NJ SCHOOL PERFORMANCE REPORT

BURNET MIDDLE SCHOOL
(39-5290-060)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	UNION TWP
Principal Name	MR. HARRELL
Address	1000 CALDWELL AVENUE UNION, NJ 07083
Phone Number	(908)851-6490
Email Address	THARRELL@TWPUNIONSCHOOLS.ORG
Website	http://burnet.twpunionschools.org/
Twitter	https://twitter.com/therealBMS1000

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
5	0	0	0
6	314	321	323
7	332	330	313
8	331	340	345
Total	977	991	981

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.2%	48.9%	48.5%
Male	49.8%	51.1%	51.5%
Economically Disadvantaged Students	39.7%	44.9%	40.0%
Students with Disabilities	13.8%	12.9%	15.7%
English Learners	1.9%	2.6%	3.2%
Homeless Students		0.3%	0.8%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.5%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	14.5%	14.9%	14.1%
Hispanic	20.0%	19.1%	22.1%
Black or African American	55.6%	56.0%	54.1%
Asian	8.3%	8.5%	8.1%
Native Hawaiian or Pacific Islander	1.1%	0.8%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.7%	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	65.7%
Spanish	12.6%
Creoles and pidgins, French-based	4.5%
Portuguese	3.7%
Tagalog	2.8%
Other Languages	10.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	50	50	Met Standard	51.5	51	50	Met Standard
White	38	50	50	Not Met	53	51	51	Met Standard
Hispanic	41	50	49	Met Standard	53	53	48	Met Standard
Black or African American	42	47	44	Met Standard	49	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51.5	63	61	Met Standard	58	61	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	28.5	63	49	**	69	50	51	**
Economically Disadvantaged	46	48	48	Met Standard	56.5	51	47	Met Standard
Students with Disabilities	32.5	41	41	Not Met	42.5	41	43	Met Standard
English Learners	45	56.5	54	Met Standard	58	60	51	Met Standard

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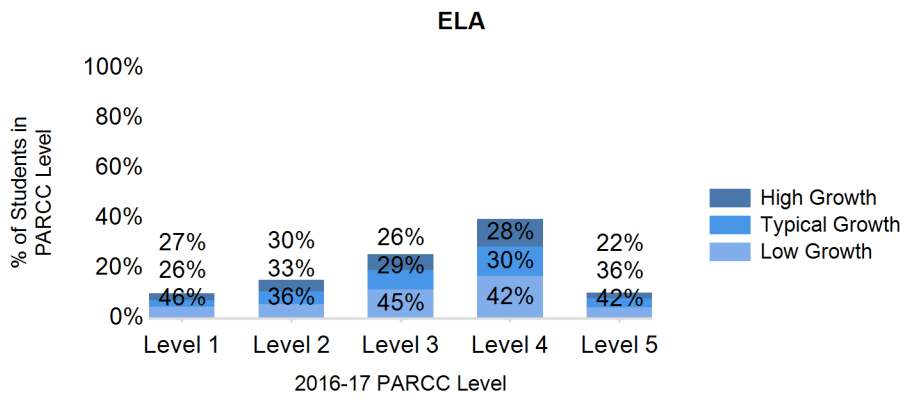
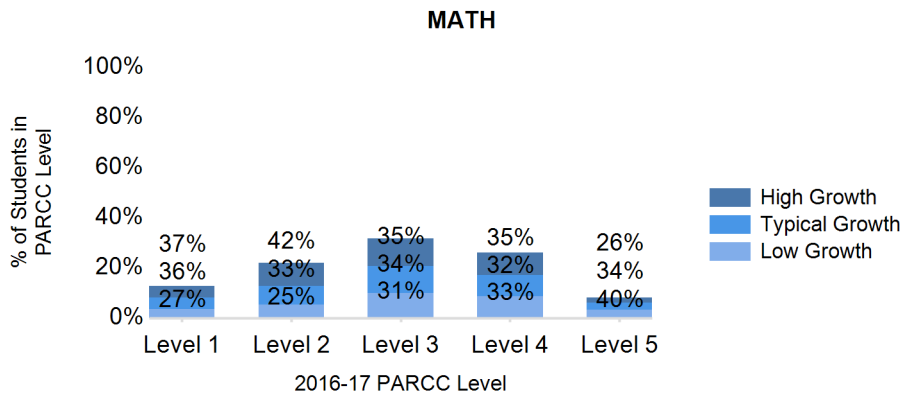
Student Growth by Performance Level

