



Northern Burlington County Regional High School  
2016-2017

Grade Span 09-12

05-3690-050  
BURLINGTON  
NORTHERN BURLINGTON REG  
160 MANSFIELD ROAD EAST  
COLUMBUS, NJ 08022-9738

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](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	351	325	359
10	344	324	308
11	323	314	318
12	334	298	297
Ungraded	3	19	31
Total	1355	1280	1313

### 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	46%	47%	47%
Male	54%	53%	53%
Economically Disadvantaged Students	14%	13%	10%
Students with Disabilities	16%	17%	17%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			22%
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	65.5%
Asian	10.5%
Black or African American	10.5%
Hispanic	10.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.9%

### Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1313
Shared Time Students	0
Full Time Equivalent	1313

### Enrollment by Home Language

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

Home Language	% of Students
English	91.6%
Spanish	2.3%
Hindi	1.1%
Other	5.5%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	569	91.1	51.70	63.00	54.90	49.5	48.1	Met Target
White	371	89.8	49.80	61.10	63.90	46.9	46.9	Met Target
Hispanic	54	87.0	38.90	50.00	39.80	36.8	37.9	Met Target†
Black or African American	54	95.6	38.90	55.00	35.20	38.9	42.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	75	98.7	82.60	86.80	80.70	82.6	73.8	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	66.70	54.90	32.9	N	N
Female	266	87.4	59.70	71.20	62.20	54.9		
Male	303	94.6	44.50	55.60	48.10	44.4		
Economically Disadvantaged Students	63	89.7	27.00	42.30	36.20	*	35.4	Not Met
Non-Economically Disadvantaged Students	506	91.3	54.70	65.70	65.80	*		
Students with Disabilities	104	88.3	13.40	24.60	20.50	12.5	9.2	Met Target
Students without Disabilities	465	91.7	60.20	71.00	61.90	58.2		
English Learners	10	100.0	*	*	25.20	*	**	**
Non-English Learners	559	90.9	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	105	92.8	40.00	57.30	53.50	38.8		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	359	756	756	749	4%	13%	25%	43%	16%	59%	52%
White	236	753	753	757	5%	12%	28%	45%	11%	56%	62%
Hispanic	33	742	742	733	*	*	*	46%	*	52%	35%
Black or African American	29	755	755	730	0%	*	*	35%	*	55%	30%
Asian, Native Hawaiian, or Pacific Islander	45	786	786	777	0%	*	*	40%	49%	89%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	16	741	741	746	0%	*	*	*	*	38%	48%
Female	173	764	764	756	*	*	20%	50%	21%	71%	60%
Male	186	748	748	741	*	*	29%	37%	11%	48%	43%
Economically Disadvantaged Students	40	741	741	731	*	*	40%	35%	*	40%	32%
Non-Economically Disadvantaged Students	319	758	758	758	*	*	23%	44%	*	61%	62%
Students with Disabilities	63	731	731	714	*	*	44%	*	*	18%	13%
Students without Disabilities	296	761	761	754	*	*	20%	*	*	68%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	86	750	750	746	*	19%	26%	42%	*	54%	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	736	736	743	23%	16%	21%	32%	9%	41%	46%
White	165	735	735	749	23%	16%	21%	33%	8%	41%	52%
Hispanic	26	730	730	728	*	*	*	*	*	31%	34%
Black or African American	36	721	721	725	36%	*	*	28%	0%	28%	31%
Asian, Native Hawaiian, or Pacific Islander	30	768	768	774	*	*	*	43%	*	73%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	119	742	742	752	15%	18%	22%	35%	10%	45%	54%
Male	142	731	731	734	29%	14%	20%	30%	8%	37%	39%
Economically Disadvantaged Students	27	709	709	726	41%	*	*	*	*	11%	32%
Non-Economically Disadvantaged Students	234	739	739	751	21%	*	*	*	*	44%	54%
Students with Disabilities	47	694	694	704	*	*	*	*	*	*	12%
Students without Disabilities	214	745	745	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	55	725	725	733	27%	18%	31%	24%	0%	24%	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	197	723	723	736	24%	27%	26%	*	*	22%	38%
White	128	723	723	738	24%	30%	*	23%	*	26%	40%
Hispanic	21	714	714	731	*	*	*	*	*	*	34%
Black or African American	28	725	725	728	*	*	39%	*	0%	21%	30%
Asian, Native Hawaiian, or Pacific Islander	14	734	734	756	*	*	*	*	*	29%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	76	724	724	744	24%	26%	29%	*	*	21%	46%
Male	121	722	722	729	25%	28%	24%	*	*	23%	31%
Economically Disadvantaged Students	25	721	721	729	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	172	723	723	740	*	*	*	*	*	23%	42%
Students with Disabilities	36	724	724	709	*	*	28%	*	*	25%	12%
Students without Disabilities	161	723	723	741	*	*	26%	*	*	22%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	50	718	718	723	28%	30%	28%	*	*	14%	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



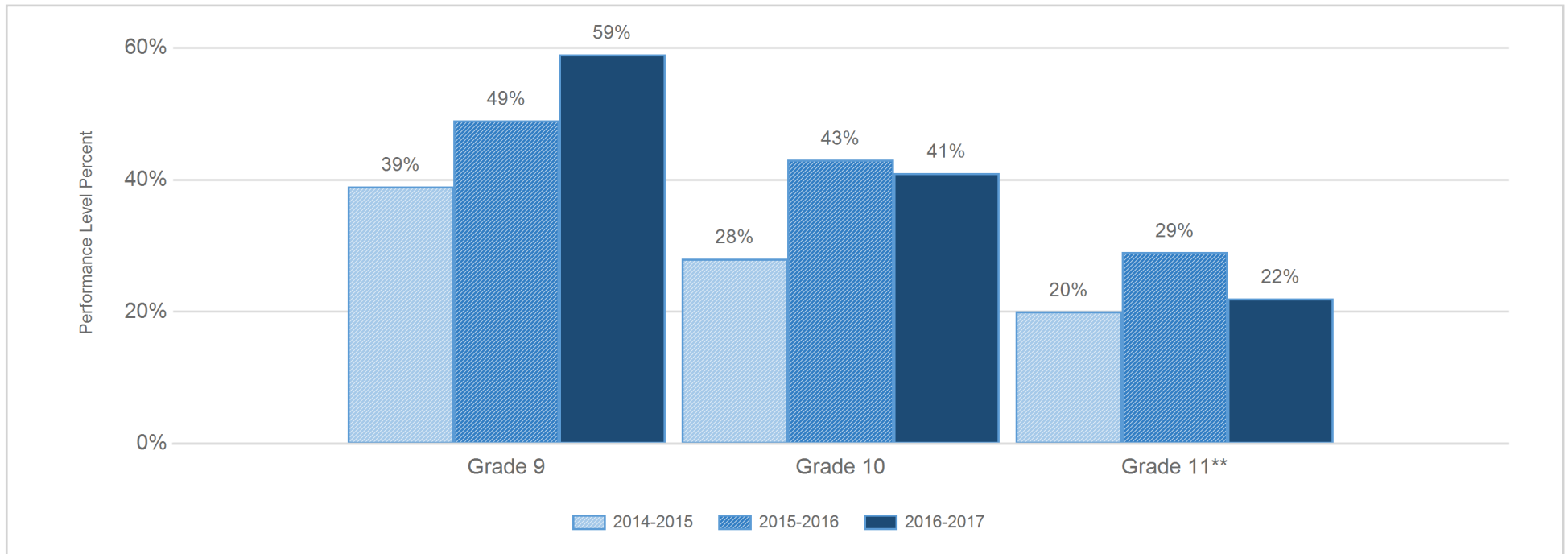
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	518	88.0	29.80	50.30	43.50	27.4	38.3	Not Met
White	342	86.6	30.70	49.50	52.40	27.8	39.8	Not Met
Hispanic	51	87.9	13.70	34.20	27.60	12.9	26.1	Not Met
Black or African American	51	89.9	13.70	32.20	21.70	12.7	27.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	96.8	55.00	78.50	75.60	55	50.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	61.00	44.90	13.2	N	N
Female	242	83.5	30.60	52.10	44.10	26.6		
Male	276	92.4	29.00	48.70	42.90	28.2		
Economically Disadvantaged Students	59	87.0	15.30	32.40	25.10	*	22.1	Not Met
Non-Economically Disadvantaged Students	459	88.2	31.60	52.80	54.30	*		
Students with Disabilities	101	88.0	11.90	19.30	16.50	11	11.1	Met Target†
Students without Disabilities	417	88.0	34.10	57.00	48.80	31.3		
English Learners	12	100.0	*	*	23.30	*	**	**
Non-English Learners	506	87.8	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	102	92.7	18.60	42.90	39.90	17.9		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	727	754	743	14%	33%	37%	16%	0%	16%	42%
White	147	729	752	751	14%	32%	35%	19%	0%	19%	52%
Hispanic	26	726	*	728	*	*	50%	*	0%	12%	24%
Black or African American	18	717	739	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	11	716	755	741	*	*	*	*	*	*	41%
Female	100	725	753	744	16%	34%	36%	14%	0%	14%	43%
Male	111	728	754	741	12%	32%	39%	18%	0%	18%	40%
Economically Disadvantaged Students	31	724	*	727	*	*	32%	*	0%	19%	23%
Non-Economically Disadvantaged Students	180	727	*	751	*	*	38%	*	0%	16%	52%
Students with Disabilities	55	724	*	714	*	40%	31%	*	0%	15%	10%
Students without Disabilities	156	728	*	747	*	30%	40%	*	0%	17%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	61	725	745	742	*	41%	31%	*	0%	15%	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	236	732	738	734	*	28%	36%	26%	*	27%	30%
White	153	735	740	740	8%	28%	35%	30%	0%	30%	38%
Hispanic	23	719	*	722	*	*	*	*	0%	17%	14%
Black or African American	40	728	728	719	*	43%	35%	*	0%	18%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	103	734	740	735	*	28%	37%	28%	*	28%	31%
Male	133	731	737	733	*	29%	35%	25%	*	26%	30%
Economically Disadvantaged Students	25	718	718	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	211	734	740	740	*	*	*	*	*	*	39%
Students with Disabilities	54	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	182	738	745	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	65	729	*	727	*	35%	39%	19%	*	19%	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	246	722	722	725	35%	*	*	28%	*	30%	28%
White	145	722	722	731	32%	21%	*	28%	*	28%	33%
Hispanic	23	700	700	710	*	*	*	*	*	*	14%
Black or African American	27	695	695	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	43	753	753	761	*	*	*	56%	*	63%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	113	728	728	725	26%	*	*	35%	*	36%	27%
Male	133	716	716	725	44%	*	*	23%	*	24%	29%
Economically Disadvantaged Students	29	700	700	708	55%	*	*	*	*	14%	13%
Non-Economically Disadvantaged Students	217	725	725	733	33%	*	*	*	*	32%	35%
Students with Disabilities	29	685	685	692	*	*	*	*	*	*	*
Students without Disabilities	217	727	727	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	51	702	702	710	57%	*	*	*	0%	16%	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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



