



State of New Jersey
2014-15

05-3690-050

OVERVIEW

BURLINGTON

NORTHERN BURLINGTON REG

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHO

160 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

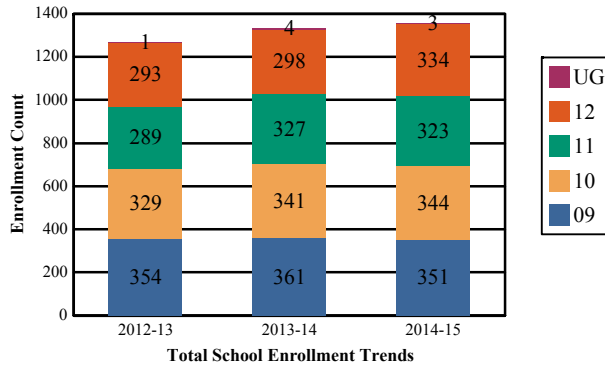
DEMOGRAPHIC INFORMATION

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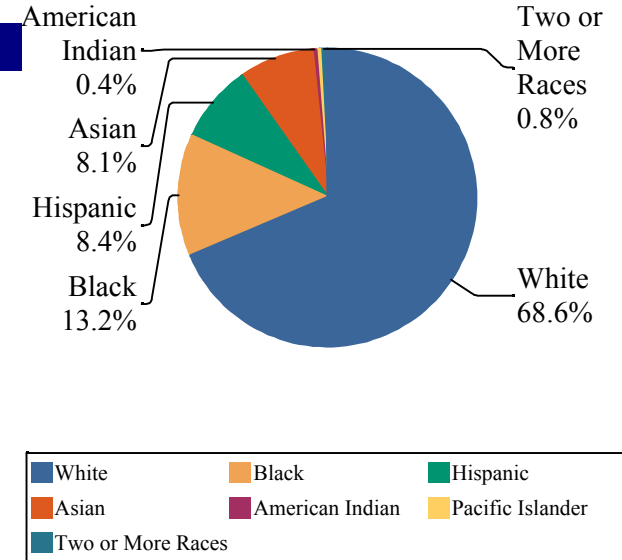
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



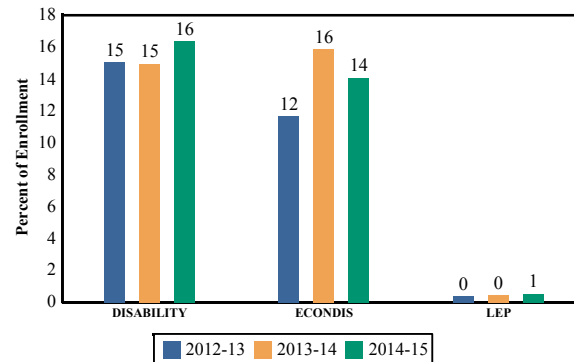
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	222	16%
Economically Disadvantaged Students	191	14.1%
English Language Learners	7	0.5%

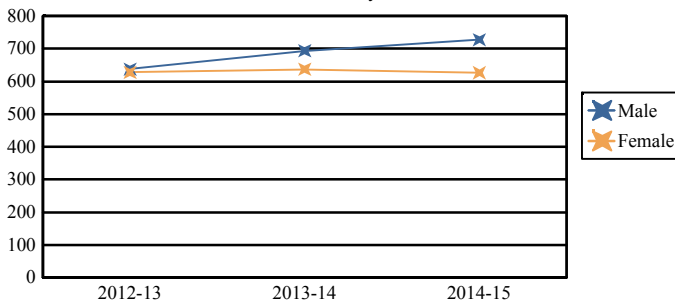
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	1,266
2013-14	1,331
2014-15	1,355

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	638	628
2013-14	694	637
2014-15	728	627

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	94.2%
Spanish	1.9%
Hindi	0.6%
Gujarati	0.4%
Telugu	0.4%
Tamil	0.3%
Other	2.1%

