NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
Grades Offered: 07-12
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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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	BURLINGTON CITY
Principal Name	MR. FLYNN
Address	100 BLUE DEVIL WAY BURLINGTON, NJ 08016
Phone Number	(609)387-5800
Email Address	JFLYNN@BURLINGTON-NJ.NET
Website	https://www.burlington-nj.net
Facebook	https://www.facebook.com/bchs.renaissance
Twitter	https://twitter.com/bchsbluedevils

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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
7	109	93	94
8	103	110	103
9	128	119	129
10	127	111	113
11	119	128	100
12	130	117	124
Total	716	678	663

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	46.8%	47.1%	46.3%
Male	53.2%	52.9%	53.7%
Economically Disadvantaged Students	55.2%	53.7%	53.1%
Students with Disabilities	22.8%	22.3%	23.4%
English Learners	4.3%	4.3%	3.5%
Homeless Students		2.1%	3.2%
Students in Foster Care		0.6%	0.6%
Military-Connected Students		0.0%	0.0%
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	32.0%	33.8%	32.7%
Hispanic	11.3%	11.5%	12.2%
Black or African American	51.0%	49.6%	49.5%
Asian	3.5%	3.7%	3.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Two or More Races	2.0%	1.2%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	716	678	663
Shared Time Students	0	0	0
Full Time Equivalent	716	678	663

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	92.8%
Spanish	2.9%
Other Languages	4.4%

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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	47	49	50	Met Standard	39	42	50	Not Met
White	54	53.5	50	Met Standard	41	47	51	Met Standard
Hispanic	47	60	49	**	*	41	48	**
Black or African American	40.5	44.5	44	Met Standard	38	40	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	N	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	N	*	51	**
Economically Disadvantaged	44	48	48	Met Standard	37	40	47	Not Met
Students with Disabilities	62	56	41	Exceeds Standard	37	40	43	**
English Learners	*	63	54	**	*	69	51	**

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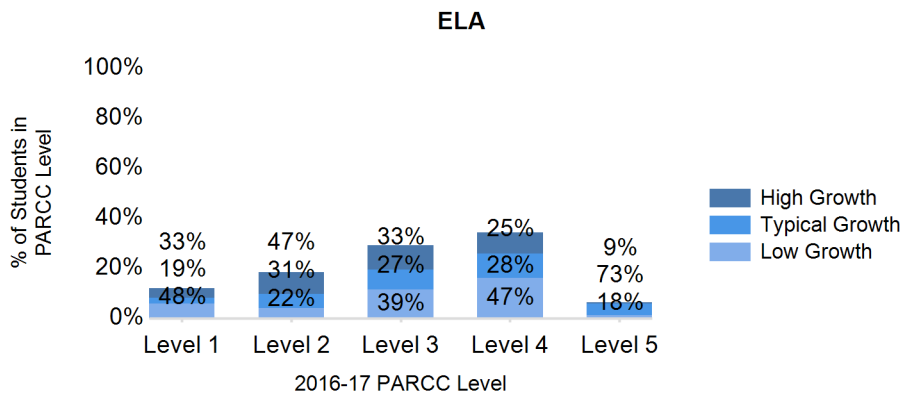
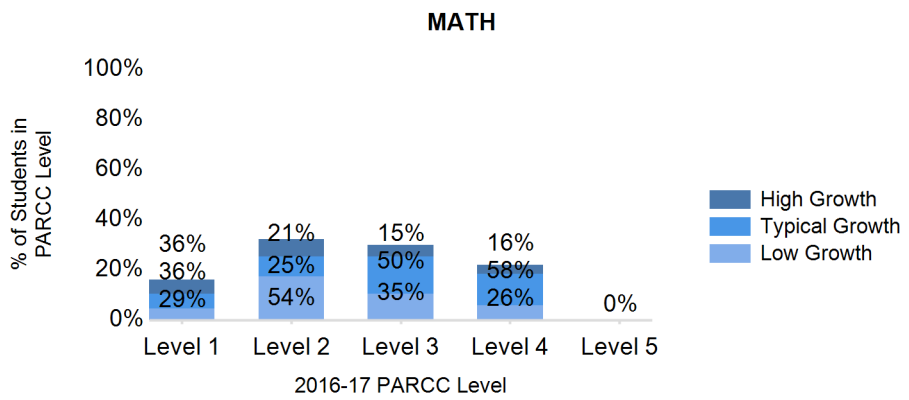
Student Growth by Performance Level

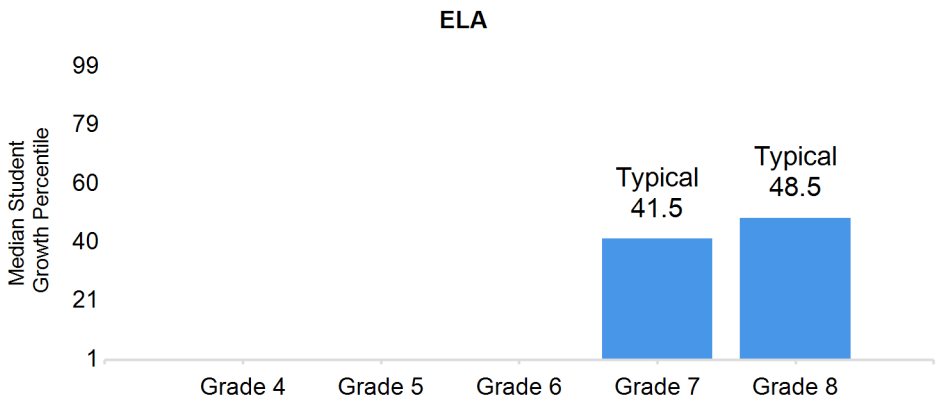
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