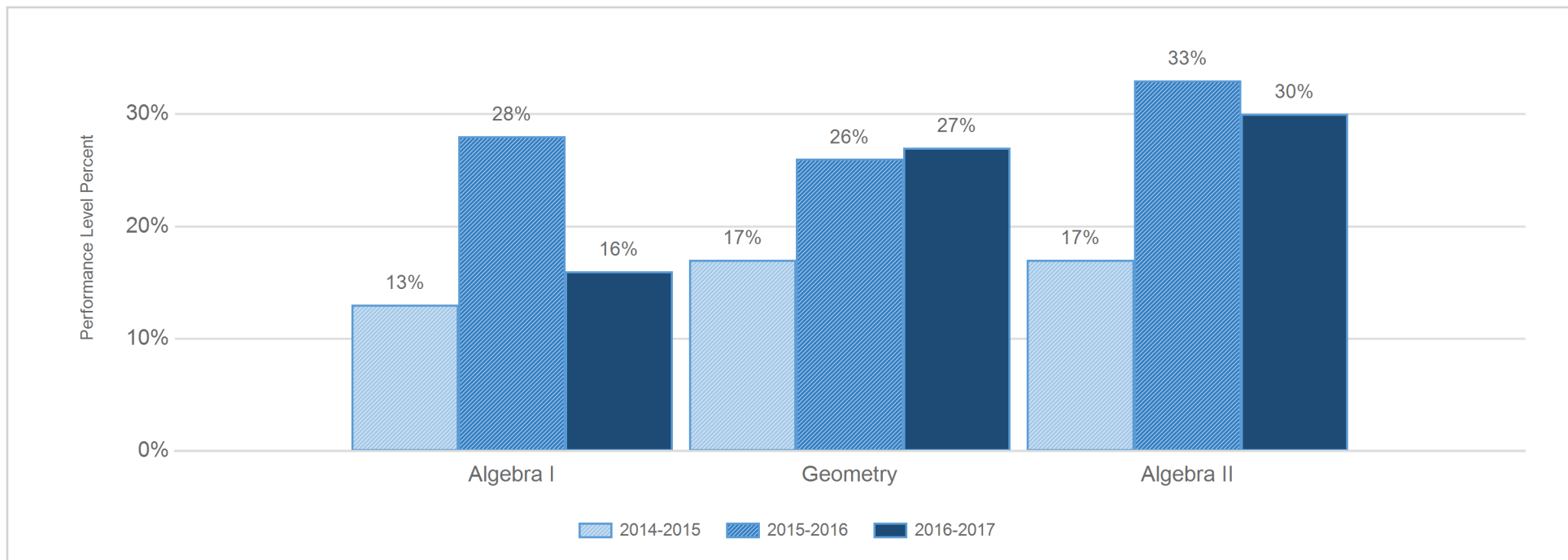
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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

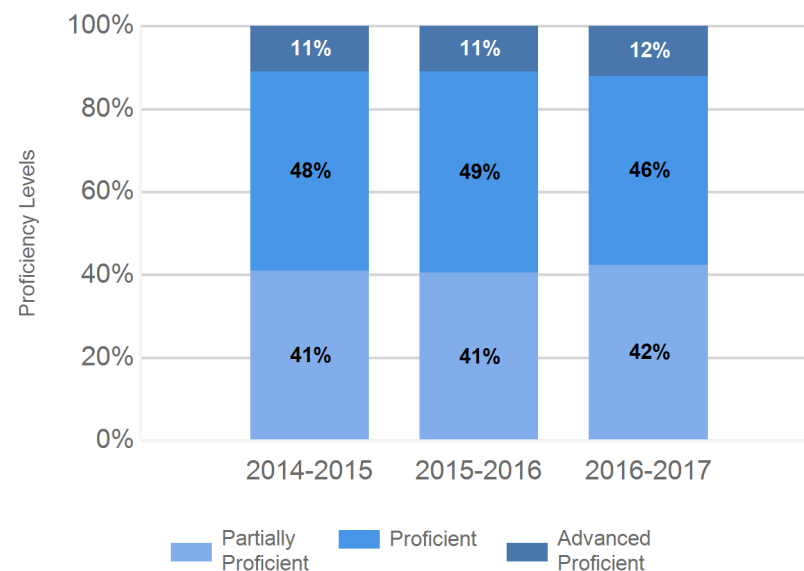
### Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	46%	42%
White	11%	48%	41%
Hispanic	3%	49%	49%
Black or African American	8%	28%	64%
Asian, Native Hawaiian, or Pacific Islander	28%	46%	26%
American Indian or Alaska Native	N	N	N
Two or More Races	14%	36%	50%
Economically Disadvantaged Students	2%	40%	57%
Students with Disabilities	2%	27%	72%
English Learners	N	*	*

### Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	23.2%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	495	481	Varies By Grade	76%	67%
PSAT - Math	490	483	Varies By Grade	55%	49%
SAT - Reading and Writing	578	551	480	90%	77%
SAT - Math	566	552	530	64%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	23	24	18	80%	79%
ACT - Math	23	24	22	57%	65%
ACT - Science	23	23	23	51%	54%



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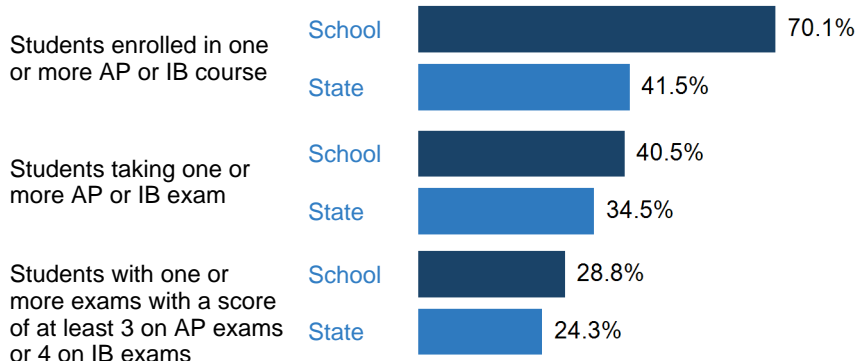
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