ACADEMIC ACHIEVEMENT

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160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	34%	35	43
Math Met or Exceeded Expectation	21%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	578	33.6%	95%	90%	NO
White	400	34.1%	95%	90.4%	YES*
African American	73	26.1%	95%	88.2%	NO
Hispanic	42	19.1%	95%	83.3%	NO
American Indian	-	-	--	--	--
Asian	57	50.9%	95%	96.8%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	75	14.7%	95%	81.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	555	20.7%	95%	88%	NO
White	390	22.4%	95%	88.8%	NO
African American	-	-	--	--	--
Hispanic	40	10%	95%	76.8%	NO
American Indian	-	-	--	--	--
Asian	47	36.2%	95%	94.4%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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160 MANSFIELD ROAD EAST
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Proficiency Outcomes - Biology

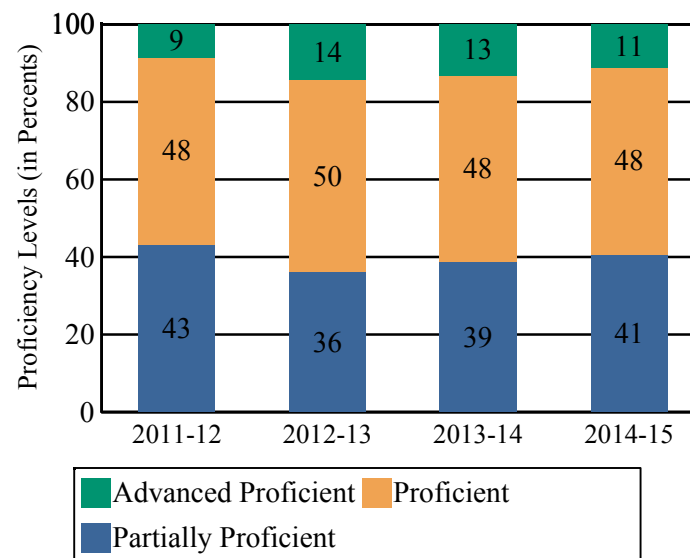
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	11%	48%	41%
White	11%	49%	40%
African American	5%	35%	59%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	4%	10%	86%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	27%	73%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

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160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	288	738	739	15%	22%	24%	32%	7%	39%	41%
White	208	736	746	17%	22%	23%	31%	7%	38%	47%
African American	36	741	723	8%	19%	33%	36%	3%	39%	23%
Hispanic	18	726	725	22%	39%	11%	22%	6%	28%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	24	762	765	0%	13%	33%	42%	13%	54%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	51	706	706	41%	37%	12%	10%	0%	10%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	37	716	724	30%	27%	27%	16%	0%	16%	24%

ACADEMIC ACHIEVEMENT

**BURLINGTON
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160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	287	723	735	33%	18%	20%	23%	5%	28%	38%
White	190	724	741	34%	18%	18%	22%	7%	29%	43%
African American	37	711	717	41%	22%	24%	14%	0%	14%	22%
Hispanic	24	708	720	42%	25%	21%	13%	0%	13%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	33	739	763	15%	12%	24%	45%	3%	48%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	37	708	718	43%	22%	24%	11%	0%	11%	23%

ACADEMIC ACHIEVEMENT

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**NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	276	717	741	32%	28%	21%	18%	1%	20%	42%
White	194	719	745	31%	28%	20%	20%	2%	22%	46%
African American	33	711	727	42%	24%	21%	12%	0%	12%	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	19	725	765	21%	21%	37%	16%	5%	21%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENGLANG	23	91.3%	3.61	3.36

- Data is suppressed to protect the confidentiality of the students.

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**BURLINGTON
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**NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	209	723	740	15%	40%	31%	13%	0%	13%	40%
White	150	722	746	17%	41%	29%	13%	0%	13%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	12	745	769	0%	17%	33%	50%	0%	50%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	238	724	728	14%	40%	29%	16%	0%	17%	21%
White	167	726	731	11%	40%	29%	20%	1%	20%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	26	724	718	15%	27%	46%	12%	0%	12%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

ACADEMIC ACHIEVEMENT

**BURLINGTON
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**NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	277	706	721	47%	21%	14%	17%	0%	17%	24%
White	190	707	725	46%	21%	15%	18%	0%	18%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	31	728	751	23%	19%	26%	32%	0%	32%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738