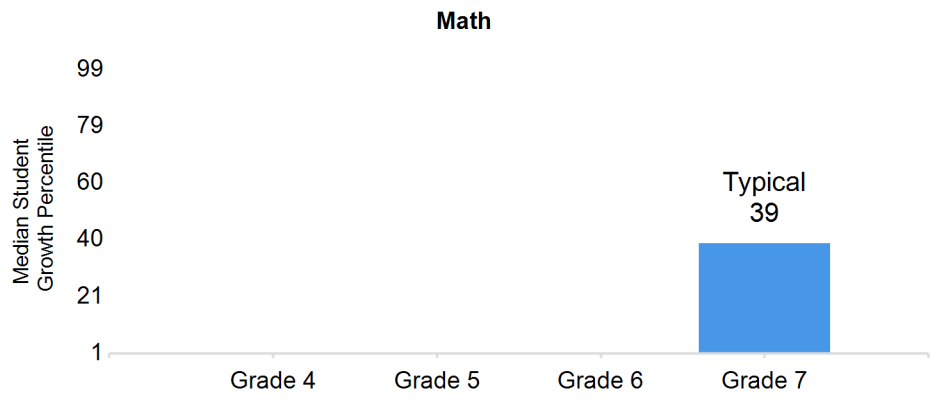




Student Growth by Grade

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	398	98.9	41.2	42.7	56.7	41.2	35.6	Met Target
White	146	98.7	56.2	57.0	65.6	56.2	45.7	Met Target
Hispanic	35	95.1	25.8	36.5	42.5	25.8	32	Met Target†
Black or African American	200	100.0	31.5	32.6	37.3	31.5	26.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.8	*	82.3	72.8	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	183	98.5	51.4	52.1	64.5	51.4		
Male	215	99.1	32.5	34.1	49.4	32.5		
Economically Disadvantaged Students	197	98.6	30.0	32.9	38.5	30.0	23.9	Met Target
Non-Economically Disadvantaged Students	201	99.1	52.2	53.3	67.5	52.2		
Students with Disabilities	98	96.5	12.2	13.1	21.6	12.2	13.1	Met Target†
Students without Disabilities	300	99.7	50.6	52.7	63.9	50.6		
English Learners	14	100.0	*	*	27.3	*	**	**
Non-English Learners	384	98.8	*	*	59.4	*		
Homeless Students	16	94.4	31.3	22.5	27.7	31.3		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
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 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	93	736	736	760	14%	23%	25%	*	*	39%	63%
White	35	742	742	768	*	*	*	*	*	49%	72%
Hispanic	10	705	705	746	*	*	*	*	*	10%	49%
Black or African American	48	738	738	740	*	*	33%	*	*	38%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	41	739	739	769	*	*	*	*	*	49%	72%
Male	52	733	733	752	*	*	*	*	*	31%	54%
Economically Disadvantaged Students	49	729	729	742	*	*	27%	*	*	31%	44%
Non-Economically Disadvantaged Students	44	743	743	771	*	*	23%	*	*	48%	73%
Students with Disabilities	23	718	718	721	*	48%	*	*	*	22%	22%
Students without Disabilities	70	742	742	768	*	14%	*	*	*	44%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	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	102	741	741	759	18%	13%	24%	*	*	46%	60%
White	35	754	754	767	*	*	*	*	*	63%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	54	737	737	739	*	*	30%	*	*	39%	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	51	753	753	768	*	*	22%	*	*	59%	69%
Male	51	729	729	751	*	*	25%	*	*	33%	52%
Economically Disadvantaged Students	56	734	734	740	*	*	*	*	*	38%	42%
Non-Economically Disadvantaged Students	46	751	751	769	*	*	*	*	*	57%	71%
Students with Disabilities	26	703	703	719	*	*	*	*	*	*	19%
Students without Disabilities	76	754	754	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	121	740	740	752	18%	21%	19%	31%	12%	42%	55%
White	42	753	753	760	*	*	*	*	*	62%	64%
Hispanic	13	720	720	735	*	*	*	*	*	23%	38%
Black or African American	58	733	733	734	*	29%	26%	*	*	29%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	62	747	747	759	16%	16%	18%	*	*	50%	63%
Male	59	733	733	744	20%	25%	20%	*	*	34%	46%
Economically Disadvantaged Students	61	732	732	733	*	*	*	*	*	26%	34%
Non-Economically Disadvantaged Students	60	748	748	761	*	*	*	*	*	58%	65%
Students with Disabilities	28	718	718	716	*	36%	*	*	*	18%	15%
Students without Disabilities	93	746	746	758	*	16%	*	*	*	49%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	114	725	725	749	38%	11%	16%	25%	10%	35%	51%
White	39	732	732	756	36%	*	*	*	*	46%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	59	717	717	728	41%	*	22%	*	*	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	48	739	739	759	27%	*	*	*	*	44%	60%
Male	66	714	714	739	45%	*	*	*	*	29%	42%
Economically Disadvantaged Students	52	713	713	730	46%	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	62	735	735	758	31%	*	*	*	*	44%	59%
Students with Disabilities	27	682	682	707	*	*	*	*	*	*	15%
Students without Disabilities	87	738	738	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	103	728	728	736	30%	17%	22%	19%	12%	31%	39%
White	31	739	739	737	*	*	*	*	*	39%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	57	719	719	729	33%	19%	25%	*	*	23%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	46	744	744	745	*	*	22%	*	*	43%	48%
Male	57	716	716	728	*	*	23%	*	*	21%	31%
Economically Disadvantaged Students	47	727	727	730	23%	*	*	*	*	23%	33%
Non-Economically Disadvantaged Students	56	730	730	739	36%	*	*	*	*	38%	42%
Students with Disabilities	28	693	693	708	*	*	*	*	*	*	13%
Students without Disabilities	75	742	742	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