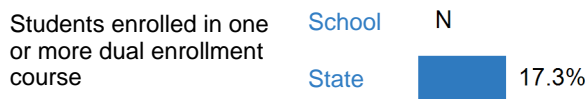
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	32	22
AP Calculus AB	75	40
AP Calculus BC	14	9
AP Chemistry	16	13
AP Computer Science A	12	13
AP English Language and Composition	37	34
AP English Literature and Composition	39	21
AP Environmental Science	13	4
AP French Language and Culture	0	1
AP Latin (Virgil Catullus and Horace)	0	1
AP Music Theory	8	3
AP Physics 1	76	38
AP Physics 2	20	6
AP Physics C: Electricity and Magnetism	9	5
AP Physics C: Mechanics	9	5
AP Psychology	59	15
AP Seminar	0	15
AP Spanish Language	13	5
AP Statistics	56	19
AP Studio Art—Two-Demensional	11	3



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	63	26
AP U.S. History	176	78
AP World History	47	57
Total Exams Taken		433
Exams with scores of at least 3 on AP exams or 4 on IB exams		292



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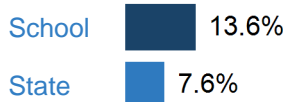
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

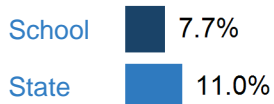
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

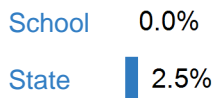
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	205	134	61	0	0	0	9
10	8	178	118	30	1	3	9
11	0	17	174	101	25	13	19
12	1	1	17	83	95	54	88
Schoolwide	214	330	370	214	121	70	125
Enrolled in AP/IB Course					89	56	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	334	1	0	1	6	7
10	24	222	0	0	60	6
11	9	48	0	98	175	4
12	31	6	0	21	49	80
Schoolwide	398	277	0	120	290	97
Enrolled in AP/IB Course	32	16		13	104	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	351	5	0	0	0	7
10	13	294	0	0	0	5
11	3	313	16	45	14	107
12	1	24	21	99	16	168
Schoolwide	368	636	37	144	30	287
Enrolled in AP/IB Course	47	176	0	59	0	63

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	254	64	0	0	0	34	0
10	197	39	0	0	0	26	0
11	94	21	0	0	0	26	0
12	29	4	0	0	0	7	0
Schoolwide	574	128	0	0	0	93	0
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Level 3 or Higher	159	41	0	0	0	47	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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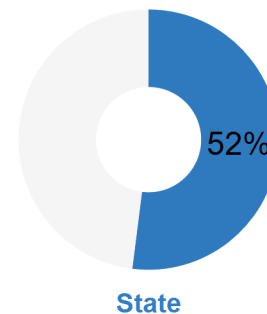
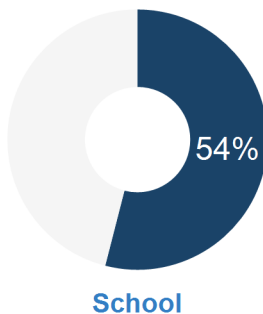
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Visual and Performing Arts – Course Participation

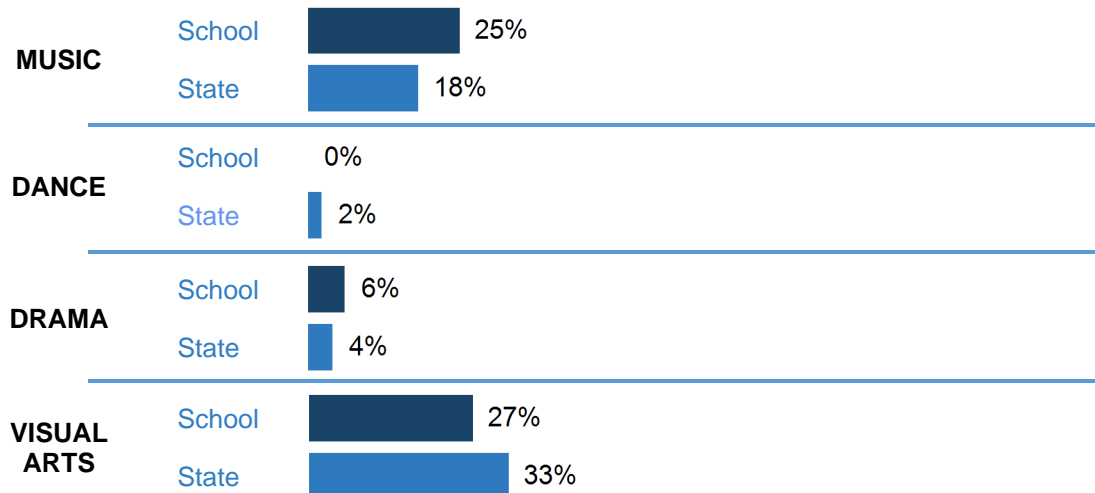
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.1%	90.5%	95.3%	91.8%	94.7%	93.2%	Met Target	93.9%	95.7%	Not Met
White	93.9%	94.5%	95.1%	95.1%	94.6%	92.2%	Met Target	93.0%	96.0%	Not Met
Hispanic	93.3%	84.3%	97.0%	86.3%	97.0%	N	Met Goal	95.8%	N	Met Goal
Black or African American	*	83.4%	95.1%	85.3%	92.9%	93.9%	Not Met	93.8%	94.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.1%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.3%	83.9%	84.6%	85.6%	83.0%	81.2%	Met Target	80.5%	96.0%	Not Met
Students with Disabilities	82.7%	78.8%	92.2%	82.1%	92.2%	76.6%	Met Target	80.5%	89.7%	Not Met
English Learners	*	76.1%	N	79.7%	N	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	94.1%	-
2016	94.7%	95.3%
2015	93.1%	93.9%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	1%	1.1%
2014-2015	0.2%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	77.4%	30.6%	69.4%
White	74%	32.4%	67.6%
Hispanic	*	*	*
Black or African American	88.9%	28.1%	71.9%
Asian, Native Hawaiian, or Pacific Islander	93.9%	6.5%	93.6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.5%	40%	60%
Students with Disabilities	45%	72.2%	27.8%
English Learners	*	*	0%

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	79.2%	35.6%	64.4%	79.7%	20.3%	58.9%	41.1%
White	79.1%	38.7%	61.4%	81.6%	18.4%	61.4%	38.7%
Hispanic	81.3%	34.6%	65.4%	73.1%	26.9%	53.9%	46.2%
Black or African American	75%	25.9%	74.1%	74.1%	25.9%	44.4%	55.6%
Asian, Native Hawaiian, or Pacific Islander	88.9%	18.8%	81.3%	81.3%	18.8%	62.5%	37.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	65.7%	69.6%	30.4%	100%	0%	91.3%	8.7%
Students with Disabilities	56.8%	72%	28%	96%	4%	92%	8%
English Learners	N	N	N	N	N	N	N



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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

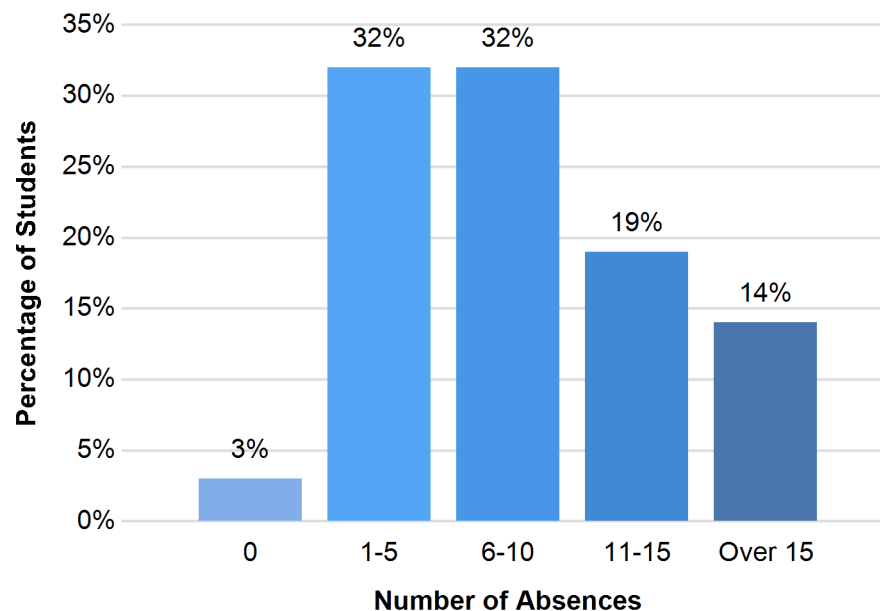
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	14.30	Met Target
White	10.00	14.30	Met Target
Hispanic	12.70	14.30	Met Target
Black or African American	8.50	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.20	14.30	Met Target
Economically Disadvantaged Students	17.40	14.30	Not Met
Students with Disabilities	18.60	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