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GRADE SPAN 09-12

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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 taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	79%	42	42	80%	NO
Percent of Students Participating in PSAT or PLAN	94%	68	63	60%	YES
Percent of Students Scoring Above 1550 on SAT	49%	55	67	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	23%	48	55	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	70%	45	57	75%	NO
Summary		52	57		40%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	75.7%	77.6%	79.1%
Participating in ACT	28.7%		25.2%
Participating in PSAT or PLAN	93.9%	86.3%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	47.3%	36.6%	36.3%
One or More Test	25.4%	29.0%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	23.1%	24.4%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

**BURLINGTON
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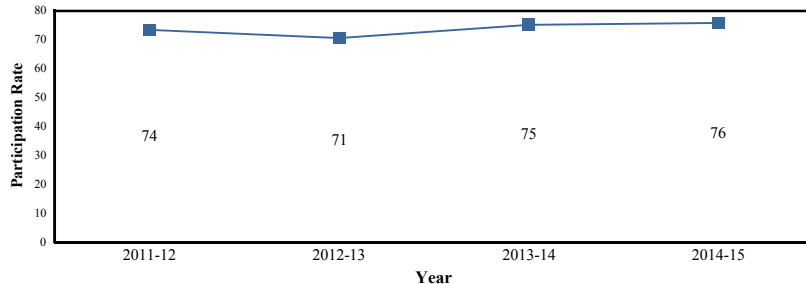
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160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	71.9%	74.5%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	69.7%	72.5%	69.7%

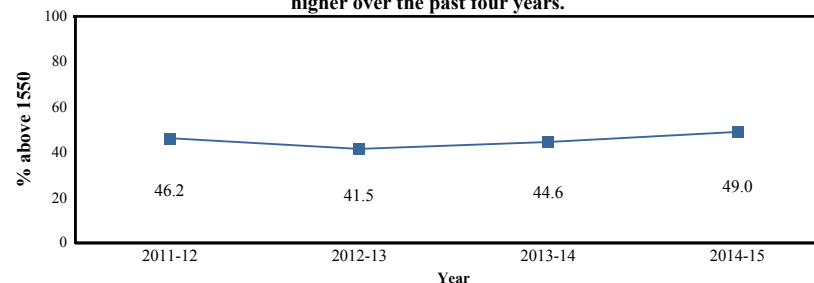
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	49.0%	46.9%	43.8%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,545	1,548	1,508
Critical Reading	514	509	496
Mathematics	524	530	518
Writing	507	508	494

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	590	600	580
50th Percentile	510	520	500
25th Percentile	450	450	440

COLLEGE AND CAREER READINESS

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**NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	139	65
AP Physics B	75	
AP Calculus AB	64	36
AP Psychology	60	21
AP Statistics	56	10
AP English Language and Composition	28	23
AP Biology	25	15
AP English Literature and Composition	21	11
AP Chemistry	21	18
AP Physics C	15	
AP Spanish Language	11	4
AP Calculus BC	9	8
AP Studio Art/Two-Dimensional	9	3
AP Computer Science A	9	
AP Environmental Science	7	2
AP Music Theory	6	5
AP Spanish Literature	4	1
AP Physics 1		39

AP/IB Course Name	Students Enrolled	Students Tested
AP World History		24
AP U.S. Government and Politics		11
AP Physics C: Electricity and Magnetism		2
AP Physics C: Mechanics		2
AP French Language		1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	6.7%	3.8%
Music	22.5%	17.8%
Visual Arts	24.3%	31.7%
Total: All Visual and Performing Arts	49.9%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	22.6%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

BURLINGTON

NORTHERN BURLINGTON REG

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL

160 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	93%	49	49	78%	YES
Dropout Rate	0.2%	81	68	2%	YES
SUMMARY - Graduation & Post-Secondary		65	59		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	93%	78%
White	92%	
African American	94%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	76%	
English Language Learners	-	
Economically Disadvantaged Students	80%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.2%	2%
White	.1%	
African American	1.1%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	.5%	