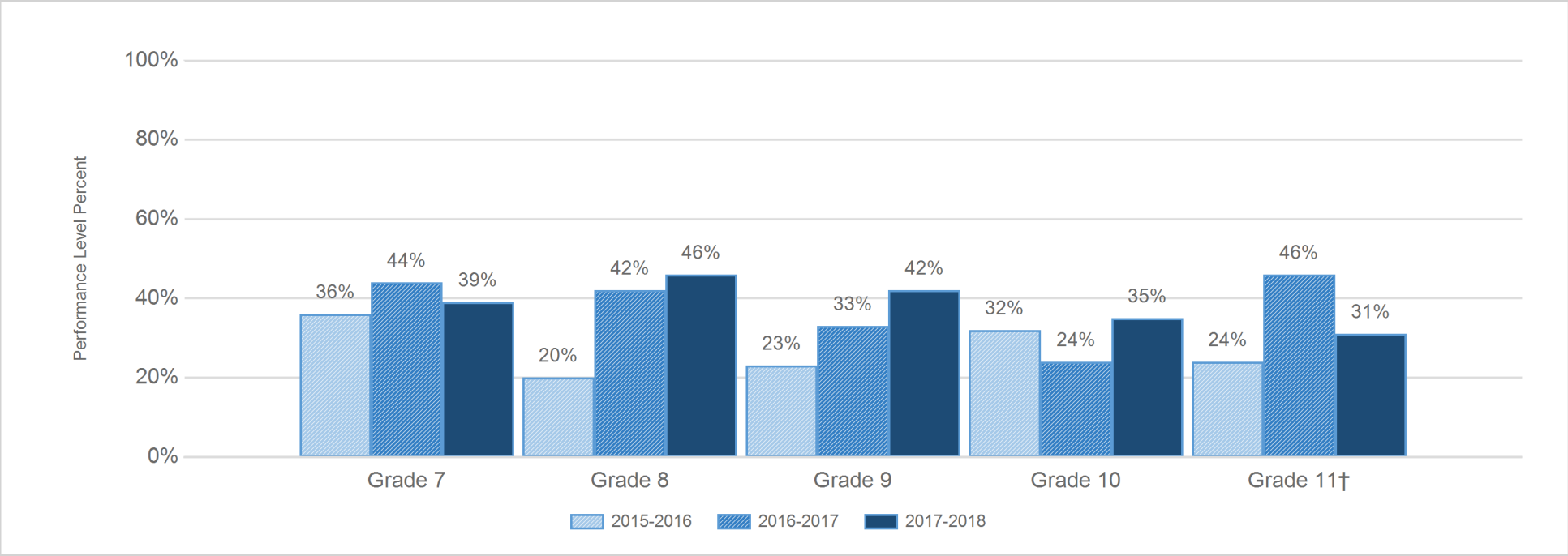
NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.



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

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
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2017-2018

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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	394	98.6	20.6	26.8	45.0	20.6	25.4	Not Met
White	145	99.3	29.7	37.5	54.1	29.7	37.3	Not Met
Hispanic	34	97.5	*	*	29.2	*	22	Not Met
Black or African American	200	98.7	15.5	19.9	23.4	15.5	16	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	30.0	*	77.0	30.0	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	183	98.6	24.6	29.0	46.0	24.6		
Male	211	98.7	17.0	24.8	43.9	17.0		
Economically Disadvantaged Students	197	99.1	13.7	19.6	26.6	13.7	18.9	Not Met
Non-Economically Disadvantaged Students	197	98.1	27.4	34.9	55.9	27.4		
Students with Disabilities	97	98.2	*	*	17.1	*	13.9	Not Met
Students without Disabilities	297	98.8	*	*	50.5	*		
English Learners	13	100.0	*	*	24.6	*	**	**
Non-English Learners	381	98.6	*	*	46.9	*		
Homeless Students	16	100.0	12.6	15.0	17.3	12.6		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
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2017-2018