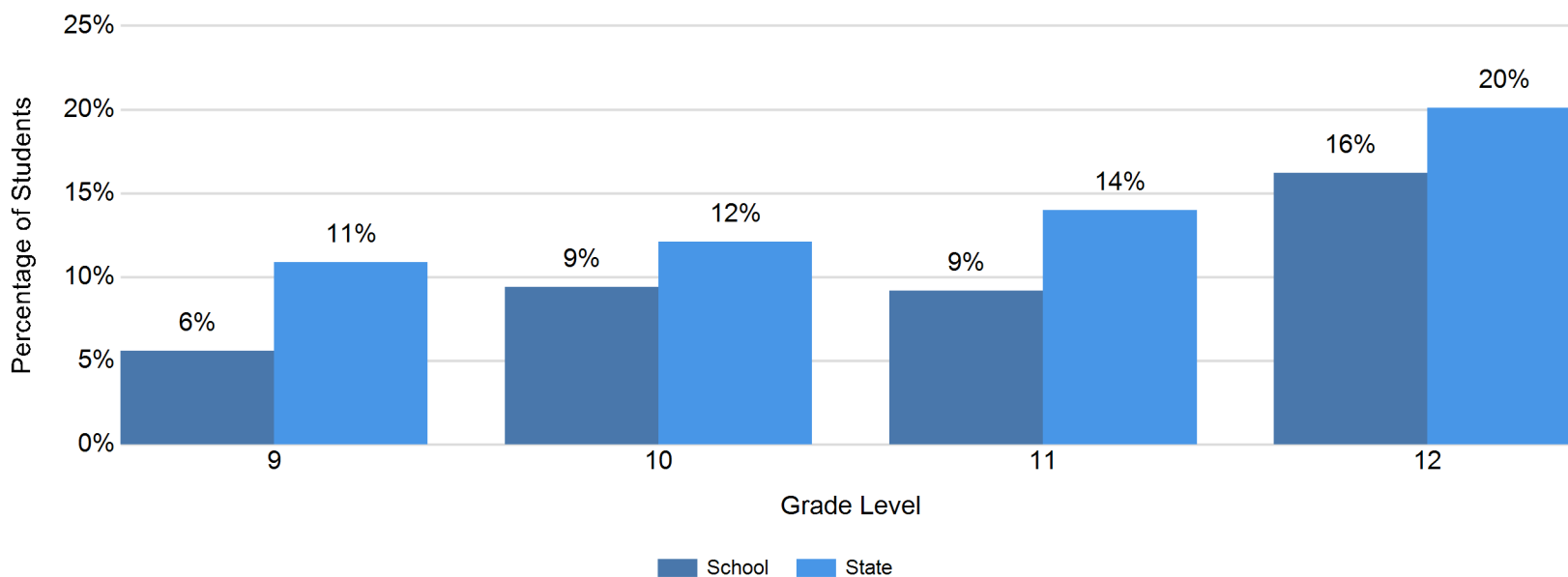


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Chronic Absenteeism by Grade

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	7:20AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 6 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	14
Vandalism	0
Weapons	3
Substances	5
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	1.68

### 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	7.7%
Out-of-School Suspensions	3.1%
Any Suspension	8.8%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	481.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$278	\$13,664	\$13,942



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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	106	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	9.4	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	15	9,506
Average years experience in public schools	19.3	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	80%	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	12:1	13:1
Administrators	263:1	139:1
Librarian/Media Specialists		1040:1
Nurses		1040:1
Counselors		260:1
Child Study Team		347:1



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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

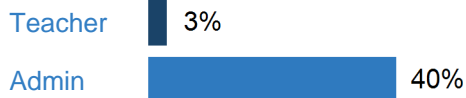
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	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	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.3	17.5%
Mathematics Proficiency	47.0	17.5%
Graduation - 4-Year	63.7	25.0%
Graduation - 5-Year	41.5	25.0%
Chronic Absenteeism	54.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		51.7
<b>Summative Rating:</b> Percentile rank of Summative Score		52.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	51.7	6.2	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	37.5	6.2	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Hispanic	65.8	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Black or African American	71.7	6.2	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	59.4	6.2	No	Met Goal	Met Target	Met Target	**	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	35.6	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	60.4	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Dr. Lopez	<b>Email Address:</b>	<a href="mailto:slopez@nburlington.com">slopez@nburlington.com</a>
<b>Address:</b>	160 MANSFIELD ROAD EAST COLUMBUS, NJ 08022-9738	<b>Website:</b>	<a href="http://www.nburlington.com">www.nburlington.com</a>
<b>Phone:</b>	(609)298-3900	<b>Facebook:</b>	<a href="https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/">https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@nbc_hsprincipal">https://twitter.com/@nbc_hsprincipal</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Vast selection of choices with amazingly dedicated teachers and staff.</li> <li>• Great selection of sports and very united team and coaches.</li> <li>• Northern has a wonderful theatre department and puts on excellent productions.</li> </ul>
<b>Mission, Vision, Theme:</b>	Northern Burlington County Regional High School proudly serves students from Chesterfield, Mansfield, North Hanover, and Springfield Townships, as well as students from Joint Base McGuire-Dix Lakehurst. The diversity of our students in terms of their backgrounds and life experiences adds to the culture of our school and provides a superior foundation upon which to prepare our students for the futures.
<b>Awards, Recognition, Accomplishments:</b>	College Board honored NBC for a 4th consecutive year for the success and growth of its AP program. One of only four schools in NJ to earn the honor four years in a row. AP Capstone Diploma school with 27% of graduating seniors enrolling in and receiving qualifying scores in AP courses. There were 5 National AP Scholars, 109 AP Scholars 2016-2017.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum is designed to meet the needs and interests of all students. Whether Agriscience, Applied Technology &amp; Engineering, Advanced Placement, Arts, Business or a particular career path, the curriculum provides a comprehensive selection of courses to provide each student with the most appropriately challenging course of study. Students are offered over 30 Honors/AP courses and over 95 electives. Participation in AP courses starts as early as 9th grade with AP World History.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Boys &amp; Girls), Football (Boys &amp; Girls), Golf (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>Northern Burlington County Regional High School athletes compete in the Liberty and Patriot Divisions of the Burlington County Scholastic League (BCSL), the Olympic Conference and the Colonial Valley Conference (CVC), sports associations under the jurisdiction of the New Jersey State Interscholastic Athletic Association (NJSIAA). The BCSL league consists of public and non-public high schools covering Burlington County, Mercer County and Ocean County in central New Jersey.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Outstanding athletic and visual performing arts programs are enhanced by a variety of clubs ranging from Distributive Education Club of America, Future Business Leaders of America, Robotics and multiple service organizations. These and other signature programs encompass the Northern Burlington County Regional High School experience by providing over 35 clubs and activities that address young adult's interest and provide real life practical opportunities that promote growth and development.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The National Honor Society offers tutoring in the high school two days a week after school.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>The faculty includes several members who have completed advanced study, including doctorates and national board certification. Professional development focuses on the individual needs of staff with topics such as effectively incorporating technology, professional collaboration, meeting the needs of diverse learners, data informed instruction and student assessment.</p>
 <p><b>Postsecondary Information:</b></p>	<p>4 YEAR COLLEGE/UNIVERSITY/MILITARY ACADEMY 59% 2 YEAR COLLEGE 27% TECHNICAL/VOCATIONAL SCHOOL 4.1% ACTIVE MILITARY DUTY 3.1% FULL-TIME EMPLOYMENT 4.8% UNDECIDED 2.4%</p>
 <p><b>Student Supports and Services:</b></p>	<p>An ESL program is operated in compliance with NJ statutes and regulations. The High School I&amp;RS team meets monthly to review student progress and initial referrals. Two sections of Algebra support are offered to at-risk general education students in need of support. Northern Burlington is especially proud of our Career Orientation Program. We have three job coaches that work with our Transition students in career exploration, volunteer opportunities as well as pursuing paid employment.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>High school students are all enrolled in health and physical education. This course provides students instruction in wellness topics in both a classroom setting as well as a hands on setting.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The district has a home and school association called the Parent Teacher Student Connection (PTSC). This group meets regularly with teachers and administrators to develop ways for the community and school to support each other. The PTSC also participates in a variety of community service events such as a prom for local senior citizens.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Grades 9-12 completed a district developed school climate survey. The survey was a Google form and students' responses were anonymous. The community was surveyed as part of our accreditation process. The information gathered was used to develop different objectives for the school as part of our ongoing Excellence By Design process under the Middle States agency.</p>
 <p>Facilities:</p>	<p>The high school consists of two buildings. HS West originally constructed in 1960, occupies about 136,000 square feet. HS East, built in 1963, originally the Junior High, is 79,000 square feet. These are two distinct buildings, yet share a common heating system. Additions for the west were greenhouses 1966, gymnasium wing 1974, music/media center 1998, and for the east science wing 1998. Approximately 40% of HS west and 25% of HS east is air-conditioned.</p>