GRADUATION AND POSTSECONDARY

BURLINGTON

NORTHERN BURLINGTON REG

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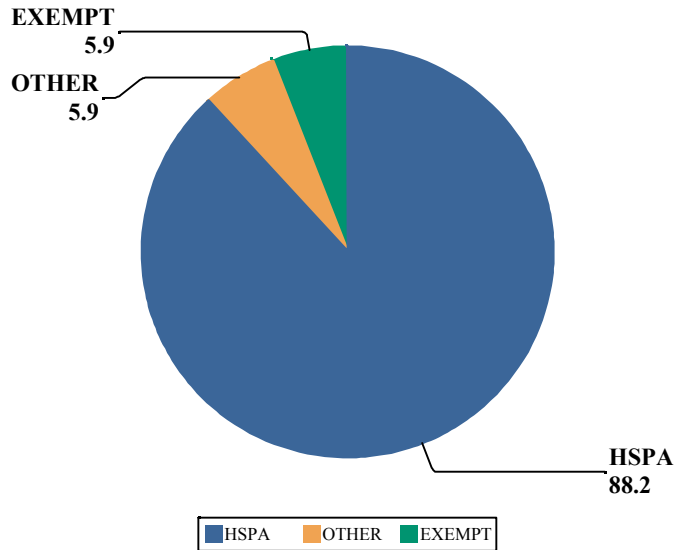
160 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	93%	95%
2013	94%	94%
2014	95%	96%
2015	93%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	76%	34.1%	65.9%
White	75.5%	36.1%	63.9%
African American	85.3%	27.6%	72.4%
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	54.8%	52.2%	47.8%
English Language Learners	-	-	-
Economically Disadvantaged Students	61%	36%	64%

WITHIN SCHOOL ACHIEVEMENT GAP
BURLINGTON
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160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	763	766
50th	737	739
25th	711	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	776	821
75th	737	762
50th	721	735
25th	706	711
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	51

WITHIN SCHOOL ACHIEVEMENT GAP

BURLINGTON

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Grade Level - 10

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL

160 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	754	766
50th	723	733
25th	690	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	742	768
50th	717	740
25th	691	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	57

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	793
75th	740	747
50th	722	726
25th	707	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	813
75th	737	748
50th	704	718
25th	673	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	56

SCHOOL CLIMATE

BURLINGTON

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160 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 8 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	12.8%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	301

SCHOOL PEER GROUP
BURLINGTON
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NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738

GRADE SPAN 09-12

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	MAINLAND REGIONAL	MAINLAND REGIONAL HIGH SCHOOL	01-2910-050	09-12	26.4%	0%	14.2%
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON HIGH SCHOOL	05-0840-030	09-12	14.2%	0.3%	15.7%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	BLACK HORSE PIKE REGIONAL	TIMBER CREEK REGIONAL HIGH SCHOOL	07-0390-030	09-12	28.1%	0%	11.8%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL EAST	07-0800-030	09-12	13.2%	0.6%	12.3%
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CAMDEN	HADDON HEIGHTS BORO	HADDON HEIGHTS JR-SR HS	07-1880-050	07-12	19%	0.1%	12.2%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	26.8%	0%	13.2%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	DELSEA REGIONAL HIGH SCHOOL	15-4940-050	09-12	26.7%	0.2%	11.5%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN HIGH SCHOOL	25-2930-050	09-12	14.9%	0.8%	13%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN REGIONAL HIGH SCHOOL	25-3040-050	09-12	28.8%	0.1%	10%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE HIGH SCHOOL	27-3450-010	09-12	11.9%	0.5%	16.5%
MORRIS	ROXBURY TWP	ROXBURY HIGH SCHOOL DISTRICT	27-4560-050	09-12	12.9%	0.6%	13.9%

SCHOOL PEER GROUP

BURLINGTON

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**NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHO
160 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022-9738**

GRADE SPAN 09-12

OCEAN	BRICK TWP	BRICK TOWNSHIP MEMORIAL HIGH SCHOOL	29-0530-025	09-12	24.5%	0.1%	15.6%	
OCEAN	POINT PLEASANT BORO	POINT PLEASANT BOROUGH HIGH SCHOOL	29-4210-030	09-12	15.9%	0.7%	15.2%	
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL EAST	29-5190-030	09-12	22.1%	0.3%	11.5%	
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL NORTH	29-5190-040	09-12	23.6%	0.6%	10.6%	
PASSAIC	WEST MILFORD TWP	WEST MILFORD HIGH SCHOOL	31-5650-040	09-12	12.4%	0.1%	20.8%	
SALEM	WOODSTOWN-PILES GROVE REG	WOODSTOWN HIGH SCHOOL	33-5910-050	09-12	22.3%	0.6%	11.1%	
SUSSEX	HIGH POINT REGIONAL	HIGH POINT REGIONAL HIGH SCHOOL	37-2165-030	09-12	13.9%	0.5%	16%	
SUSSEX	WALLKILL VALLEY REGIONAL	WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT	37-5435-060	09-12	17.9%	0%	20.3%	
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL HIGH SCHOOL	41-5465-050	09-12	18.7%	0.6%	14.3%	