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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	92	726	726	743	14%	35%	35%	16%	0%	16%	43%
White	35	729	729	750	*	29%	37%	*	*	20%	54%
Hispanic	10	716	716	732	*	*	*	*	*	10%	27%
Black or African American	47	725	725	727	*	38%	36%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	41	729	729	745	*	32%	34%	*	*	22%	45%
Male	51	723	723	741	*	37%	35%	*	*	12%	42%
Economically Disadvantaged Students	49	721	721	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	43	731	731	751	*	*	*	*	*	*	55%
Students with Disabilities	22	705	705	717	*	*	*	*	*	*	12%
Students without Disabilities	70	732	732	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
Grades Offered: 07-12
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	80	717	717	728	33%	25%	24%	*	*	19%	28%
White	21	722	722	736	*	48%	*	*	*	19%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	49	716	716	715	43%	*	*	*	*	22%	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	37	724	724	731	*	*	*	*	*	27%	31%
Male	43	712	712	725	*	*	*	*	*	12%	26%
Economically Disadvantaged Students	49	716	716	719	33%	*	*	*	*	20%	20%
Non-Economically Disadvantaged Students	31	719	719	735	32%	*	*	*	*	16%	35%
Students with Disabilities	25	692	692	705	*	*	*	*	*	*	*
Students without Disabilities	55	729	729	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
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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	126	725	725	746	20%	25%	37%	19%	0%	19%	46%
White	40	730	730	755	*	*	35%	28%	0%	28%	57%
Hispanic	13	711	711	730	*	*	*	*	*	*	27%
Black or African American	64	723	723	727	22%	25%	41%	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	69	727	727	748	17%	23%	38%	*	*	22%	48%
Male	57	723	723	745	23%	26%	35%	*	*	16%	44%
Economically Disadvantaged Students	68	723	723	729	19%	29%	38%	*	*	13%	25%
Non-Economically Disadvantaged Students	58	728	728	756	21%	19%	34%	*	*	26%	57%
Students with Disabilities	32	706	706	716	*	*	*	*	*	*	13%
Students without Disabilities	94	732	732	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	118	720	720	735	24%	33%	27%	*	*	16%	30%
White	38	730	730	740	*	*	*	*	*	34%	37%
Hispanic	11	722	722	723	*	*	*	*	*	18%	14%
Black or African American	64	715	715	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	47	721	721	736	23%	28%	34%	*	*	15%	30%
Male	71	720	720	734	24%	37%	23%	*	*	17%	29%
Economically Disadvantaged Students	55	715	715	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	63	725	725	741	*	*	*	*	*	*	38%
Students with Disabilities	27	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	91	724	724	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	710	710	727	44%	24%	18%	*	*	15%	30%
White	35	722	722	733	*	34%	*	*	*	23%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	50	700	700	705	58%	22%	*	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	44	711	711	728	41%	23%	*	*	*	18%	30%
Male	52	710	710	727	46%	25%	*	*	*	12%	30%
Economically Disadvantaged Students	40	701	701	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	56	717	717	736	*	*	*	*	*	*	37%
Students with Disabilities	25	679	679	693	*	*	*	*	*	*	*
Students without Disabilities	71	721	721	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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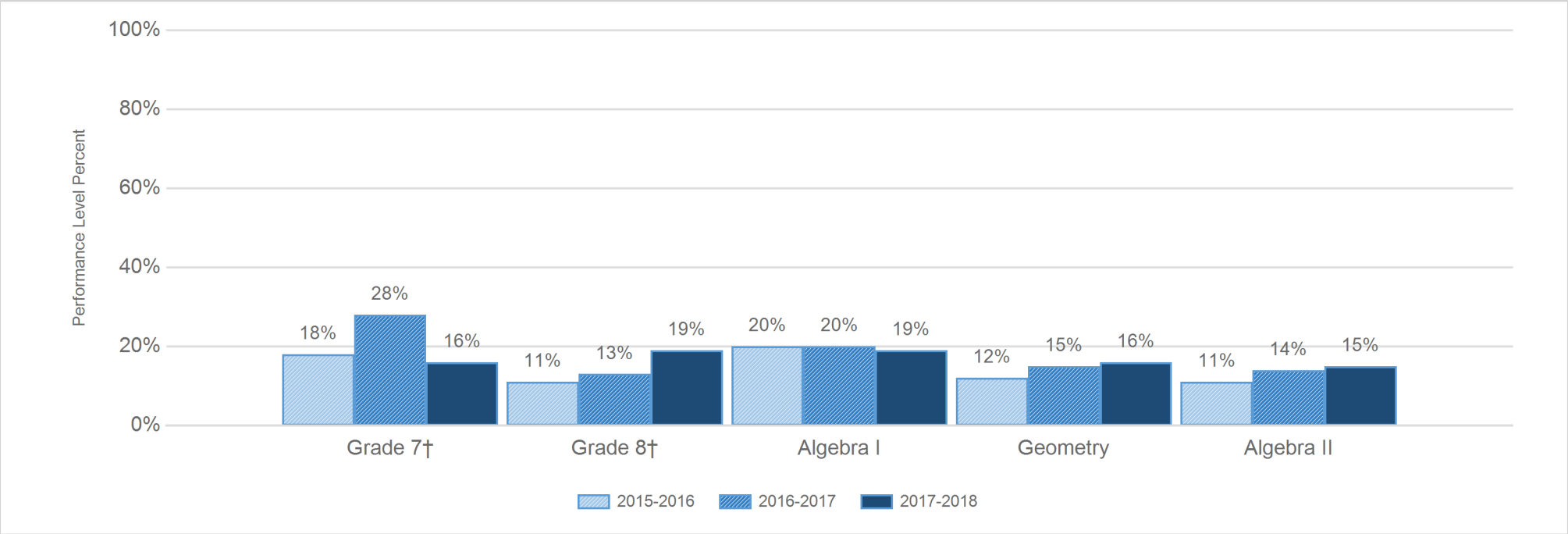
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	N
8	*	*
9	N	N
10	N	N
11	*	*

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	23.1%	**	**

† 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	16	*	*
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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	64.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	56.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	432	478	Grade 10: 430 Grade 11: 460	38%	62%
PSAT 10/NMSQT - Math	432	478	Grade 10: 480 Grade 11: 510	19%	42%
SAT - Reading and Writing	502	542	480	59%	72%
SAT - Math	498	543	530	37%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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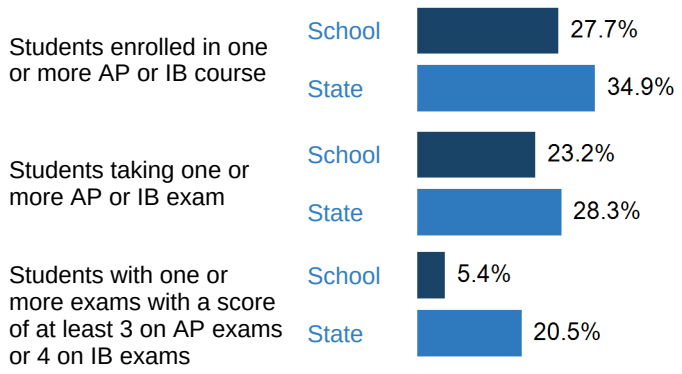
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

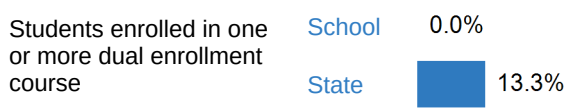
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	15
AP Calculus AB	12	11
AP Chemistry	10	6
AP English Language and Composition	11	11
AP English Literature and Composition	19	19
AP Statistics	7	7
AP Studio Art—Drawing Portfolio	5	4
AP U.S. Government and Politics	0	19
AP U.S. History	29	10
IB Environmental Science	125	0
Total Exams taken		102
Exams with scores of at least 3 on AP exams or 4 on IB exams		20

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
Grades Offered: 07-12
2017-2018

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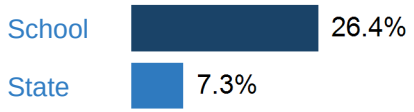
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

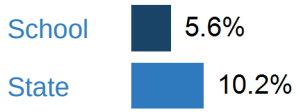
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



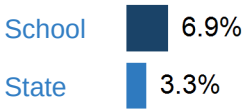
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Finance	18		
Information Technology	131		
Total (All Clusters)	149	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	104
8	0	0	0	0	0	0	112
9	124	30	6	0	0	0	47
10	8	89	26	4	0	0	33
11	1	18	69	16	2	0	58
12	0	5	17	23	11	15	52
Total	133	142	118	43	13	15	406
Enrolled in AP/IB Course					12	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	31	0	0	122	0	0
10	98	24	0	3	0	0
11	11	95	0	1	14	3
12	13	25	0	1	43	20
Total	153	144	0	127	57	23
Enrolled in AP/IB Course	15	10		125	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	138	13	2	0	0	5
10	5	118	14	0	0	26
11	6	109	38	0	0	37
12	2	40	22	0	0	72
Total	151	280	76	0	0	140
Enrolled in AP/IB Course	0	29	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	71
8	2	1	0	0	0	0	84
9	112	26	0	0	0	0	0
10	95	15	0	0	0	0	0
11	42	9	0	0	0	0	0
12	32	7	0	0	0	0	0
Total	283	58	0	0	0	0	155
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	45	8	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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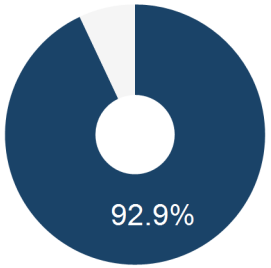
Visual and Performing Arts – Course Participation

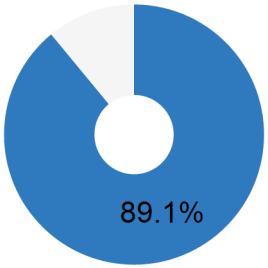
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



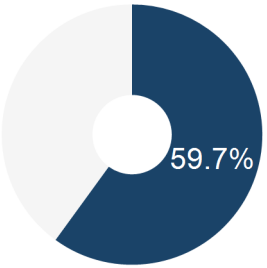
School



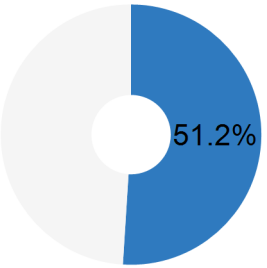
State

Grades 9-12:

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

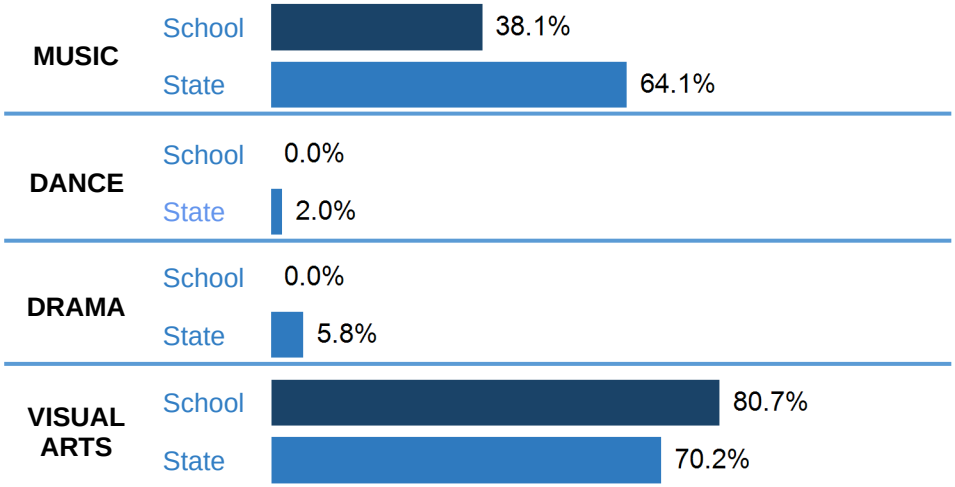


School

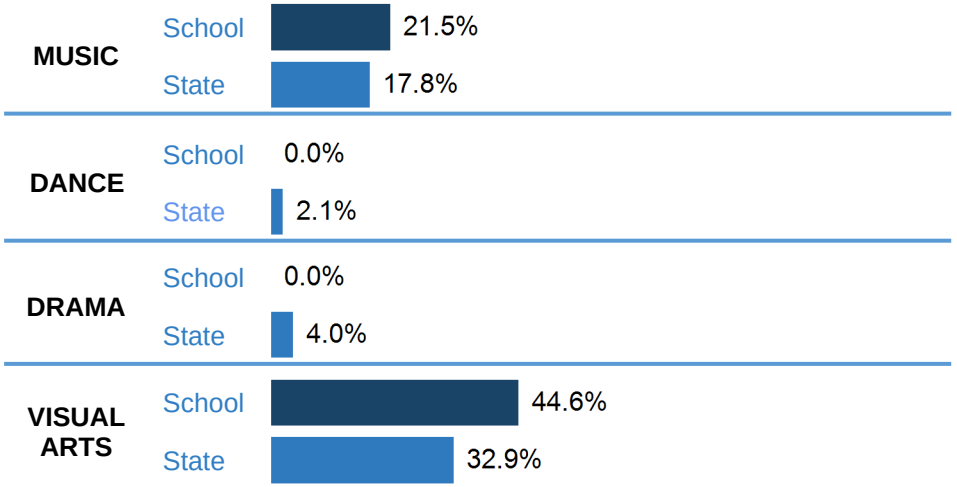


State

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	90.0%	90.9%	89.5%	92.4%	85.8%	80.2%	Met Target	87.6%	85.7%	Met Target
White	87.8%	95.0%	95.7%	95.7%	93.6%	85.6%	Met Target	93.6%	84.4%	Met Target
Hispanic	88.9%	84.8%	93.8%	87.3%	87.5%	**	**	*	**	**
Black or African American	91.8%	84.2%	82.8%	86.8%	78.5%	76.1%	Met Target	85.5%	87.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	88.0%	84.6%	90.3%	87.0%	87.5%	74.8%	Met Target	84.7%	84.2%	Met Target
Students with Disabilities	76.5%	80.1%	78.8%	83.5%	73.5%	58.3%	Met Target	77.8%	84.6%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	65.9%	47.6%
Substitute Competency Test	16.7%	24.6%
Portfolio Appeals Process	3.2%	7.9%
Alternate Requirements specified in IEP	11.1%	16.7%
Unknown	3.2%	3.2%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	90.0%	-
2017	85.8%	89.5%
2016	86.7%	87.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	2.8%	1.2%
2016-2017	1.9%	1.1%
2015-2016	2.2%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	54.5%	52.2%	47.8%
White	57.1%	50%	50%
Hispanic	33.3%	87.5%	12.5%
Black or African American	60%	54.5%	45.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.7%	62.1%	37.9%
Students with Disabilities	37.5%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	63.7%	58.3%	41.7%	86.1%	13.9%	83.3%	16.7%
White	71.1%	59.4%	40.6%	90.6%	9.4%	84.4%	15.6%
Hispanic	53.3%	62.5%	37.5%	87.5%	12.5%	75%	25%
Black or African American	61.7%	62.1%	37.9%	82.8%	17.2%	82.8%	17.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.7%	63.3%	36.7%	86.7%	13.3%	83.3%	16.7%
Students with Disabilities	15%	66.7%	33.3%	100%	0%	66.7%	33.3%
English Learners	*	*	*	*	*	*	*

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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.