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**School Narrative**

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Other Information:

Northern Burlington participates in the Inter-district Public School Choice Program established by the State Department of Education. As a result Northern accepts a limited number of students from communities throughout the area who are seeking to become a part of the district's exceptional agriculture program. The school day for students begins at 7:20 am and ends at 2:38. This year the district is proud to introduce an Air Force Junior Reserve Officer Training Corps. At Northern Burlington, we are proud of our rigorous academic offerings, our talented and dedicated instructional staff, and our commitment to each and every student in the Northern Burlington region. As evidenced by our motto, "Inspire the Desire for Continued Growth...One Student at a Time," we take great pride in not only preparing our students to be successful in high school, but also preparing them to continue learning throughout their lives. We monitor student performance on a regular basis and go to great lengths to ensure that every student has the opportunity to seek assistance in any area in which they may struggle. We believe that building personal relationships with students is the best way to encourage them to work to capacity and be successful inside and outside the classroom.



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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](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	398	338	404
8	359	378	343
Ungraded	1	9	19
<b>Total</b>	<b>758</b>	<b>725</b>	<b>766</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	16%	14%	10%
Students with Disabilities	19%	17%	16%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			23%
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	62.7%
Asian	11.5%
Hispanic	10.3%
Black or African American	10.1%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.4%

### Enrollment by Home Language

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

Home Language	% of Students
English	91.5%
Telugu	2.2%
Spanish	1.7%
<i>Other</i>	4.5%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	655	96.1	72.90	63.00	54.90	72.9	62.2	Met Target
White	416	95.2	71.20	61.10	63.90	71.2	58.6	Met Target
Hispanic	60	93.5	60.00	50.00	39.80	58.3	63.6	Met Target†
Black or African American	66	98.7	68.10	55.00	35.20	68.1	51.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	90.40	86.80	80.70	90.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	66.70	54.90	82.1	N	N
Female	314	96.2	80.90	71.20	62.20	80.9		
Male	341	96.0	65.40	55.60	48.10	65.4		
Economically Disadvantaged Students	79	95.9	54.40	42.30	36.20	54.4	47.8	Met Target
Non-Economically Disadvantaged Students	576	96.1	75.30	65.70	65.80	75.3		
Students with Disabilities	107	93.0	35.50	24.60	20.50	34.5	34.1	Met Target
Students without Disabilities	548	96.7	80.10	71.00	61.90	80.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	108	93.8	74.10	57.30	53.50	71.3		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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Grade Span 07-08

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	394	766	766	756	4%	4%	19%	45%	28%	73%	59%
White	237	766	766	764	*	*	21%	43%	28%	71%	69%
Hispanic	37	759	759	742	*	*	*	38%	27%	65%	44%
Black or African American	38	750	750	737	*	*	*	55%	*	63%	38%
Asian, Native Hawaiian, or Pacific Islander	56	782	782	784	*	*	*	50%	43%	93%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	25	766	766	757	*	0%	*	44%	*	76%	59%
Female	193	772	772	764	*	*	13%	48%	33%	81%	68%
Male	201	760	760	749	*	*	24%	42%	24%	66%	51%
Economically Disadvantaged Students	41	751	751	739	*	*	*	46%	*	61%	40%
Non-Economically Disadvantaged Students	353	768	768	766	*	*	*	45%	*	75%	70%
Students with Disabilities	61	731	731	719	*	*	33%	21%	*	28%	19%
Students without Disabilities	333	772	772	763	*	*	16%	49%	*	82%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	394	766	766	758	4%	4%	19%	45%	28%	73%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	87	762	762	756	*	*	23%	54%	18%	72%	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	327	766	766	757	4%	5%	21%	49%	21%	70%	59%
White	214	764	764	764	*	*	20%	54%	16%	70%	68%
Hispanic	34	759	759	742	*	*	32%	32%	*	56%	44%
Black or African American	34	756	756	738	*	*	32%	47%	*	59%	39%
Asian, Native Hawaiian, or Pacific Islander	30	797	797	786	*	*	*	37%	53%	90%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	15	772	772	758	*	0%	*	*	*	80%	60%
Female	158	776	776	766	*	*	18%	48%	32%	79%	68%
Male	169	757	757	749	*	*	25%	50%	11%	61%	50%
Economically Disadvantaged Students	36	746	746	739	*	*	33%	39%	*	47%	40%
Non-Economically Disadvantaged Students	291	769	769	766	*	*	20%	50%	*	73%	69%
Students with Disabilities	40	732	732	718	*	*	40%	28%	*	30%	18%
Students without Disabilities	287	771	771	764	*	*	19%	52%	*	75%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	76	765	765	756	*	*	20%	55%	17%	72%	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



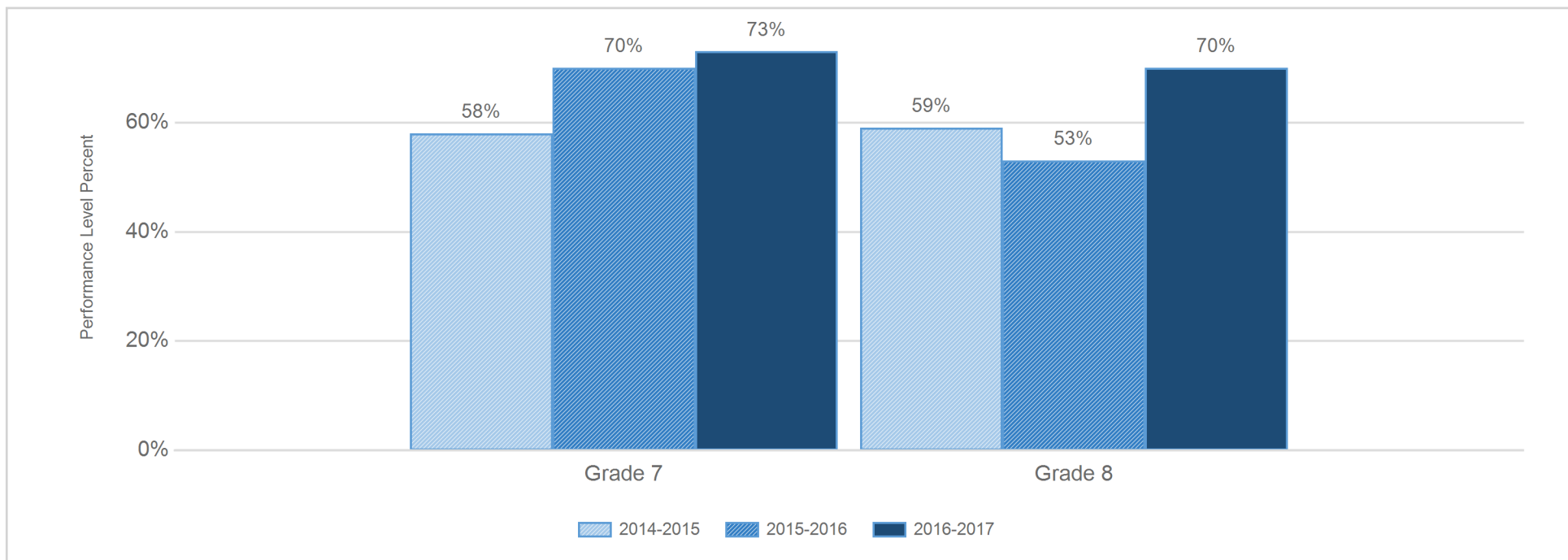
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	655	96.0	66.50	50.30	43.50	66.5	56.3	Met Target
White	415	95.0	65.10	49.50	52.40	65.1	54.6	Met Target
Hispanic	60	93.6	51.60	34.20	27.60	50.1	44.9	Met Target
Black or African American	67	100.0	46.30	32.20	21.70	46.3	42.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	95.20	78.50	75.60	95.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	61.00	44.90	82.2	N	N
Female	315	96.5	68.60	52.10	44.10	68.6		
Male	340	95.5	64.70	48.70	42.90	64.7		
Economically Disadvantaged Students	80	96.0	45.00	32.40	25.10	45	42.4	Met Target
Non-Economically Disadvantaged Students	575	96.0	69.60	52.80	54.30	69.6		
Students with Disabilities	106	91.4	26.50	19.30	16.50	25.4	24.3	Met Target
Students without Disabilities	549	96.9	74.30	57.00	48.80	74.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	108	93.3	65.70	42.90	39.90	63.4		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	321	749	749	741	*	13%	27%	54%	*	57%	40%
White	198	749	749	748	*	14%	28%	55%	*	56%	49%
Hispanic	33	740	740	730	*	*	30%	36%	0%	36%	23%
Black or African American	37	741	741	726	*	*	49%	30%	*	32%	19%
Asian, Native Hawaiian, or Pacific Islander	33	769	769	764	*	*	*	91%	*	100%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	20	753	753	740	*	*	*	60%	*	70%	39%
Female	162	749	749	743	*	11%	24%	57%	*	60%	41%
Male	159	749	749	740	*	15%	30%	51%	*	54%	38%
Economically Disadvantaged Students	40	740	740	729	*	*	30%	40%	*	43%	22%
Non-Economically Disadvantaged Students	281	751	751	749	*	*	26%	56%	*	59%	50%
Students with Disabilities	58	724	724	716	*	41%	22%	*	*	17%	11%
Students without Disabilities	263	755	755	746	*	7%	28%	*	*	65%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	321	749	749	742	*	13%	27%	54%	*	57%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	80	752	752	743	*	*	31%	59%	*	60%	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	161	738	738	728	*	17%	32%	35%	*	37%	28%
White	108	740	740	736	*	15%	37%	34%	*	36%	35%
Hispanic	20	735	735	721	*	*	*	*	0%	35%	21%
Black or African American	24	724	724	715	*	*	*	*	0%	29%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	73	741	741	730	*	*	33%	40%	*	41%	30%
Male	88	735	735	725	*	*	32%	32%	*	33%	26%
Economically Disadvantaged Students	29	730	730	719	*	*	*	35%	*	35%	19%
Non-Economically Disadvantaged Students	132	739	739	734	*	*	*	36%	*	37%	34%
Students with Disabilities	37	717	717	705	*	27%	*	*	*	22%	*
Students without Disabilities	124	744	744	734	*	15%	*	*	*	41%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	46	740	740	733	*	*	35%	30%	*	35%	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	198	782	754	743	*	*	*	84%	13%	98%	42%
White	119	780	752	751	*	*	*	89%	8%	98%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	12	772	739	724	*	*	*	92%	*	92%	19%
Asian, Native Hawaiian, or Pacific Islander	35	792	*	774	0%	0%	0%	71%	29%	100%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	14	786	755	741	*	*	*	71%	*	100%	41%
Female	99	782	753	744	*	*	*	80%	16%	96%	43%
Male	99	782	754	741	*	*	*	89%	10%	99%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	198	782	*	745	*	*	*	84%	13%	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	34	781	745	742	0%	0%	*	79%	*	97%	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	774	738	734	*	*	*	66%	27%	93%	30%
White	25	775	740	740	0%	0%	*	64%	*	92%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	19	772	740	735	0%	0%	*	63%	*	90%	31%
Male	22	776	737	733	0%	0%	*	68%	*	96%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	41	774	740	740	*	*	*	66%	27%	93%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	41	774	745	738	*	*	*	66%	27%	93%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	41	774	*	735	*	*	*	66%	27%	93%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