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

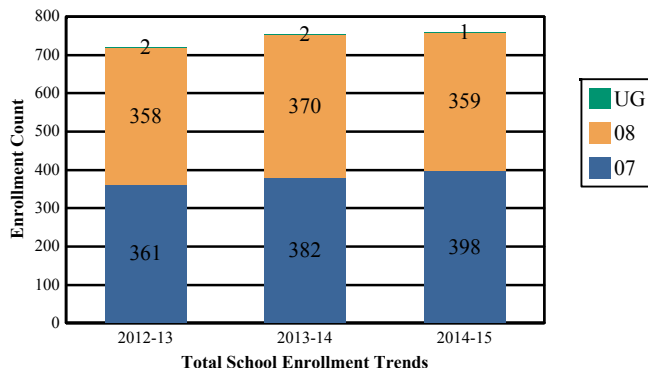
**BURLINGTON
NORTHERN BURLINGTON REG**

**NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SC
180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

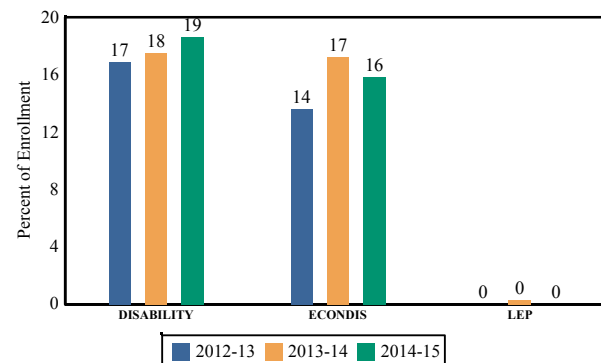
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



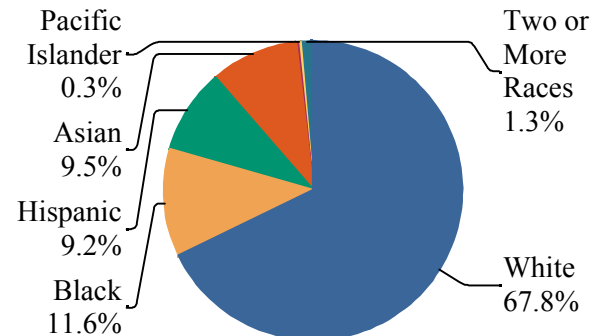
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

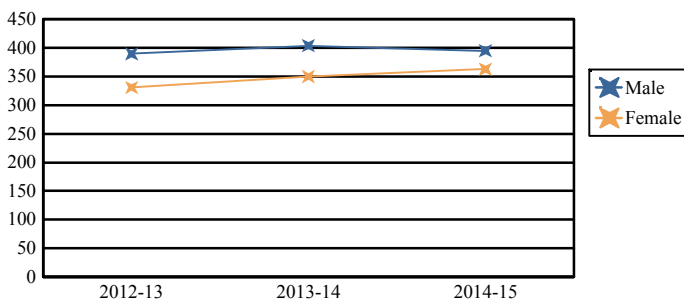


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	721
2013-14	754
2014-15	758

Enrollment by Gender

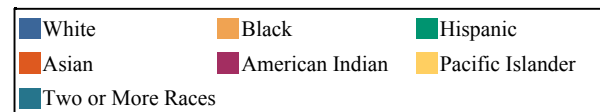
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	390	331
2013-14	404	350
2014-15	395	363

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	141	19%
Economically Disadvantaged Students	120	15.8%
English Language Learners	0	0.0%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.9%
Spanish	1.6%
Hindi	0.9%
Telugu	0.8%
Gujarati	0.7%
Tamil	0.4%
Other	1.7%

