NJ SCHOOL PERFORMANCE REPORT

LUMBERTON CAMPUS
(05-0605-055)
Grades Offered: 07-12
2017-2018

Report Key:
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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 CO SPEC SERV
Principal Name	MRS KNERINGER
Address	71 ARK ROAD LUMBERTON, NJ 08048
Phone Number	(609)261-5600
Email Address	MKNERINGER@BCSSSD.K12.NJ.US
Website	https://www.bcsssd.k12.nj.us/lumberton
Facebook	https://www.facebook.com/Burlington-County-Special-Services-School-District-166534796725647/
Twitter	https://www.twitter.com/@BCSSSDtweets

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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	2	2	1
8	6	2	9
9	9	10	4
10	11	12	9
11	10	13	7
12	9	4	5
Total	48	44	39

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	35.4%	31.8%	33.3%
Male	64.6%	68.2%	66.7%
Economically Disadvantaged Students	33.3%	34.1%	38.5%
Students with Disabilities	72.9%	75.0%	71.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	5.1%
Students in Foster Care		9.1%	7.7%
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	22.9%	22.7%	20.5%
Hispanic	6.3%	13.6%	23.1%
Black or African American	68.8%	61.4%	51.3%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.1%	2.3%	5.1%

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	48	44	39
Shared Time Students	0	0	0
Full Time Equivalent	48	44	39

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	100.0%

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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.

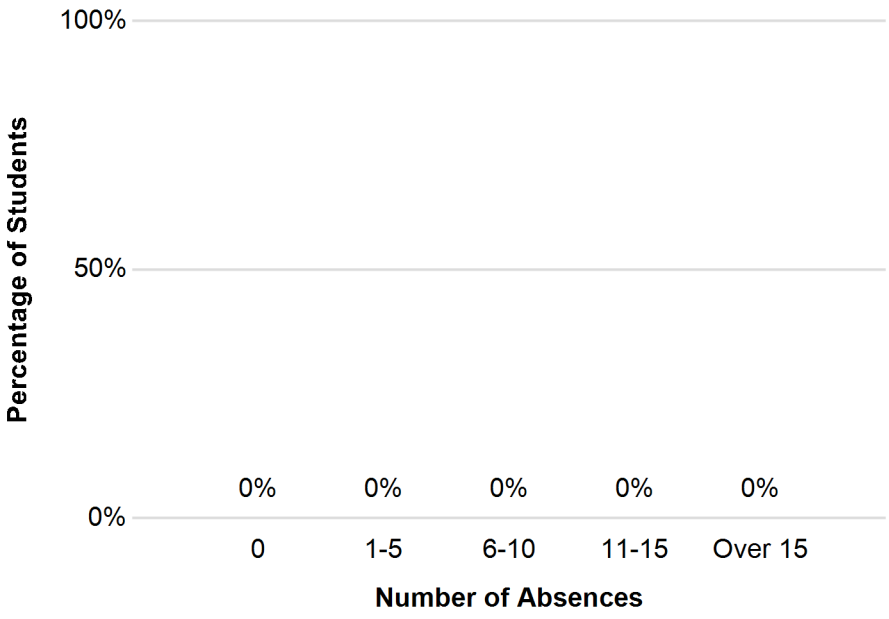
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

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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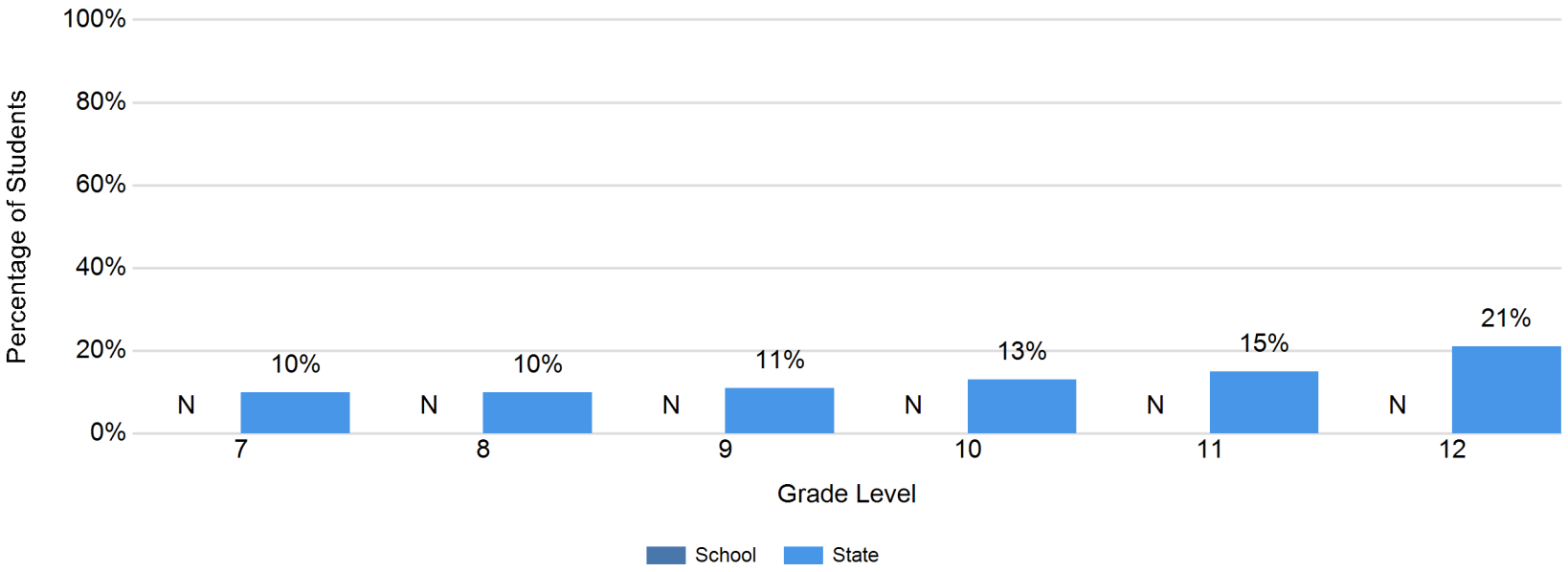
Chronic Absenteeism by Grade