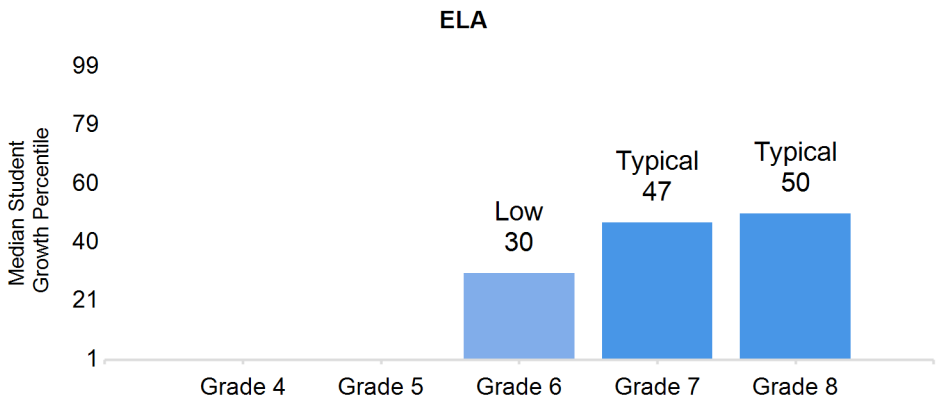
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