ACADEMIC ACHIEVEMENT

**BURLINGTON
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GRADE SPAN 07-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	59%	71	67
Math Met or Exceeded Expectation	47%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	660	58.7%	95%	94.6%	YES
White	451	56.1%	95%	94%	YES*
African American	75	48%	95%	95.5%	YES
Hispanic	57	50.9%	95%	93.1%	YES*
American Indian	-	-	--	--	--
Asian	67	91.1%	95%	98.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	128	18.7%	95%	95.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	97	38.1%	95%	92.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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GRADE SPAN 07-08

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	661	47.2%	95%	94.7%	YES
White	451	45.5%	95%	94%	YES*
African American	76	27.6%	95%	96.6%	YES
Hispanic	57	43.9%	95%	93.2%	YES*
American Indian	-	-	--	--	--
Asian	67	86.5%	95%	98.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	128	16.4%	95%	95.7%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	98	32.7%	95%	93.2%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

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GRADE SPAN 07-08

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	341	757	750	5%	13%	24%	37%	21%	58%	53%
White	228	754	757	6%	14%	26%	37%	18%	55%	61%
African American	34	750	730	3%	21%	21%	44%	12%	56%	31%
Hispanic	32	749	736	6%	13%	38%	31%	13%	44%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	40	786	777	0%	5%	8%	33%	55%	88%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	74	724	713	16%	31%	38%	7%	8%	15%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	54	742	733	9%	22%	28%	33%	7%	41%	33%

ACADEMIC ACHIEVEMENT

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**NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SC
180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	319	755	750	7%	10%	24%	47%	13%	59%	53%
White	223	753	757	7%	10%	25%	46%	12%	57%	61%
African American	41	745	730	12%	17%	29%	34%	7%	41%	31%
Hispanic	25	761	735	0%	8%	32%	52%	8%	60%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	27	782	778	0%	0%	4%	67%	30%	96%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	54	729	713	13%	24%	39%	19%	6%	24%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	43	741	732	12%	21%	33%	21%	14%	35%	34%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	320	743	740	5%	18%	33%	42%	3%	44%	38%
White	219	743	745	4%	18%	36%	40%	2%	42%	46%
African American	34	737	725	3%	32%	35%	29%	0%	29%	17%
Hispanic	32	737	730	13%	16%	31%	41%	0%	41%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	28	764	760	4%	4%	7%	79%	7%	86%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	74	719	715	18%	36%	27%	16%	3%	19%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	53	735	728	6%	25%	40%	28%	2%	30%	21%

ACADEMIC ACHIEVEMENT

**BURLINGTON
NORTHERN BURLINGTON REG**

**NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SC
180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	171	729	726	13%	24%	37%	24%	1%	25%	24%
White	120	731	732	13%	26%	34%	27%	1%	28%	29%
African American	30	724	715	17%	27%	47%	10%	0%	10%	14%
Hispanic	14	728	721	21%	7%	43%	29%	0%	29%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	52	716	705	21%	33%	33%	10%	4%	13%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	33	720	719	21%	27%	33%	15%	3%	18%	17%

ACADEMIC ACHIEVEMENT

**BURLINGTON
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180 MANSFIELD ROAD EAST
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GRADE SPAN 07-08

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	157	760	740	2%	7%	18%	71%	3%	73%	40%
White	106	757	746	1%	8%	21%	70%	0%	70%	47%
African American	12	745	722	8%	17%	8%	67%	0%	67%	20%
Hispanic	11	751	725	9%	0%	18%	73%	0%	73%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	27	780	769	0%	0%	7%	78%	15%	93%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	11	757	725	0%	9%	9%	82%	0%	82%	21%

ACADEMIC ACHIEVEMENT

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180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	13	776	728	0%	0%	0%	69%	31%	100%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**BURLINGTON
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180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