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	25
Weapons	1
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	76.92

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

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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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	*	*
Out-of-School Suspensions	51	130.8%
Any Suspension	54	138.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
279

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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	8:15 AM
Typical End Time	2:00 PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	4 Hrs 40 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)	N	N	N

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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	17	117,464
Average years experience in public schools	18.9	12.0
Average years experience in district	15.7	10.7
Teachers in district for 4 or more years	82.4%	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	18	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	6.6	12.0
Administrators in district for 4 or more years	44.4%	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	2:1	4:1
Students to Administrators	20:1	36:1
Teachers to Administrators	9:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		80:1
Students to Counselors		643:1
Students to Child Study Team		29:1

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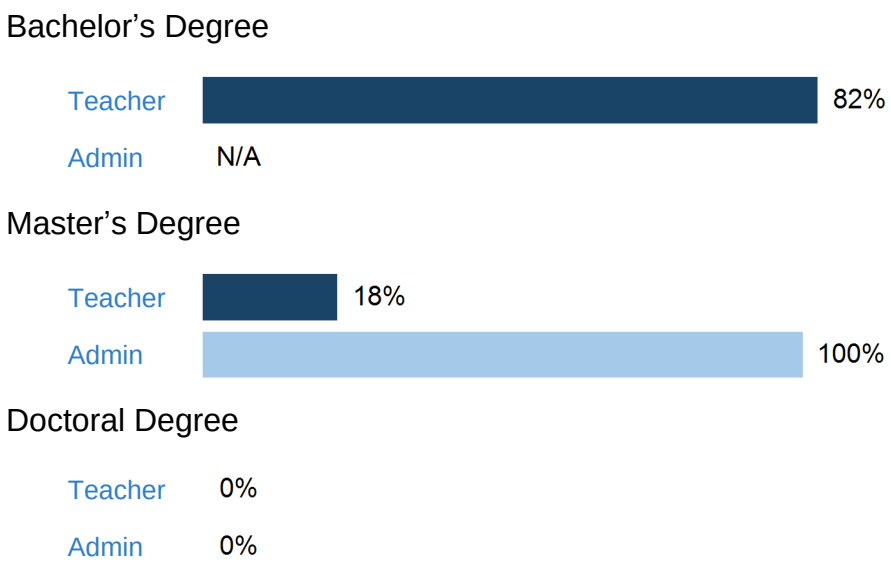
Teachers and Administrators - Level of Education

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	87.7%	90.2%
2016-17 Administrators: Same district 2017-18	76.5%	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	97.1%

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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	52.9%	50.0%
Male	47.1%	50.0%
White	88.2%	100.0%
Hispanic	0.0%	0.0%
Black or African American	11.8%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Therapeutic approach to education while meeting students' academic, social and emotional needs. • An innovative and individualized approach to career and technical instruction and skills transcripts. • Develop abilities and skills to cultivate independence and build character.
Mission, Vision, Theme:	We provide a therapeutic approach to education while meeting the needs of students who have not been successful in other placements. An innovative and individualized approach to career and technical instruction is utilized and supported by behavior modification interventions thus creating a positive environment where students can flourish.
Awards, Recognition, Accomplishments:	Recognized by community groups across Burlington County for our students' commitment in honoring our veterans. Community groups included Sherrif's Department of Burlington County, Rolling Thunder Chapter 2 and Chapter 4, and VFW Post 4914.