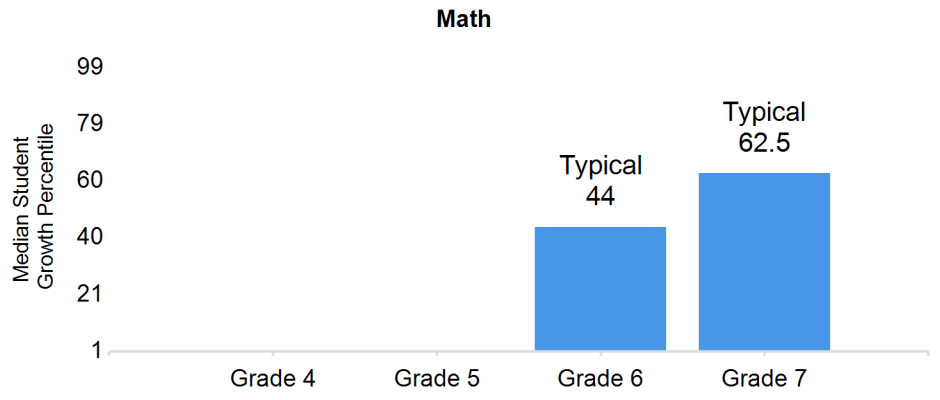




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	928	93.9	48.7	56.3	56.7	48.3	43.7	Met Target
White	135	94.5	57.1	*	65.6	56.7	43.1	Met Target
Hispanic	189	91.1	42.9	53.3	42.5	41.4	43	Met Target†
Black or African American	512	94.2	44.0	49.1	37.3	43.7	39.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	79	96.5	82.2	79.9	82.3	82.2	69.4	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	13	100.0	30.8	60.6	63.4	30.8	**	**
Female	442	92.6	61.5	63.8	64.5	60.2		
Male	486	95.0	37.0	49.7	49.4	37.0		
Economically Disadvantaged Students	359	92.0	42.9	47.1	38.5	41.6	39.1	Met Target
Non-Economically Disadvantaged Students	569	95.1	52.4	61.1	67.5	52.4		
Students with Disabilities	147	91.0	*	*	21.6	*	14.3	Not Met
Students without Disabilities	781	94.4	*	*	63.9	*		
English Learners	44	80.0	31.8	41.3	27.3	28.8	24.4	Met Target
Non-English Learners	884	94.7	49.5	57.4	59.4	49.4		
Homeless Students	*	*	*	50.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	71.4	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	743	752	754	11%	19%	28%	34%	8%	42%	56%
White	46	751	758	761	*	*	24%	*	*	52%	66%
Hispanic	69	743	753	742	17%	*	30%	*	*	42%	42%
Black or African American	176	739	743	737	10%	24%	31%	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	745	761	*	*	*	*	*	*	64%
Female	157	751	759	761	*	18%	24%	*	*	53%	64%
Male	163	735	745	748	*	20%	33%	*	*	31%	48%
Economically Disadvantaged Students	129	738	743	739	15%	22%	30%	*	*	33%	37%
Non-Economically Disadvantaged Students	191	746	756	764	8%	17%	27%	*	*	48%	68%
Students with Disabilities	52	707	712	723	*	*	*	*	*	*	18%
Students without Disabilities	268	750	759	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	292	750	757	760	12%	13%	23%	34%	19%	53%	63%
White	47	752	763	768	*	*	*	34%	23%	57%	72%
Hispanic	60	749	757	746	*	*	33%	*	*	47%	49%
Black or African American	153	744	747	740	16%	14%	21%	36%	13%	49%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	140	758	768	769	8%	9%	20%	39%	24%	63%	72%
Male	152	742	747	752	16%	16%	25%	30%	14%	43%	54%
Economically Disadvantaged Students	110	744	745	742	15%	12%	29%	29%	15%	45%	44%
Non-Economically Disadvantaged Students	182	754	762	771	10%	13%	19%	37%	21%	58%	73%
Students with Disabilities	34	700	709	721	50%	35%	*	*	*	12%	22%
Students without Disabilities	258	757	763	768	7%	10%	*	*	*	58%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	314	751	757	759	11%	15%	22%	39%	13%	53%	60%
White	40	753	762	767	*	*	*	*	*	65%	70%
Hispanic	64	742	751	744	*	17%	31%	*	*	41%	45%
Black or African American	175	747	751	739	13%	17%	22%	38%	10%	48%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	149	766	767	768	*	*	18%	*	*	68%	69%
Male	165	737	748	751	*	*	25%	*	*	38%	52%
Economically Disadvantaged Students	125	746	750	740	15%	16%	18%	41%	10%	51%	42%
Non-Economically Disadvantaged Students	189	754	760	769	7%	15%	24%	39%	15%	53%	71%
Students with Disabilities	46	705	714	719	*	*	*	*	*	*	19%
Students without Disabilities	268	759	765	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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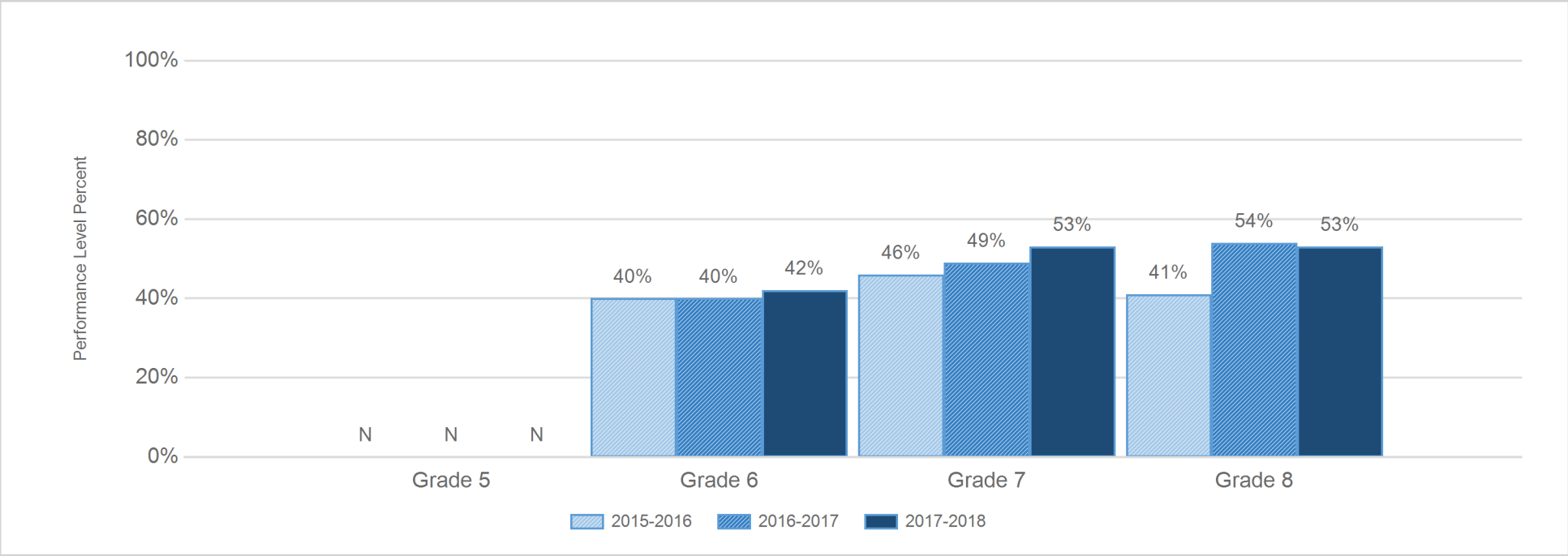
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	939	94.8	35.3	42.9	45.0	35.3	36.9	Met Target†
White	134	93.8	41.7	*	54.1	41.2	35.2	Met Target
Hispanic	195	93.1	35.9	41.9	29.2	35.2	35.4	Met Target†
Black or African American	516	94.9	27.7	34.1	23.4	27.7	32	Not Met
Asian, Native Hawaiian, or Pacific Islander	81	98.8	72.8	70.8	77.0	72.8	70.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	13	100.0	30.8	50.0	53.0	30.8	**	**
Female	447	93.7	40.2	45.4	46.0	39.7		
Male	492	95.8	30.9	40.6	43.9	30.9		
Economically Disadvantaged Students	369	93.4	32.3	33.1	26.6	31.7	33.7	Met Target†
Non-Economically Disadvantaged Students	570	95.7	37.4	48.0	55.9	37.4		
Students with Disabilities	147	91.0	*	12.3	17.1	*	12.2	Not Met
Students without Disabilities	792	95.5	*	48.5	50.5	*		
English Learners	52	90.3	34.6	35.2	24.6	33.2	28.4	Met Target
Non-English Learners	887	95.1	35.4	43.4	46.9	35.4		
Homeless Students	*	*	*	46.1	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	57.1	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	734	737	744	15%	22%	36%	23%	5%	28%	44%
White	46	742	743	751	*	*	37%	*	*	35%	54%
Hispanic	70	734	737	731	19%	*	37%	*	*	31%	27%
Black or African American	177	728	729	726	16%	28%	37%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	742	749	*	*	*	*	*	*	52%
Female	160	738	740	745	10%	23%	38%	*	*	29%	45%
Male	163	730	734	742	19%	20%	35%	*	*	26%	42%
Economically Disadvantaged Students	132	729	730	729	18%	25%	32%	*	*	25%	24%
Non-Economically Disadvantaged Students	191	737	741	753	12%	19%	39%	*	*	29%	56%
Students with Disabilities	52	697	700	717	*	*	*	*	*	*	13%
Students without Disabilities	271	741	744	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

BURNET MIDDLE SCHOOL
(39-5290-060)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	744	743	743	6%	23%	28%	34%	9%	43%	43%
White	46	749	748	750	*	24%	22%	*	*	48%	54%
Hispanic	63	744	742	732	*	24%	22%	*	*	49%	27%
Black or African American	157	739	736	727	7%	26%	34%	*	*	32%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	141	747	748	745	*	19%	30%	*	*	46%	45%
Male	157	743	738	741	*	27%	26%	*	*	40%	42%
Economically Disadvantaged Students	113	740	735	730	*	28%	30%	*	*	37%	24%
Non-Economically Disadvantaged Students	185	747	746	751	*	21%	26%	*	*	46%	55%
Students with Disabilities	34	713	711	717	*	*	*	*	*	*	12%
Students without Disabilities	264	749	747	748	*	*	*	*	*	*	50%
English Learners	10	737	*	716	0%	*	*	*	*	30%	10%
Non-English Learners	288	745	*	744	6%	*	*	*	*	43%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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(39-5290-060)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	719	722	728	30%	24%	27%	*	*	19%	28%
White	31	733	729	736	*	*	32%	*	*	32%	36%
Hispanic	59	719	719	722	29%	29%	24%	19%	0%	19%	22%
Black or African American	137	715	719	715	36%	22%	26%	16%	0%	16%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	102	724	724	731	25%	22%	31%	*	*	23%	31%
Male	142	716	720	725	35%	25%	24%	*	*	16%	26%
Economically Disadvantaged Students	98	716	718	719	34%	26%	23%	*	*	17%	20%
Non-Economically Disadvantaged Students	146	721	724	735	28%	23%	29%	*	*	20%	35%
Students with Disabilities	47	692	694	705	*	*	*	*	*	*	*
Students without Disabilities	197	726	729	735	*	*	*	*	*	*	*
English Learners	10	713	*	705	*	*	*	*	*	20%	10%
Non-English Learners	234	720	*	729	*	*	*	*	*	19%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	787	748	746	0%	*	*	68%	27%	95%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	40	783	741	727	0%	*	*	65%	25%	90%	23%
Asian, Native Hawaiian, or Pacific Islander	20	796	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	50	792	751	748	0%	*	*	*	*	96%	48%
Male	28	779	746	745	0%	*	*	*	*	93%	44%
Economically Disadvantaged Students	32	783	*	729	0%	*	*	*	*	97%	25%
Non-Economically Disadvantaged Students	46	790	*	756	0%	*	*	*	*	93%	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	78	787	*	752	0%	*	*	68%	27%	95%	52%
English Learners	N	N	703	710	N	N	N	N	N	N	*
Non-English Learners	78	787	750	749	0%	*	*	68%	27%	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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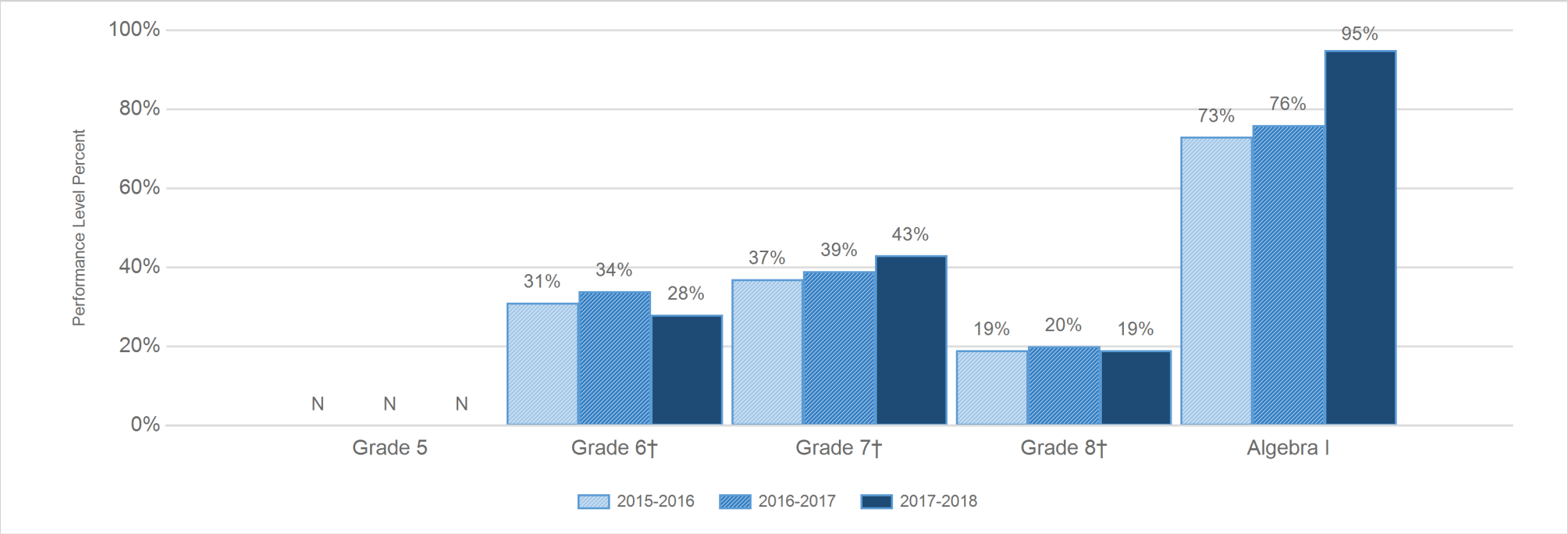
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	38.5%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	340
7	0	0	334
8	82	0	274
Total	82	0	948

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	328	5	0	0	5	0	0
7	310	310	0	0	303	0	0
8	92	25	0	0	16	0	0
Total	730	340	0	0	324	0	0

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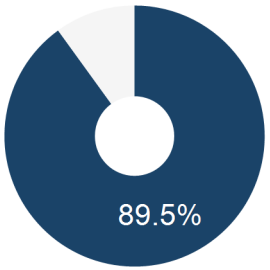
Visual and Performing Arts – Course Participation

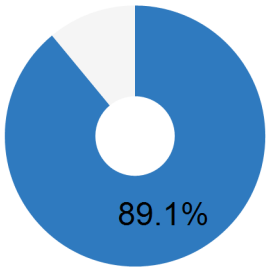
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

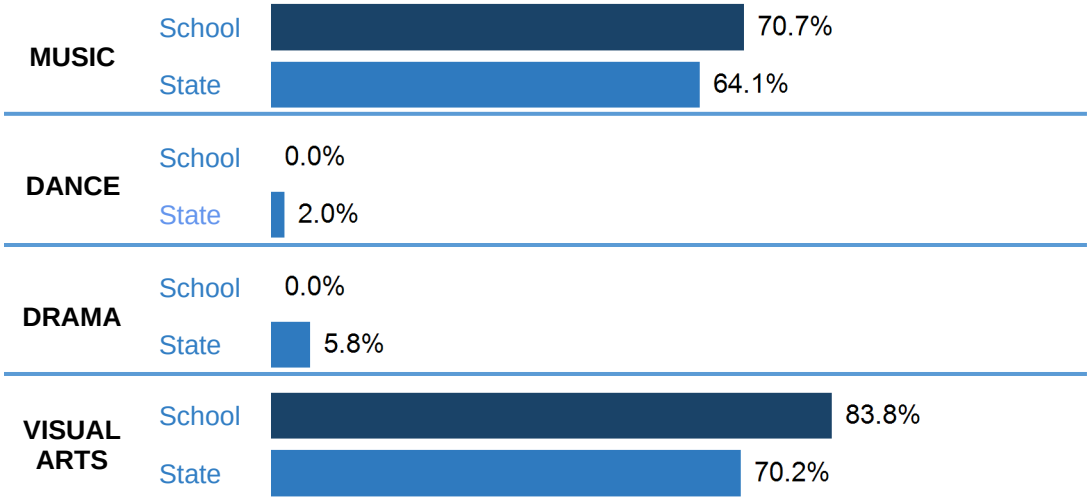


School



State

Students enrolled in one or more classes by discipline:



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

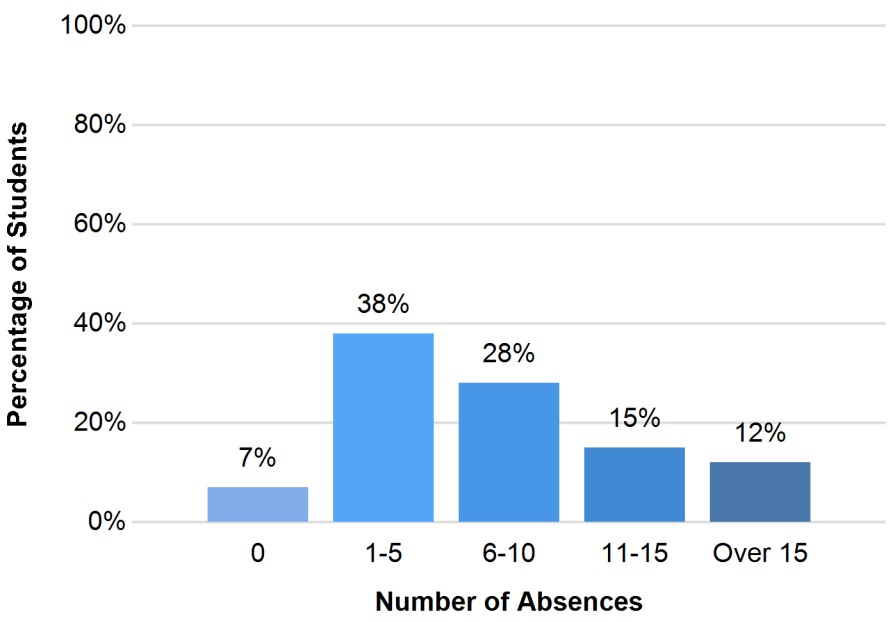
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	88	8.8	9.5	Met
White	15	10.6	9.5	Not Met
Hispanic	23	10.6	9.5	Not Met
Black or African American	43	8.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	4	4.8	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	23.1	**	**
Economically Disadvantaged Students	36	9.2	9.5	Met
Students with Disabilities	33	19.5	9.5	Not Met
English Learners	2	6.5	9.5	Met

Days Absent

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



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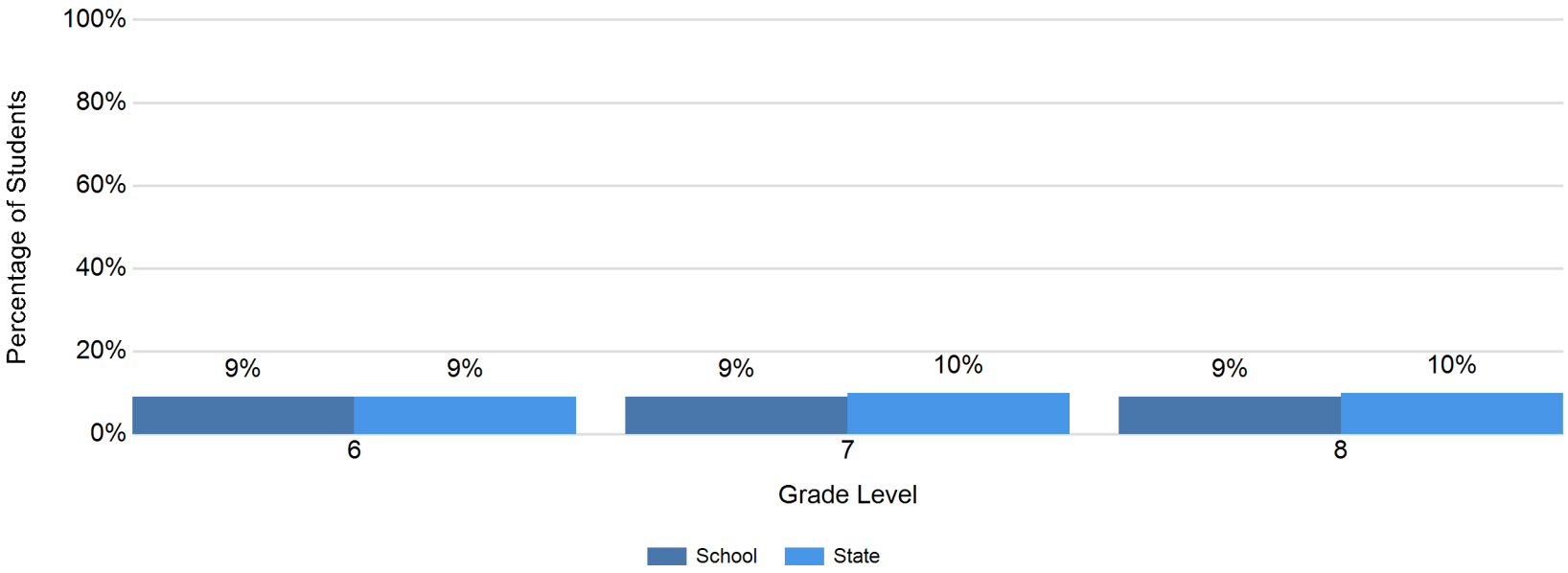
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.55

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	7	7
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	125	12.7%
Any Suspension	125	12.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
480

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 16 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$413	$14,542	$14,955

NJ SCHOOL PERFORMANCE REPORT

BURNET MIDDLE SCHOOL
(39-5290-060)
Grades Offered: 06-08
2017-2018

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	93	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	71.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	18.2	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	92.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	491:1	175:1
Teachers to Administrators	47:1	16:1
Students to Librarians/Media Specialists		898:1
Students to Nurses		599:1
Students to Counselors		312:1
Students to Child Study Team		225:1

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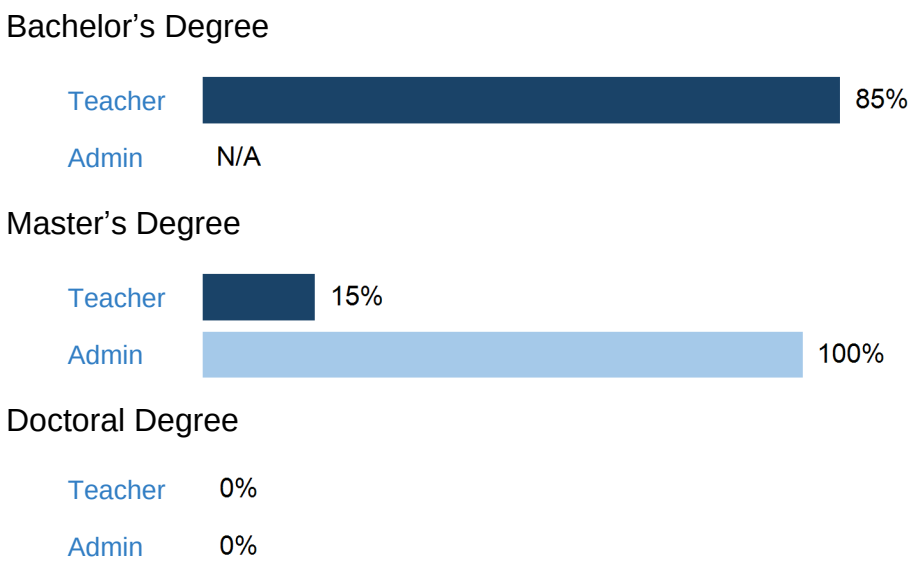
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.4%	90.2%
2016-17 Administrators: Same district 2017-18	95.1%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	65.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	63.4%	50.0%
Male	36.6%	50.0%
White	81.7%	0.0%
Hispanic	5.4%	0.0%
Black or African American	7.5%	100.0%
Asian	2.2%	0.0%
American Indian or Alaska Native	3.2%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	31.99	17.5%
Mathematics Proficiency	28.20	17.5%
English Language Arts Growth	20.62	25.0%
Mathematics Growth	56.32	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	37.47	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.39	n/a
Summative Rating: Percentile Rank of Summative Score	26.18	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	**	Met	No
White	26.73	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	45.74	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	60.71	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	31.51	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	61.81	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	23.89	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	55.00	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• BMS leads the way in developing innovative programs to ensure we address the educational needs of all students. BMS is highly engaged in the process to grow the professional practice of the staff. • Burnet is embracing the district initiative to consistently allow data to drive reflective practice for professionals and instruction for our pupils.
Mission, Vision, Theme:	Burnet Middle School will provide students with a quality education while affording the student an opportunity to develop socially and emotionally in a safe learning environment. Our Vision: The value of education will be a fundamental belief in all areas of our academic program, with the school and community working collectively to increase opportunities for meaningful participation by parents in the education of their children.

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Courses, Curriculum, Instruction:	Gifted and Talented Program- 6th through 8th Grade Title I Program Students will be engaged in rigorous project based learning as well as social and emotional learning through positive reinforcement. The I-Ready program will assist with 21st century learning and develop much needed data to enhance instruction. Burnet offers Innovative Title I programming that includes a curriculum for Journalism as Language Arts and Intramurals as Physics that takes place before school from 7:10 to 7:50. The goal is to enhance Mathematics, ELA, and to improve physical fitness. School year 2018-2019 is the first year under the direction of Principal Harrell that film and media is being introduced. Media and journalism will enhance and build on the culture of the Poetry Slam series that has been established for more than a decade. Innovative programming will continue to build the skill set of our pupils for the 21 Century.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed) Wrestling, Basketball, Baseball, Soccer, and Intramurals are thriving at BMS. BMS boys' basketball teams have gone undefeated for multiple seasons.
Clubs and Activities:	The clubs offered at Burnet Middle School include: Art Club, Baseball Card Club, Builders Club, Burnet Gazette (school paper), Chess/Checkers/Board Games, Color a Smile, Color Guard, Drama Club, Environmental Action Club, French Club, German Club, Math Club, Paw Pals, Peer Leadership, Peotry Club, Seekers, Ski Club, Spanish Club, Theatre Club, and Yearbook. Burnet also boasts a strong student council that offers services for a variety of activities relating to service. Union County Park cleanup, Middle to Elementary peer tutoring that will commence in 2019 between BMS and Connecticut Farms are just a few of the program that warrants mentioning. The Academy for Publishing, Policy, and Debate is competitive and a growing program with a Saturday "Boot Camp" designed to train other Middle Schools that will commence in 2019.

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Before and After School Programs:	Before School: Intramurals as Physics and Journalism as Language Arts After School: The Academy for Publishing, Policy, and Debate. United Poetry Slam in Collaboration with the UHS and KMS.
Staff and Professional Learning:	PD's: Solution Tree for PLC's, Nurtured Heart Certified Trainers, 7 Habits of Highly Effective Teens, Families, and People, Social Emotional Learning and Education the whole Child, Writer's Workshop, Building Culture with Diverse Students. ETC. Through the PLC process and our Connected Action Roadmap, data is utilized to drive instruction. The District initiative supported by BMS allows data to drive systematic processes in school. The key commonality of BMS staff is the responsibility to our students and families. Multiple BMS staff members' offers help for student academic support.

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Student Supports and Services:	Under the direction of the supervisor, BMS has a thriving ESL program for support of Port of Entry Students Guidance Counselors, SAC, and the CST team support team give full support to students with special needs and IEP's. Intervention and referral services (I&RS) are designed to assist students who are experiencing learning, behavior or health difficulties. The Counseling departments are engaged with various groups and they are the following: Various social/peer interaction groups, grief counseling groups, and anti-bullying.
Student Health and Wellness:	New Jersey State Physical Education requirements contribute to a vast majority of the wellness of BMS Public School students. BMS for 2018-2019 wrote the Curriculum through Title I funds to create Intramurals as Physics that takes place before school. Through our Aramark program, BMS offers breakfast and lunch that meets the nutritional guides for the State of New Jersey. These nutritional programs is offered to students for full, free, and reduced rates and are available during any full day of school.
Parent and Community Involvement:	BMS engages in a quarterly" Parent Roundtable" to keep parents connected to the school community. BMS boasts a strong PTA, SEPAG for our special needs students, and share multiple volunteer opportunities for parents to engage. Spaghetti Dinner held in February and June for 2019 to celebrate 1st Honor roll Students. BMS Partners with Stockton University and Kean University on a variety of initiatives. Hosting the Pre-Debates, Parent Meetings, and Invitational for grants are just a few. Genesis and the Union Township APP is a wonderful way for parents to keep pace with their students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all staff and students via district email and the parents via the email on file in our S.I.S. The survey results were generally positive. The staff and students both believe that their are well defined rules and consequences and that the teachers provide a lot of support and encouragement to the students.
Facilities:	Burnet Middle School was built in 1924 and constant renovations are initiated because of the age of the building. Two gyms, a fully stocked library, a laptop program that boasts 1-1, and multiple science rooms fully stocked for Chemistry. A media room for Journalism as language arts and the development of a responsive classroom will be introduced in 2019.
School Safety:	Security training at the beginning of September and monthly security drills helps BMS staff to embrace that in the 21st Century, “security is the responsibility of everyone.” A front door greeter, security cameras, and streamline sign in process to ensure valid individuals are entering our school. 4 Security officers with experienced and SORA certified.

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Technology and STEM:	1 to 1 program utilizing Chromebooks and the Google Classroom A robust STEAM club with integration of the Next Generation Science Standards Smartboards, Elmos, and Laptops are utilized to enhance instruction.

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Other Information:	Burnet Middle School boasts a technology program that enhances academia while fully embracing the Google platform throughout the school community. The school is currently building their technological program and working toward the status of being a “Future Ready” middle school. The staff at Burnet delivers an effective educational program that is designed to reach every tier of student. It is our personal mission to make our students phenomenal citizens of Union Township, the United States of America, and a vital part of our global community. Our academic and extracurricular pursuits allow students to become well-rounded individuals. We take pride in the growth of our students, faculty, parents, and administrators.