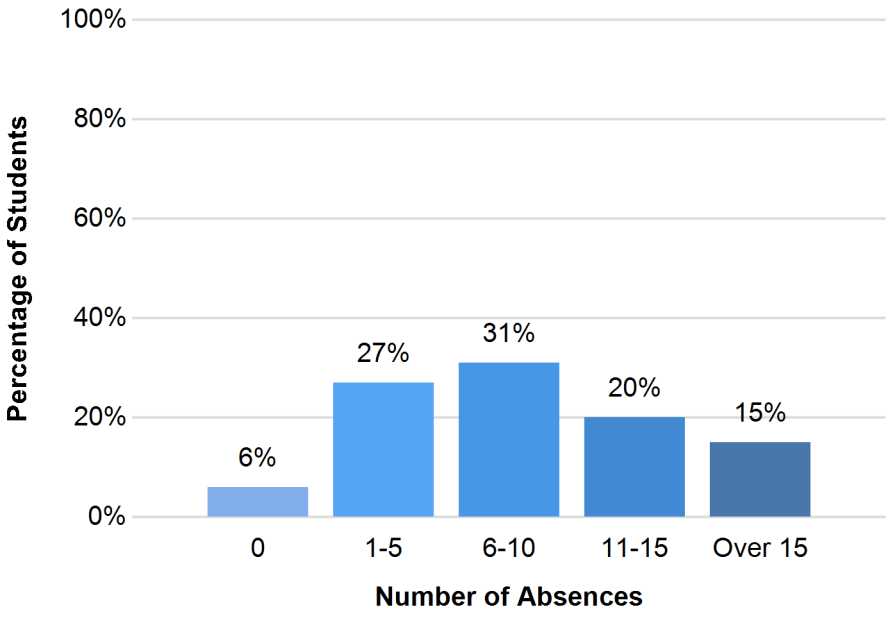
Chronic Absenteeism

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	92	13.4	13.3	Not Met
White	25	11.1	13.3	Met
Hispanic	19	24.1	13.3	Not Met
Black or African American	43	12.5	13.3	Met
Asian, Native Hawaiian, or Pacific Islander	1	4.2	13.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	57	16.1	13.3	Not Met
Students with Disabilities	43	24.0	13.3	Not Met
English Learners	0	0	13.3	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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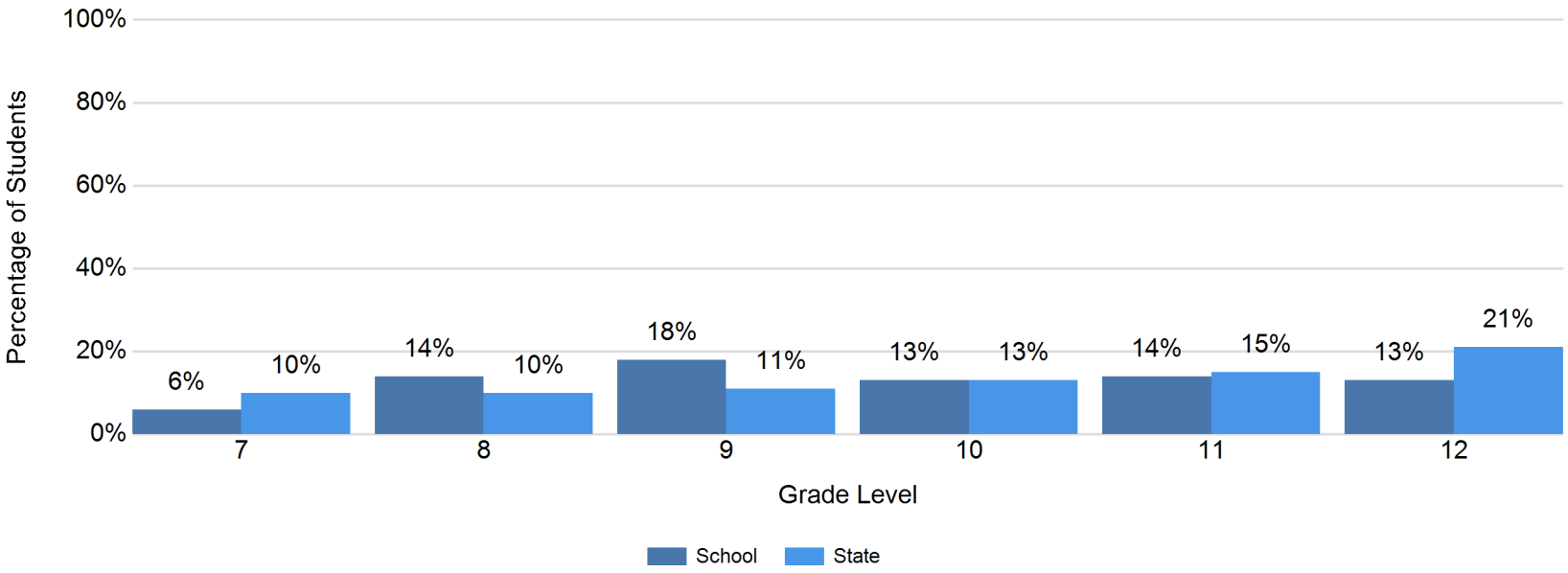
Chronic Absenteeism by Grade

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	13
Weapons	1
Vandalism	4
Substances	10
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	6.03

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	1
Weapons	1
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
(05-0600-020)
Grades Offered: 07-12
2017-2018

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	10	10
No Identified Nature	51		51

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	207	31.2%
Out-of-School Suspensions	111	16.7%
Any Suspension	237	35.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
434

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON CITY HIGH SCHOOL
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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	7:55 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 10 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)	$849	$17,750	$18,599

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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	80	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	73.8%	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	16	9,374
Average years experience in public schools	16.4	16.0
Average years experience in district	9.1	12.0
Administrators in district for 4 or more years	81.3%	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	8:1	9:1
Students to Administrators	95:1	103:1
Teachers to Administrators	11:1	11:1
Students to Librarians/Media Specialists		549:1
Students to Nurses		329:1
Students to Counselors		206:1
Students to Child Study Team		165:1

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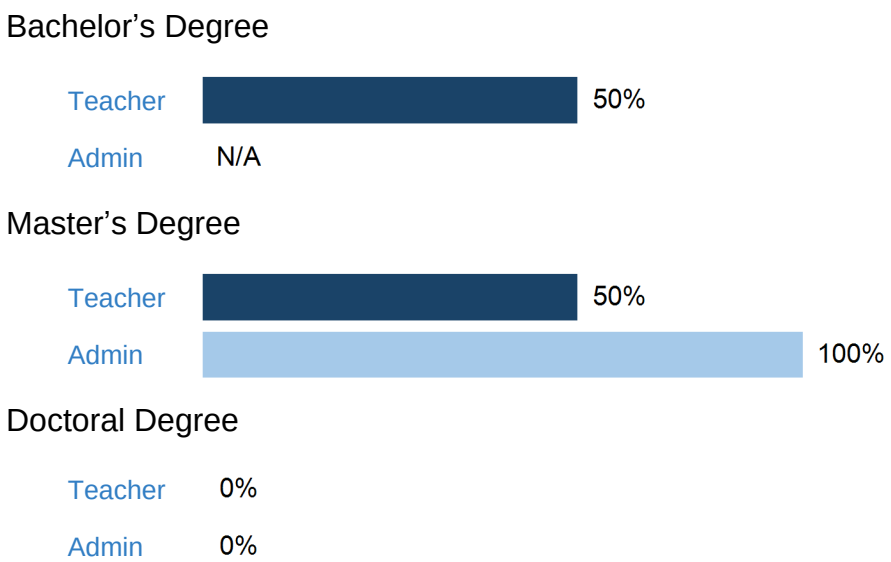
Teachers and Administrators - Level of Education

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	93.2%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

NJ SCHOOL PERFORMANCE REPORT

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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	51.3%	57.1%
Male	48.8%	42.9%
White	88.8%	85.7%
Hispanic	1.3%	0.0%
Black or African American	7.5%	14.3%
Asian	0.0%	0.0%
American Indian or Alaska Native	2.5%	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	20.83	12.5%
Mathematics Proficiency	14.58	12.5%
Graduation Rate - 4-Year	8.51	15.0%
Graduation Rate - 5-Year	4.26	15.0%
English Language Arts Growth	64.58	15.0%
Mathematics Growth	33.33	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	40.91	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.17	n/a
Summative Rating: Percentile Rank of Summative Score	14.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Target	Met Target	Met Standard	Not Met	**	Not Met	No
White	41.40	21.20	No	Met Target	Not Met	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	**	**	n/a	Not Met	No
Black or African American	25.94	21.20	No	Met Target	Met Target†	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	**	**	n/a	**	No
Economically Disadvantaged Students	28.29	21.20	No	Met Target	Not Met	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	36.94	21.20	No	Met Target†	Not Met	Met Target	Not Met	Exceeds Standard	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	**	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:	• Academic Awards Program-An Academic Awards Program is held yearly for approximately 250 students and their parents. • Band Program-Marching Band, NJ State Champions; Marching Band and Jazz Choir were invited to perform in Disney World. • Sports Banquet-BCHS honors all athletes and their families by hosting a dinner and awards ceremony three times a year.
Mission, Vision, Theme:	We inspire, nurture, support, prepare and challenge all to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful, and engaged partners in the global community. Vision Statement – City of Burlington Public School District – We are Partners, Responsible, Outstanding, United, Dedicated
Awards, Recognition, Accomplishments:	BCHS extends the learning experience to initiatives that shape career and civic skills. Thousands of dollars have been awarded to the school to promote creativity and research in STEM related fields. Students, campaign to impact legislation for the “25 Saves Lives” traffic initiative, compete in the FIRST Robotics arena and have a nationally recognized Music program in marching band, jazz band, and choir.

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Courses, Curriculum, Instruction:	The curriculum offered at BCHS represented a comprehensive selection of courses to meet the needs and goals of each student. Honors and AP courses are offered in Algebra, Geometry, Pre-Calculus, Calculus, Statistics, Biology, Chemistry, English 9, 10, 11 & 12, World Language, Art, Government & Politics, and US History. Our business education courses help students develop skills and techniques to forge successful career pathways. Students can also earn college credit through Rutgers University in Medical Math and Dynamics of Health in Society.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Field Hockey (Girls), Football (Coed), Lacrosse (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) BCHS is a member of the NJSIAA, BCSL and WJFL. BCHS offers boys and girls soccer, field hockey, football, boys and girls volleyball, boys and girls basketball, wrestling, winter and spring track, baseball, softball, girls lacrosse and cheerleading. BCHS student-athletes have earned Division I and II scholarships this year and have received numerous awards such as News 12 NJ Scholar Athlete and the Destination Athlete Complete Athlete Award.
Clubs and Activities:	BCHS is a Renaissance School and continually strives to improve the culture and climate of the school community through regular recognition of students and staff. The school has many activities in which students can participate, such as Consumer Bowl, Science Bowl, DECA, Future Business Leaders of America, National Honor Society, National Junior Honor Society, Student Council, Key Club, JROTC, and FIRST Robotics, as well as numerous sports team.

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Before and After School Programs:	BCHS offers a Math Academy and a Science Academy after school. Students are afforded the opportunity to work with certificated teachers to pursue excellence in math and science. They receive support with the fundamentals of math and science, real-world applications, computer-based practice, lab reports, and assessment preparation.
Staff and Professional Learning:	Professional learning opportunities are provided for the entire school district through in-services, Professional Learning Communities (PLC) in Mathematical Problem Solving, Best Practices, and Science, as well as in faculty meetings. Teachers collaborate on topics regarding data, attendance, instructional strategies, classroom management, resources, and differentiation. Administrators meet for Superintendent's Council, Administrative Council, and through school improvement committees.
Postsecondary Information:	Several of the students at BCHS are recipients of a four-year scholarship from the Give Something Back Foundation, an organization that partners with universities to combine resources and expertise to give students a chance at a college degree and receive a scholarship for tuition, fees, room and board. Graduating seniors enter 2-year and 4-year colleges and universities, serve in the military or enter the workplace. Many students receive scholarships, financial aid, as well as sign with universities to play sports.

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Student Supports and Services:	Supports and services are in place to aid students struggling in their learning based academics, language, or special needs. An intervention and Referral Services Team is present in each school building to provide academic and behavioral assistance. Focused support personnel supplement instruction during the school day, as well as in various extended day and school year programs. BCHS also has full access to the District Child Study team for evaluations and academic and behavioral support and interventions.
Student Health and Wellness:	BCHS programs and activities are offered to promote the health and wellness of students. Nutri-Serve Food Management, physical education department activities, sport team activities, SMART Lunch activities, and the JROTC program which promotes basic training and battalion group activities are available for all students. Breakfast and lunch programs meet nutritional guidelines and also include a before school breakfast program.
Parent and Community Involvement:	BCHS continues to develop a number of key community partnerships to inform and engage the public. The City Pride Partnership district initiative involves the business community, local government officials and staff to foster programs and mentorship for students and schools. A holiday dinner is held annually for the local senior citizens and alumni to provide service opportunities for the student body. Two events are held in the district, the Back to School Boardwalk Bash and the Family Fun Night, and involve students, staff, and community leaders providing donations and volunteers for family oriented activities.

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Facilities:	Burlington City High School was built in 1956. In 1967 and again between the years of 2004-2009 additions to the building were added. Highlights of our high school are the State of the Art Media Center and our beautiful STEM Lab.

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Other Information:	BCHS continues to provide students the resources to be successful in school and beyond. Over the past three years the school has implemented and expanded a 1-to-1 initiative. All seniors and juniors are provided a devise (lap top computers) to use at school and home. In addition, students and staff have been provided professional development to ensure the success of the program. This program has been enhanced with the incorporation of Google Apps. In the 2017/2018 school year BCHS won a competitive grant awarding them $20,000 to implement a science and technology initiative. This grant was awarded by the Dow Bristol Complex Community Advisory Committee (CAC). BCHS is proud of the leadership of our students. Students led the “25 Saves Lives Campaign” in response to the tragic death of their classmate. The students conducted rallies in front of the high school along Route 130 and asked motorists to slow down. Their voices were heard by our State Senator, Troy Singleton, the Burlington City Police Department, the Burlington County Sheriff’s Department, and the NJ Department of Transportation. Our students testified with Assemblywoman Carol Murphy in front of the Senate Transportation Committee. Our students collaborated with consultants of the Department of Transportation to help them plan for improvements in student pedestrian safety along Route 130 in Burlington City. Our students learned valuable life lessons about the impact they can have in making their community a safer place for all pedestrians.