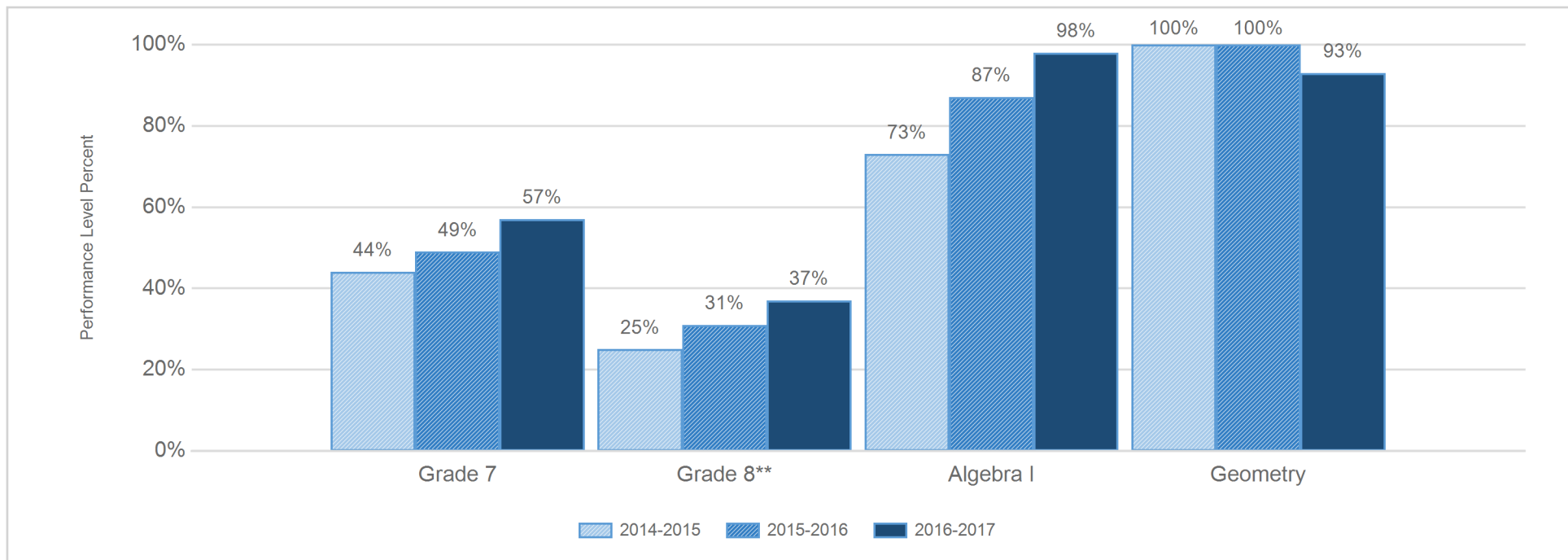


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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### Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	11	11

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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

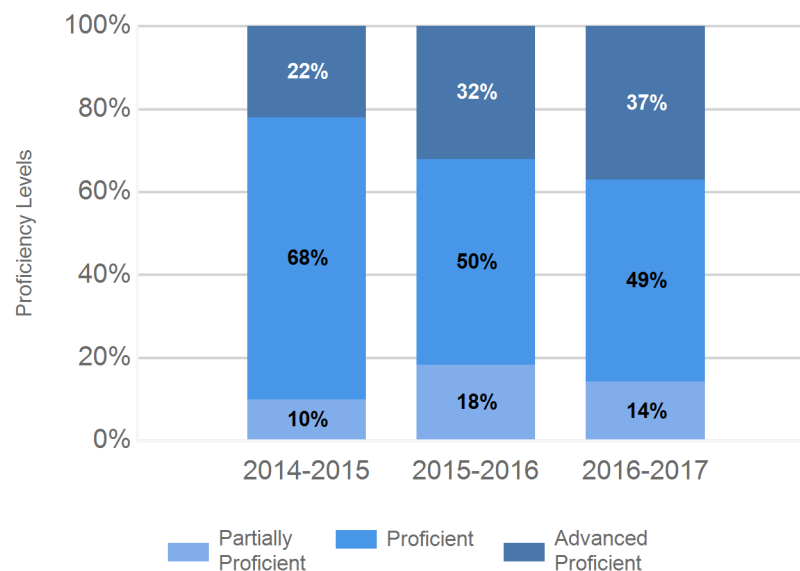
### NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	37%	49%	14%
White	39%	49%	12%
Hispanic	33%	48%	20%
Black or African American	21%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	43%	53%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	44%	44%	13%
Economically Disadvantaged Students	26%	48%	26%
Students with Disabilities	7%	47%	47%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	45	50	Met Target	59	59	50	Met Target
White	42	42	50	Met Target	54.5	54.5	52	Met Target
Hispanic	42	42	49	Met Target	52.5	52.5	47	Met Target
Black or African American	51	51	45	Met Target	69	69	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	52	52	60	Met Target	68.5	68.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	Not Met	60	60	52	**
Economically Disadvantaged	38	38	47	Not Met	55	55	46	Met Target
Students with Disabilities	51	51	41	Met Target	55.5	55.5	43	Met Target
English Learners	*	*	53	**	N	N	N	N

