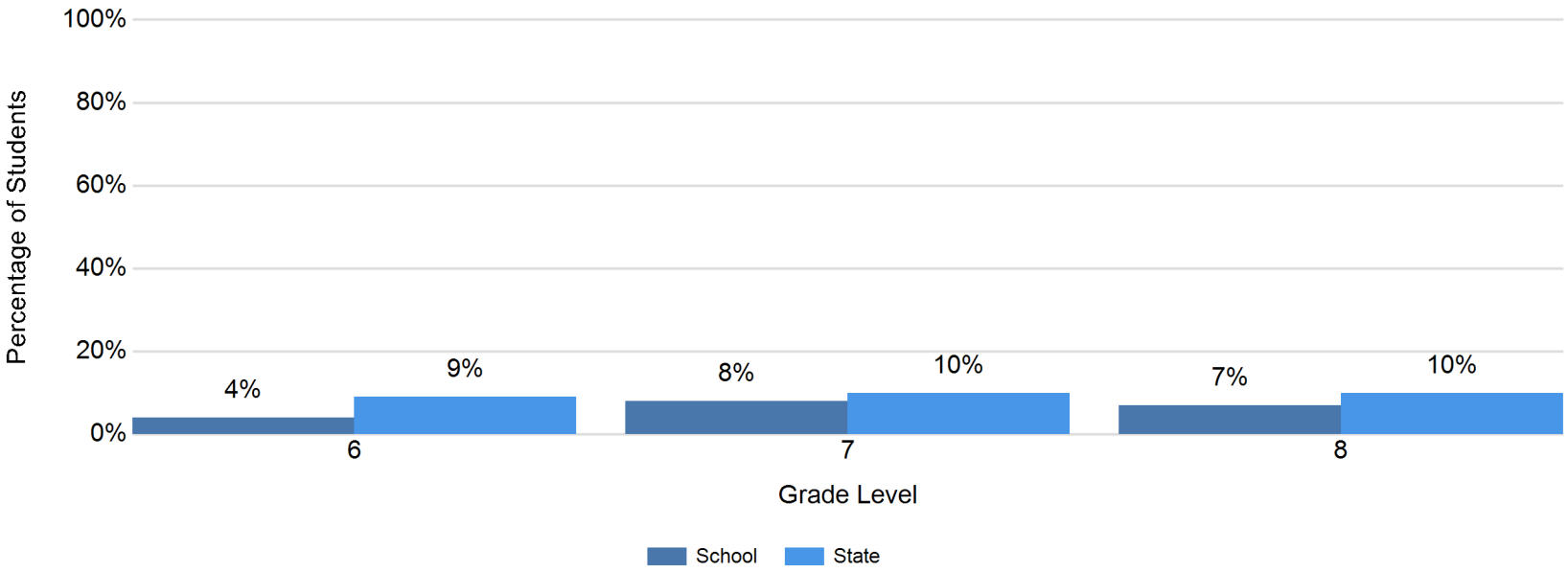
Chronic Absenteeism by Grade

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	31
Weapons	2
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	5.97

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	11
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	4

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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.

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	1	1
Ancestry	0	0	0
Gender	1	4	5
Sexual Orientation	1	3	4
Disability	0	5	5
Other	5	10	15
No Identified Nature	16		16

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	105	11.2%
Out-of-School Suspensions	64	6.8%
Any Suspension	139	14.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
303

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BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE
(05-0620-051)
Grades Offered: 06-08
2017-2018

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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	8:00 AM
Typical End Time	2:30 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.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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	86	117,464
Average years experience in public schools	13.9	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	87.2%	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	11:1	12:1
Students to Administrators	313:1	184:1
Teachers to Administrators	29:1	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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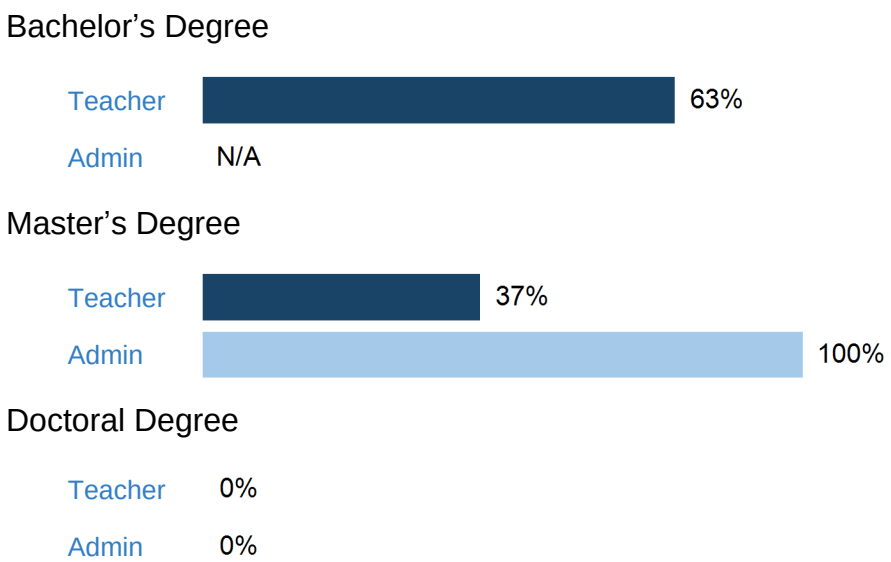
Teachers and Administrators - Level of Education

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	98.0%

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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	75.6%	33.3%
Male	24.4%	66.7%
White	89.5%	66.7%
Hispanic	2.3%	0.0%
Black or African American	4.7%	33.3%
Asian	2.3%	0.0%
American Indian or Alaska Native	1.2%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	35.96	17.5%
Mathematics Proficiency	27.84	17.5%
English Language Arts Growth	44.96	25.0%
Mathematics Growth	60.06	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	50.84	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.05	n/a
Summative Rating: Percentile Rank of Summative Score	41.00	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	47.61	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	60.75	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	68.57	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	26.83	14.08	No	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	34.95	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	33.46	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	42.56	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	44.00	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	Not Met	Met	No

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

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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:	• BTMS provides Positive Behavior Interventions and Supports through our partnership with NJ PBSIS. • 27 Clubs provide a variety of options including sports skill building, science, art, cooking, crafts and service. • Students who demonstrate high achievement and strong character are considered for National Junior Honor Society.
Mission, Vision, Theme:	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. Add PBSIS slogan
Awards, Recognition, Accomplishments:	The Burlington Township Middle School Band and Show Choir have received numerous awards during their participation in regional competitions annually. Our Robotics Club teams have also received recognition for their efforts in corporate sponsored events. Interested students have also been offered opportunities to participate in nationally sponsored science competions such as the Broadcom Masteres Science Competition.

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Courses, Curriculum, Instruction:	The Burlington Township Middle Schoolat Springside offers an array of 21st century learning opportunities, which include a cross curricular Gifted and Talented program, enriched math opportnities such as Honors Algebra, language explorations for Spanish, German, and French, and science courses that adhere to Next Generation Science standards. All academic classes offer access to on-line texts and/or resources.
Clubs and Activities:	Twenty-seven clubs represent interest areas such as sports skill building, science, art, cooking, and crafts. Building Young Men and Girls for Change promote positive interactions among peers, and the Youth Service Association provides service opportunities for students. Academic support is provided through Homework Hotline and Title I Tutoring. Students may audition for performing arts groups such as Jazz Band, select choirs, and our Show Choir group which presents two productions annually.

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Before and After School Programs:	Prime Time after school program through the YMCA is offered on the school site to students in the Middle School. Students are able to complete homework assignments as well as interact with their peers.
Staff and Professional Learning:	The Middle School Staff takes part in professional developement during faculty meetings and in-service days. Also staff receives professional development training through departmental meetings. We are very proud of our District Falcon Professional Development Institute that is offered for all staff.

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Student Supports and Services:	Supports are provided by grade level counselors, case managers, a Behavior Specialist, a Student Assistance Coordinator, and other service providers. Multi-disciplinary 504 Plan and I&RS Teams assess student needs and create individual plans when needed. Students with special needs are placed in least restrictive environments that may include ICR or POR classrooms. Students in self-contained settings are given opportunities to participate in mainstream classes and activities as appropriate.
Student Health and Wellness:	A Fitness Center is available for PE classes and after school clubs. Students in physical education classes engage in articulated lessons based on exercise principles. BTMS participates in the National School Lunch program and offers breakfast to all interested students every day. Guidance counselors, case managers, and other service providers identify needs and couinseling groups are held.
Parent and Community Involvement:	The Burlington Twp. Middle School Administration communicates with parents and the community in the following ways: Middle School Website, BTMS Facebook Page, MSFA (Middle School Family Association), our weekly First Class Falcon Newsletter, Parent Panels, Parent Portal, School Safety Team Meetings, BTMS "Great Happenings "Website and our Family Fun Nights.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Burlington Twp. Middle School Administration conducts surveys with parents, students, and teachers for their opinions about our school programs, academics, and the climate of the school. We use these surveys to help us to develop possible new courses, after schools clubs, activities and help to improve our school climate.
Facilities:	The Burlington Township Middle School at Springside building was newly constructed in 2007. The building is fully air conditioned and has art, music, and science spaces. It also has computer labs, a media center, two gymnasiums, a cafeteria, and a fitness center that is used for instruction and club activities.
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:	Burlington Township Middle School maintains 5 computer labs for course work use. in addition, the school maintains sharable laptop and computer carts. Social Studies, Math, and special education settings have classroom sets of devices. A variety of other devices are provided for classes that focus on STEM related instruction. Technology infrastructure includes 1 gig backbone