NJASK Results - Science Grade Level - 08

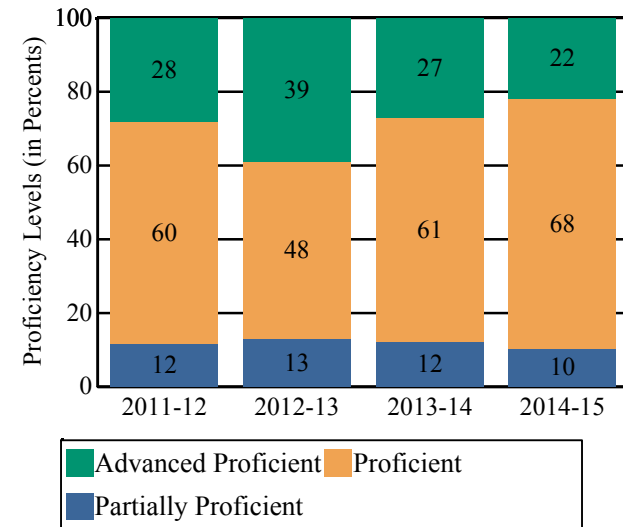
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	68%	10%
White	24%	67%	9%
African American	2%	72%	26%
Hispanic	19%	78%	4%
American Indian	-	-	-
Asian	41%	59%	0%
Two or More Races	-	-	-
Students with Disability	9%	57%	34%
English Language Learners	-	-	-
Economically Disadvantaged Students	4%	76%	20%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
171	165

Algebra I Test Taking

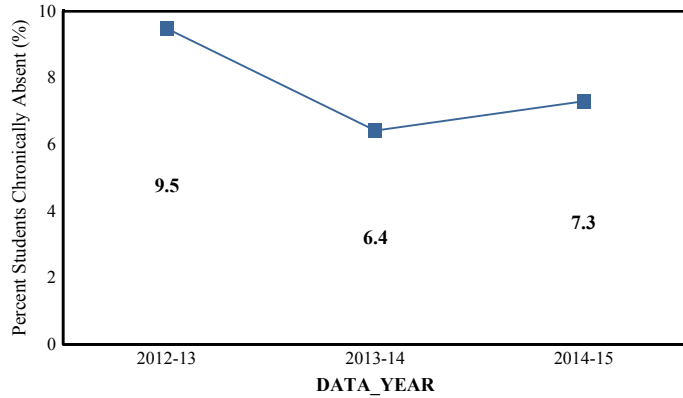
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.8%	73.9%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

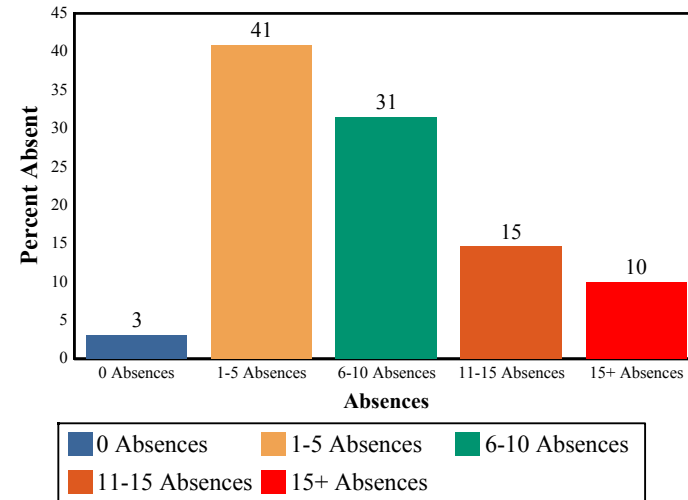
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	7.30%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	6.2%	3.9%
Music	63.8%	66.0%
Visual Arts	41.1%	71.1%
Total: All Visual and Performing Arts	80.9%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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180 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022

GRADE SPAN 07-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	52	37	35	YES
Student Growth on Math	57	81	77	35	YES
		67	57		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	7%	3%	1%
Approached	13%	7%	4%
Met	13%	15%	14%
Exceeded	1%	4%	11%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	11%	6%	2%
Approached	11%	12%	12%
Met	2%	12%	22%
Exceeded	0%	0%	1%

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

BURLINGTON

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180 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022

GRADE SPAN 07-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	779	776
50th	757	751
25th	733	724
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	761	759
50th	745	740
25th	726	720
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	39

WITHIN SCHOOL ACHIEVEMENT GAP

**BURLINGTON
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**NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SC
180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	779	777
50th	757	751
25th	736	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	748	748
50th	731	726
25th	708	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

SCHOOL CLIMATE

BURLINGTON

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180 MANSFIELD ROAD EAST

COLUMBUS, NJ 08022

GRADE SPAN 07-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 8 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	303

SCHOOL PEER GROUP
BURLINGTON
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180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022