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



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

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

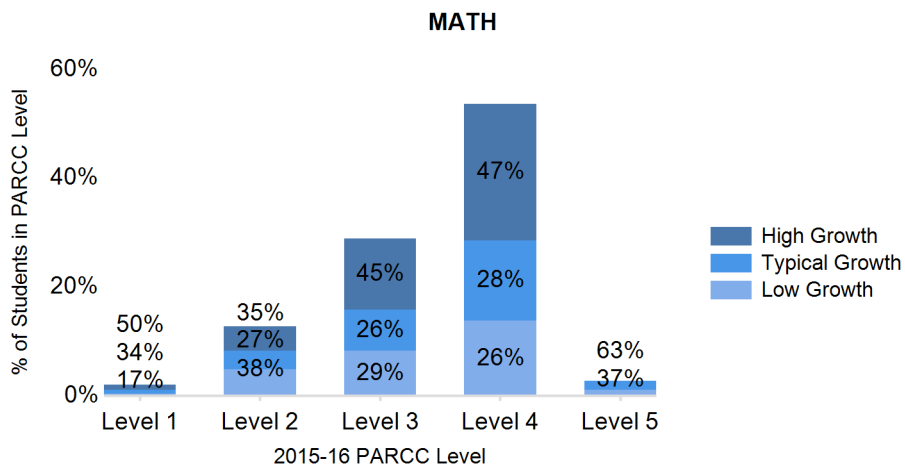
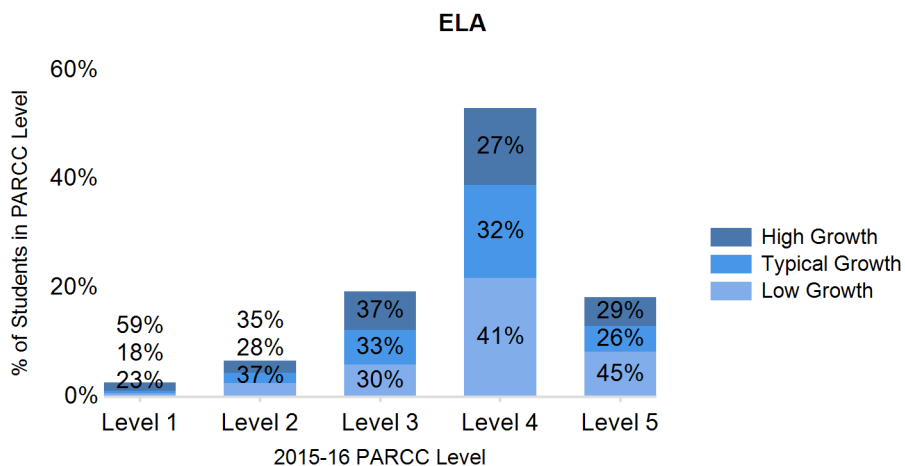
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

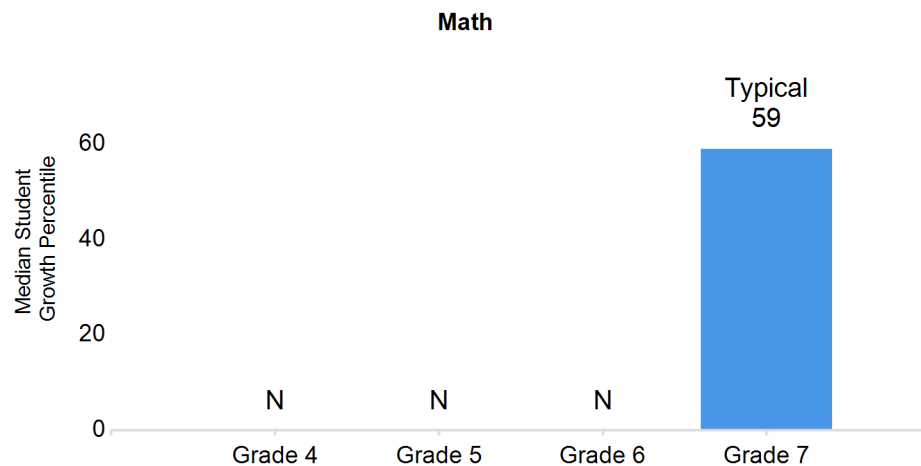
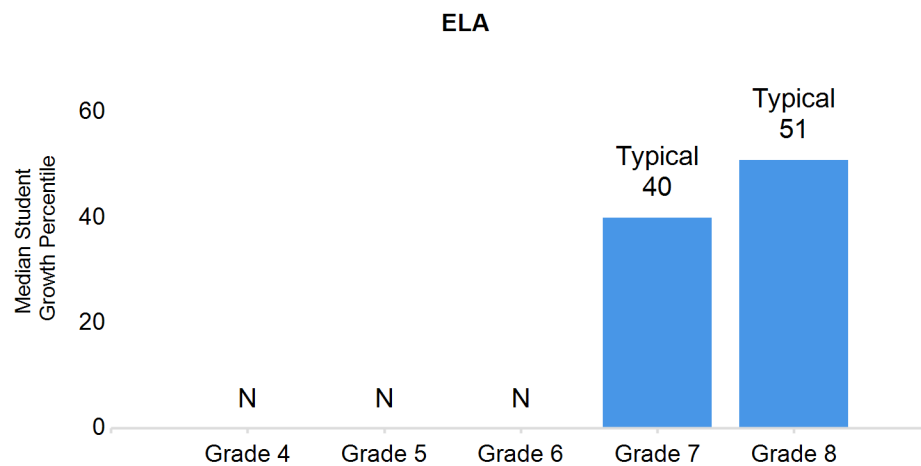
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	74	0	418
8	130	45	353
Schoolwide	204	45	771

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	263	101	0	0	0	39	0
8	174	26	0	0	0	14	0
Schoolwide	437	127	0	0	0	53	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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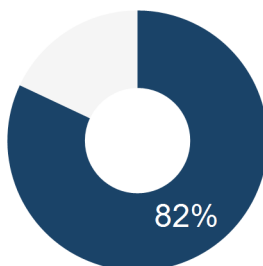
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Visual and Performing Arts – Course Participation

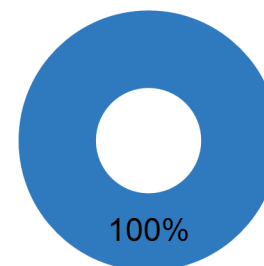
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 6-8:**

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

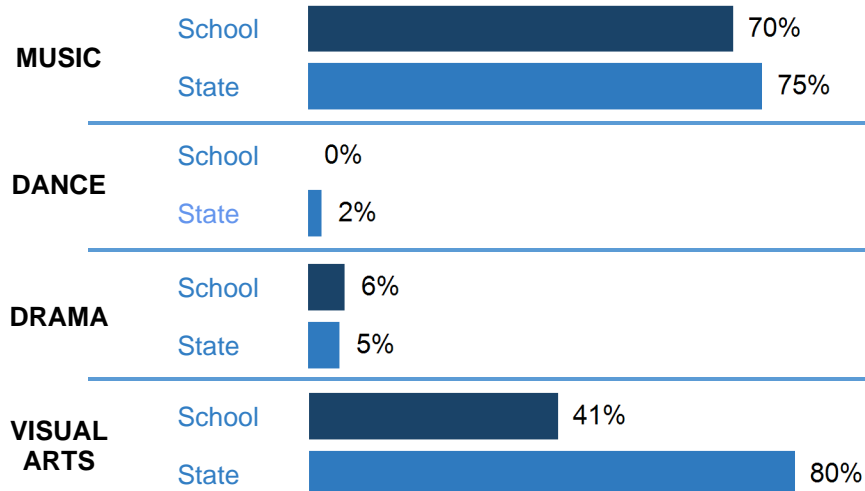


School



State

Students enrolled in one or more classes by discipline:





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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

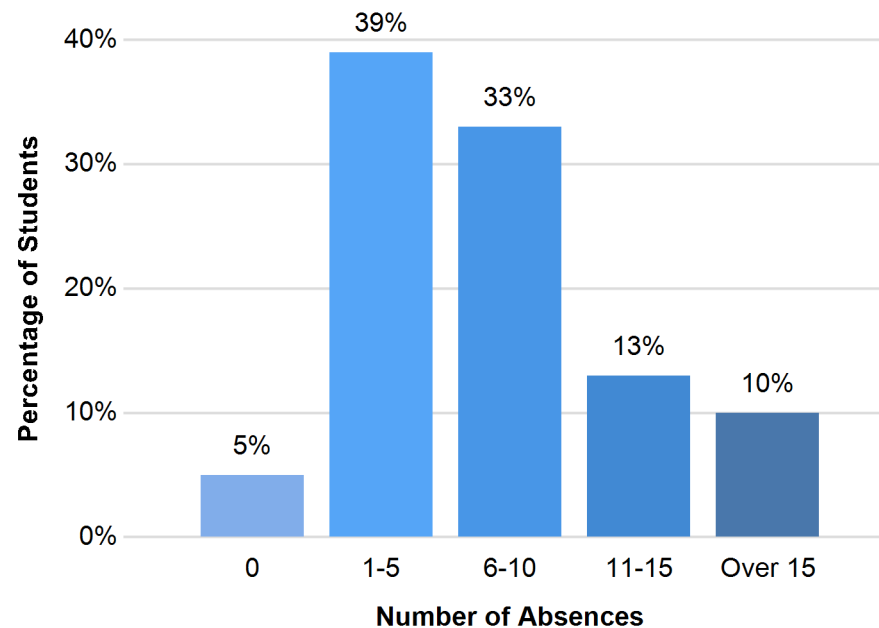
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	9.10	Met Target
White	7.40	9.10	Met Target
Hispanic	7.70	9.10	Met Target
Black or African American	6.30	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.80	9.10	Not Met
Economically Disadvantaged Students	14.30	9.10	Not Met
Students with Disabilities	10.60	9.10	Not Met
English Learners	N	**	**