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Courses, Curriculum, Instruction:	Students who attend the Alternative School at Lumberton are awarded diplomas from their home school. The Alternative School at Lumberton works closely with the students' sending district to ensure credits are received to remain on track for graduation as well as support the students in credit recovery via online programs. Tutoring services are available to assist students as part of the school day. Our school is proud to offer a strong Career Technical Education program. The options available to our students include Automotive Technology, Construction Technology; Business Office Technology; Cosmetology, Culinary Arts, and Horticulture via our Work Study program. The focus in these programs are to develop strong employment skills. As part of the process, teachers use skills inventory checklists to show what students have learned and can apply in the work place.
Sports and Athletics:	Sports Offered: Baseball (Coed), Basketball (Coed), Soccer (Coed), Softball (Coed) Our school offers intramural sports and tournaments with other local schools based on student interest such as basketball, soccer, volleyball, softball and dance/cheerleading. Our students are also eligible in participating in their resident school district's athletic programs.
Clubs and Activities:	Our clubs and activities are based upon student interests. Our students are also eligible to participate in their resident school district's clubs and activities. We offer a work-study program for our eligible students during the school day. This gives them opportunity to practice employment skills such as filling out applications and interviewing.

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Before and After School Programs:	Students have access to their home district sports and clubs as appropriate.
Staff and Professional Learning:	Our staff are trained in the areas of Positive Behavior Support and normative culture. All staff are also trained in Handle with Care.
Postsecondary Information:	Our FT guidance counselor is available to assist our students in preparing for postsecondary education. She supports our students in completing college entrance exams, applications to colleges and other post secondary programs. Out team supports our students in obtaining real work experiences prior to graduating through our work study program. This program also assists in preparing resumes, practice interviewing and providing skills transcripts to the students. Graduates may attend BCIT Adult Program for industry credential.

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Student Supports and Services:	Our Child Study Team is comprised of two licensed Social Workers, a Guidance Counselor, a Substance Abuse Coordinator and a Board Certified Behavior Analyst. We also have two Behavior Support staff to assist in the facilitation of the school routine and to support our behavior modification program. To assist in maintaining a safe learning environment we have a security team and SRO officer available on our campus.
Student Health and Wellness:	We have a fulltime nurse, a part-time Substance Abuse Coordinator, and BCBA, on our team to meet the needs of our students. We offer a breakfast program to our students on all school days. Physical Education and swimming are part of our program. Here at Lumberton, we stress the positive approach to changing negative behaviors and consistently follow our norms in order to focus on learning.
Parent and Community Involvement:	The Alternative School at Lumberton works very closely with the school districts and families who choose our school to meet their student's needs. We encourage a collaborative approach to student learning and behavioral supports.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Normative culture training and supports along with climate surveys are completed at the Alternative School at Lumberton as a foundation and as part of our school improvement program.
Facilities:	This school is located on 45 acres of land in the beautiful township of Lumberton, New Jersey. The school has all the amenities of a traditional high school and features individual buildings for each of our career technical shops. An indoor swimming pool is available for use by the students and supervised by our local YMCA.
School Safety:	Our School Safety Team includes two Behavior Support staff and a Board Certified Behavior Analyst who each assist in the facilitation of the school routine and to support our schoolwide positive behavior management program. In addition, to assist in maintaining a safe learning environment we have a security team of five security officers and an SRO officer available on our campus.

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Technology and STEM:	Our staff recognize the importance of modern technology and benefits from a Media Center, Smart Boards, Chromebooks, Smart Televisions and computers in every classroom.
Early Childhood Education:	Available on our main campus

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Other Information:	The Alternative School at Lumberton is a public school and is part of Burlington County Special Services School District. The school provides behavioral disabilities programs and services for students from grades 9-12 from Burlington County and across the region. Only those students whose educational needs cannot be met from programs in their local school district are eligible for admission to the Burlington County Special Services School District. The Alternative School at Lumberton may be used as a short term e.g. 90 days or longer, structured learning experience for both classified and non-classified students, who have learning/behavioral difficulties in their home districts. The program is designed to stabilize a student so they can return to their home district and find success that has eluded them. Our record of graduates who have been successful in the world of work as well as students who have returned to successful experiences in their local schools following a placement here, are indicative of the positive effect our programs offers. Application to the BCSSSD Alternative School at Lumberton can only be made by local district of residence. Districts seeking admission of a student to the Special Services School District may submit a letter of application to the Admissions Office. All required application materials are listed on the application. Key upgrades to the program include an industry skills transcript upon leaving the campus, a normative culture environment, and exposure to CTE skill development programs. The value with this program is a customized plan for each student.