GRADE SPAN 07-08

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BURLINGTON	EVESHAM TWP	FRANCES DEMASI MIDDLE SCHOOL	05-1420-040	06-08	11.2%	0.1%	17.5%
BURLINGTON	EVESHAM TWP	MARLTON MIDDLE	05-1420-060	06-08	14.8%	0.1%	22.5%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SCHOOL	05-3690-060	07-08	15.8%	0%	18.6%
BURLINGTON	SHAMONG TWP	INDIAN MILLS MEMORIAL SCHOOL	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #3	05-4930-070	06-08	12.3%	0.4%	17.5%
BURLINGTON	TABERNACLE TWP	KENNETH R. OLSON MIDDLE SCHOOL	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	CHATSWORTH ELEMENTARY SCHOOL	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	CHERRY HILL TWP	ROSA INTERNATIONAL MIDDLE SCHOOL	07-0800-074	06-08	14%	0%	16%
CAMDEN	HADDON TWP	WILLIAM G. ROHRER MIDDLE SCHOOL	07-1890-110	06-08	18.4%	0%	21.3%
CAPE MAY	DENNIS TWP	DENNIS TWP ELEMENTARY/MIDDLE SCHOOL	09-1080-050	04-08	26.2%	0%	21.1%
CHARTERS	SUSSEX COUNTY CS FOR TECHNOLOGY	SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY	80-7850-960	06-08	20%	0%	24%
ESSEX	MONTCLAIR TOWN	RENAISSANCE MIDDLE SCHOOL AT THE RAND BUILDING	13-3310-165	06-08	13.8%	0%	21.7%
GLOUCESTER	PITMAN BORO	PITMAN MIDDLE SCHOOL	15-4140-075	06-08	10.7%	0%	19.5%
HUNTERDON	FRENCHTOWN BORO	FRENCHTOWN ELEMENTARY	19-1680-050	PK-08	14.7%	0%	17.2%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE MIDDLE SCHOOL	19-2140-055	05-08	17.1%	0%	23%
MONMOUTH	FREEHOLD TWP	DWIGHT D. EISENHOWER SCHOOL	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL	25-2290-045	06-08	11.6%	0%	17.6%
MONMOUTH	MIDDLETOWN TWP	BAYSHORE MIDDLE SCHOOL	25-3160-055	06-08	15.4%	0.2%	23.5%
MORRIS	BUTLER BORO	RICHARD BUTLER SCHOOL	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP MIDDLE SCHOOL	27-2380-045	06-08	13.5%	0%	16.3%
OCEAN	LACEY TWP	LACEY TOWNSHIO MIDDLE SCHOOL	29-2480-053	07-08	28.2%	0.3%	25.3%

SCHOOL PEER GROUP

**BURLINGTON
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**NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SC
180 MANSFIELD ROAD EAST
COLUMBUS, NJ 08022**

GRADE SPAN 07-08

OCEAN	SOUTHERN REGIONAL	SOUTHERN REGIONAL MIDDLE SCHOOL	29-4950-060	07-08	24.8%	0.3%	23%
PASSAIC	RINGWOOD BORO	MARTIN J. RYERSON SCHOOL	31-4400-053	06-08	12.1%	0.2%	18.5%
PASSAIC	WEST MILFORD TWP	MACOPIN MIDDLE SCHOOL	31-5650-055	07-08	14.2%	0.5%	23.3%
SUSSEX	HAMBURG BORO	HAMBURG SCHOOL	37-1930-060	PK-08	23.7%	0%	21.4%
SUSSEX	HOPATCONG	HOPATCONG MIDDLE SCHOOL	37-2240-040	06-08	29.8%	0%	25.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	SUSSEX MIDDLE SCHOOL	37-5100-060	06-08	22.8%	0%	22.8%
SUSSEX	VERNON TWP	GLEN MEADOW MIDDLE SCHOOL	37-5360-025	07-08	18.6%	0%	18.4%
UNION	WINFIELD TWP	WINFIELD TOWNSHIP	39-5810-060	PK-08	16.3%	0%	18.8%
WARREN	BELVIDERE TOWN	OXFORD STREET ELEMENTARY SCHOOL	41-0280-030	04-08	17.3%	0%	19.4%
WARREN	WHITE TWP	WHITE TOWNSHIP CONSOLIDATED SCHOOL	41-5780-050	PK-08	19%	0%	18.2%