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

### Days Absent

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



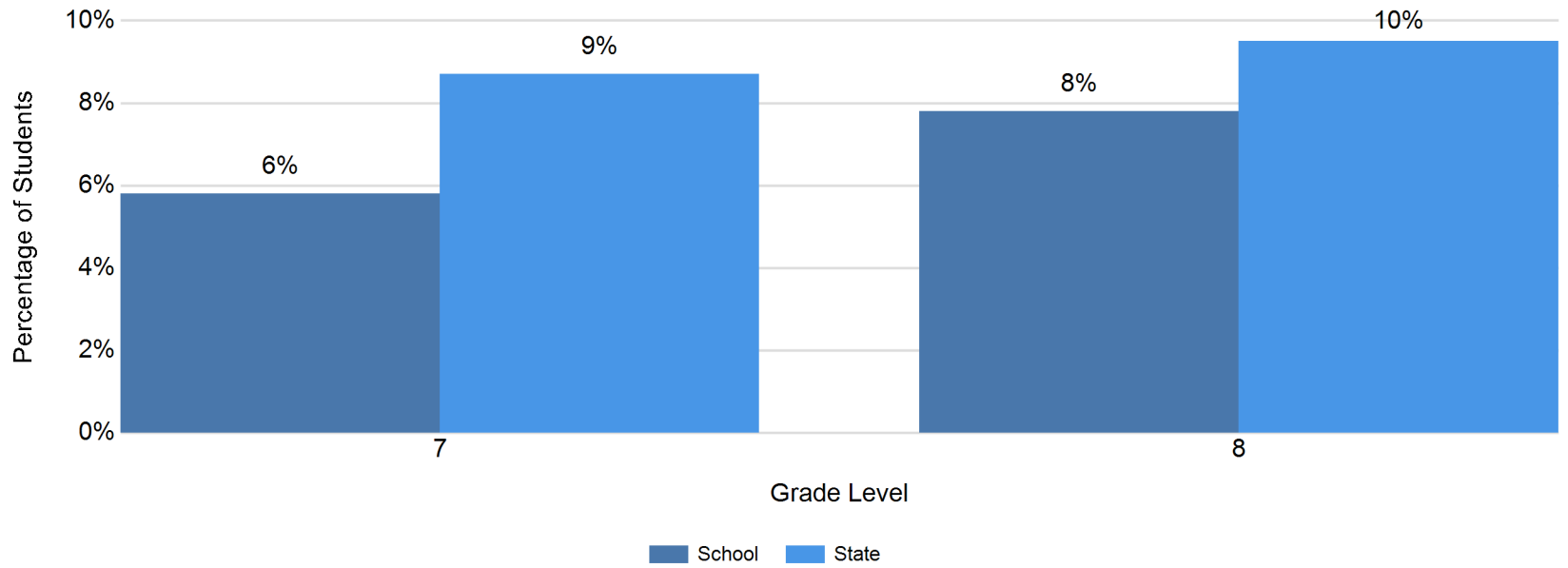


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Chronic Absenteeism by Grade

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	7:30AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 6 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	5
Vandalism	1
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.57

### 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	3.1%
Out-of-School Suspensions	3.3%
Any Suspension	5.2%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	481.0 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$278	\$13,664	\$13,942



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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	62	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	65%	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	15	9,506
Average years experience in public schools	19.3	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	80%	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	12:1	13:1
Administrators	383:1	139:1
Librarian/Media Specialists		1040:1
Nurses		1040:1
Counselors		260:1
Child Study Team		347:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	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	98%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	80.7	17.5%
Mathematics Proficiency	83.8	17.5%
English Language Arts Growth	27.9	25.0%
Mathematics Growth	80.3	25.0%
Chronic Absenteeism	50.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		63.3
<b>Summative Rating:</b> Percentile rank of Summative Score		71.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	48.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	61.1	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Black or African American	87.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	67.5	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	50.2	11.9	No	N	N	Not Met	Not Met	**	No
Economically Disadvantaged Students	59.9	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	75.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Dr. Kearns	<b>Email Address:</b>	<a href="mailto:akearns@nburlington.com">akearns@nburlington.com</a>
<b>Address:</b>	180 MANSFIELD ROAD EAST COLUMBUS, NJ 08022	<b>Website:</b>	<a href="http://www.nburlington.com">http://www.nburlington.com</a>
<b>Phone:</b>	(609)298-3900	<b>Facebook:</b>	<a href="https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/">https://www.facebook.com/Northern-Burlington-County-Regional-School-District-726696484130808/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@nbc_msprincipal">https://twitter.com/@nbc_msprincipal</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Math and world language classes offered for high school credit.</li> <li>• Sense of community drawing in four different townships, team structure that creates a school within a school feeling.</li> <li>• Approachable and caring faculty</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of the Northern Burlington County Regional School District, in shared alliance with home and community, is to establish a dynamic and challenging academic environment that promotes lifelong learning. Our schools will provide a safe and welcoming atmosphere where everyone is empowered to be a creative, independent, critical thinker, and a responsible citizen in a rapidly changing global society.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Northern Burlington County Regional Middle School is an accredited through the Middle States Association. It is one of the few middle schools to go through this rigorous process that is usually reserved for high schools and private schools.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The middle school offers a comprehensive curriculum aligned with the New Jersey Student Learning Standards. Students also have the opportunity to enroll in high school courses in math and world language and participate in a variety of electives including instrumental music, choral music, technology, and agriculture. Gifted &amp; Talented Education complements students' ongoing education in the district.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Golf (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>The middle school offers a variety of sports for the students to have fun, develop skills, and successfully transition to the high school level. The students compete against other middle schools in Burlington County as well as surrounding counties.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The middle school has over 25 different clubs and activities for the students. These include categories such as student government, service, performing arts, and academic. All students are strongly encouraged to get involved in some club or activity as this increases connection to school and classmates.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Office of Instruction coordinates an Extended Learning Program in Mathematics and English/Language Arts provides supplemental support to students with identified needs.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The faculty includes several members who have completed advanced study, including doctorates and national board certification. Professional development focuses on the individual needs of staff with topics such as effectively incorporating technology, professional collaboration, meeting the needs of diverse learners, data informed instruction and student assessment.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Northern's middle school has a robust special education program designed to provide a variety of services for students with varying needs. These range from support in a general education setting through self contained programs for students with significant needs. The middle school also provides supports for English Language Learners. In addition, the school offers after school programs for students who need extra support in math or English Language Arts.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Middle school students are all enrolled in health and physical education. This course meets on a daily basis to provide students instruction in wellness topics in both a classroom setting as well as a hands on setting.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The middle school faculty has been described by parents as approachable as well as caring and concerned. The district has a home and school association called the Parent Teacher Student Connection (PTSC). This group meets regularly with teachers and administrators to develop ways for the community and school to support each other. The PTSC also participates in a variety of community service events such as a prom for local senior citizens.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>The community was surveyed as part of our accreditation process. The information gathered was used to develop different objectives for the school as part of our ongoing Excellence By Design process under the Middle States agency.</p>
 <p>Facilities:</p>	<p>The middle school opened in 2004. While the building is no longer brand new, our facilities department maintains high levels of maintenance and care for the building. It provides a single building with climate control in all areas with evolving technology to support our students' learning.</p>



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Northern Burlington Middle School is part of the state's school choice program. Every year students from outside the sending districts may apply to attend Northern Burlington as part of our agriculture program. The school district has a long history of agriculture education. Students from outside the district who wish to apply for inclusion should apply in the fall for the next school year. Look for the application on the district web page. All students receive a period and a half of instruction in Mathematics and English/Language Arts through our semesterized course structure. This structure provides sufficient time for instruction in these content standards. A highlight of our middle is our students' access to technology including Chromebooks in most courses to support students' collaboration.



Other Information: