NJ SCHOOL PERFORMANCE REPORT

BURLINGTON COUNTY ALTERNATIVE HIGH SCHOOL
(05-0605-011)
Grades Offered: 06-12
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 BARBAGIOVANNI-FORNES
Address	1020 BRIGGS ROAD MT. LAUREL, NJ 08054
Phone Number	(609)894-9311
Email Address	JBARBAGIOCANNI@BURLCOSCHOOLS.ORG
Website	https://www.burlcoschools.org
Facebook	https://www.facebook.com/BurlingtonCountySpecialServicesSchoolDistrict/
Twitter	https://twitter.com/@WEAREBCAS

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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
6	0	1	1
7	6	3	10
8	11	11	9
9	9	19	22
10	17	19	17
11	25	36	25
12	31	25	26
Total	99	114	110

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	32.3%	33.3%	38.2%
Male	67.7%	66.7%	61.8%
Economically Disadvantaged Students	34.3%	24.6%	21.8%
Students with Disabilities	34.3%	41.2%	46.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		2.6%	6.4%
Students in Foster Care		4.4%	4.5%
Military-Connected Students		0.9%	2.7%
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	50.5%	65.8%	60.0%
Hispanic	13.1%	10.5%	11.8%
Black or African American	30.3%	18.4%	20.9%
Asian	3.0%	1.8%	1.8%
Native Hawaiian or Pacific Islander	1.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.9%	1.8%
Two or More Races	2.0%	2.6%	3.6%

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	99	114	110
Shared Time Students	0	0	0
Full Time Equivalent	99	114	110

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	97.3%
Turkish	1.8%
Other Languages	0.9%

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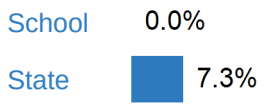
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

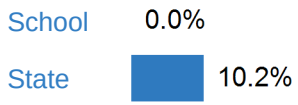
Career and Technical Education Participation

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)



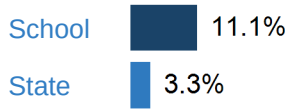
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Total (All Clusters)	0	0	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.

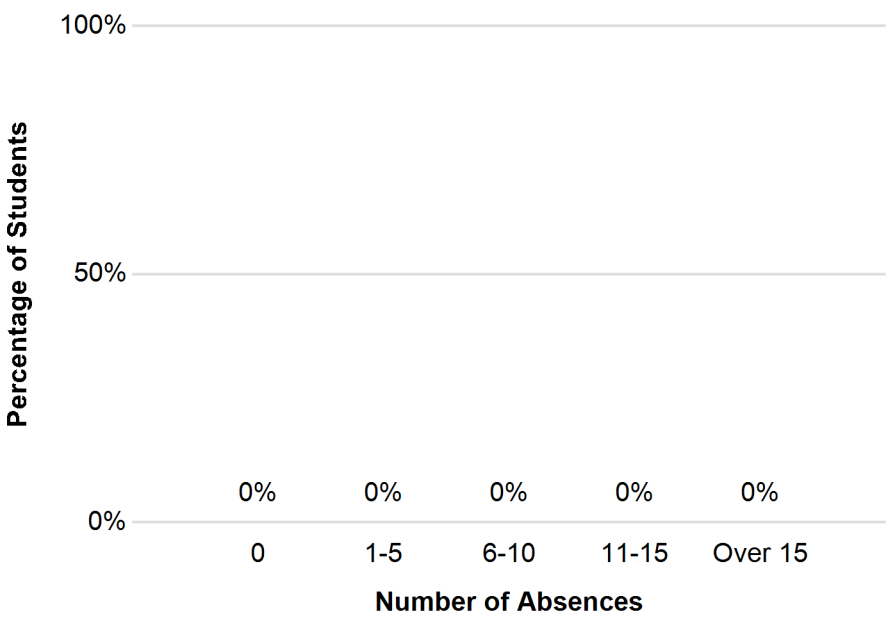
Chronic Absenteeism

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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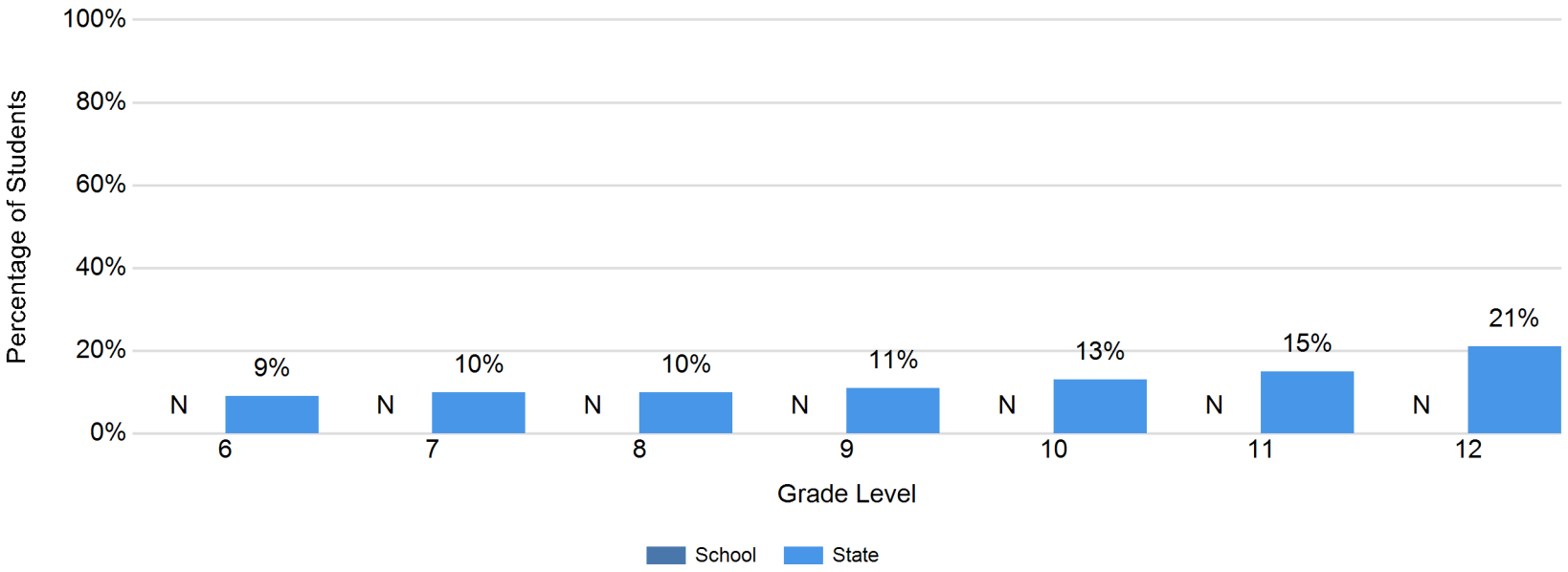
Chronic Absenteeism by Grade

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	0
Weapons	1
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	8.18

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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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	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	11	10.0%
Any Suspension	11	10.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
33

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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	7:45 AM
Typical End Time	1:30 PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 5 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	1.7:1

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	N	117,464
Average years experience in public schools	N	12.0
Average years experience in district	N	10.7
Teachers in district for 4 or more years	N	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	N	4:1
Students to Administrators	N	36:1
Teachers to Administrators	N	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.

Bachelor's Degree

Teacher	N
Admin	N/A

Master's Degree

Teacher	N
Admin	N

Doctoral Degree

Teacher	N
Admin	N

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	96.7%

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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	N	N
Male	N	N
White	N	N
Hispanic	N	N
Black or African American	N	N
Asian	N	N
American Indian or Alaska Native	N	N
Native Hawaiian or Pacific Islander	N	N
Two or More Races	N	N

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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:	• BCAS continues to be recognized as both a National and State School of Character. This designation signifies that best practices in character education are being utilized at BCAS. • BCAS has invested in expanding classroom libraries. The classrooms are full of engaging young adult literature. Promethean Boards are going to be ordered for the direct instruction classrooms. • BCAS staff completed training on becoming a trauma informed school along with non-suicidal self-injurious behavior.
Mission, Vision, Theme:	The mission of the Burlington County Alternative School is to enable each student to reach his/her full potential through academic, vocational, and therapeutic programs adapted to a student's unique needs and abilities. BCAS functions as a community school where each member is valued. Students often state that BCAS is an extension of their family. Students and staff develop strong bonds that last throughout the years.
Awards, Recognition, Accomplishments:	National School of Character designation, State School of Character Designation

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Courses, Curriculum, Instruction:	Students who attend the Burlington County Alternative School are awarded diplomas from their home school. Therefore, BCAS students are enrolled in courses that are required by their sending schools. BCAS has an updated collection of textbooks from all subject areas and a large selection of novels. The students also have access to various online resources. Due to a strong relationship with Rowan College at Burlington County, BCAS students are permitted to enroll in college courses for dual credit.
Sports and Athletics:	Students enrolled at BCAS may participate in sports and athletics at their home/sending schools.
Clubs and Activities:	Students may return to their sending schools for extra-curricular activities, clubs and sports. During the academic day students particpate in a variety of elective/group courses. Topics include but are not limited to Titans (Student Government), LGBT Group, Japanese Culture, Awkward History, Art, Technology, Healthy Choices, Novel Club and Math Club.BCAS also supports service learning and most students participate in some type of volunteer service such as mentoring, tutoring, teacher assistant, cafeteria assistant etc.

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Before and After School Programs:	BCAS operates a PM Program that occurs after the regular school day. This program is typically for juniors and seniors who are in need of one-on-one instruction in order to complete their degree requirements.
Staff and Professional Learning:	There are nine certified teachers at BCAS. Currently, three are working on advanced degrees. The staff at BCAS meets as an team once in the morning for 20 minutes and once in the afternoon for 40 minutes. During this time student progress and action plans are discussed and created. Staff members have common planning/prep time each day in order to collaborate. All staff complete district trainings via NJ SAFE SCHOOLS and participate in professional learning communities. BCAS is continuing work on becoming a trauma informed school.
Postsecondary Information:	Students who graduate from BCAS enroll in four-year universities, two-year colleges, enlist in the military, attend trade schools or enter the workforce. Approximately, 65 percent of the students enroll in a college or university. Approximately, 35 percent enter the workforce, 10 percent enroll in a trade or vocational school. A minimal percentage enlist in the United States military or armed forces.

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Student Supports and Services:	BCAS employees four full time counselors to support students. The students have free access to counselors and are required to participate in group counseling. There are two teachers certified in special education to support students who have individualized education plans. Due to the structure and very small class size many of the modifications listed in individual education plans are satisfied.
Student Health and Wellness:	All students at BCAS are enrolled in Health and Physical Education courses. The PE period is 45 minutes in length. The students enjoy activities such as four square, basketball, soccer, hockey, football, yoga, and other team building games. Also, the students have access to a quarter mile walking path that may be used for daily exercise.
Parent and Community Involvement:	There is a variety of parental involvement at BCAS. All students are assigned a "family head." All family heads meet with students daily to discuss daily goals and accomplishments. Family heads also call home once a week to discuss student progress. Additionally, parents and guardians are invited into school twice a year to share a meal with students and BCAS staff. BCSSSD utilizes Genesis, which has a Parent Portal option that allows parents to check on credits earned, grades, and attendance. Parent/guardian information sessions are also conducted at school to cover a variety of relevant topics such as financial aid and the college application process.

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON COUNTY ALTERNATIVE HIGH SCHOOL
(05-0605-011)
Grades Offered: 06-12
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

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey is administered to BCAS students, staff, and parents twice a year. BCAS just concluded a three year agreement with the New Jersey Department of Education's School Climate Transformation Project facilitated by Rutgers University. The SCTP allowed BCAS to create SMART goals to make school improvements in the area of climate and culture. The climate survey is the tool that was used for data collection.
Facilities:	The Burlington County Alternative School opened a new facility in January of 2017 located in Mount Laurel. The new building includes 9 classrooms, a state of the art computer lab, a designated science lab, a multi-purpose room, cafeteria, student lounge, nursing suite, and 8 offices.
School Safety:	The safety and security of students and staff is a top priority at BCAS. All visitors are required to sign-in using the kiosk located near the front office. At the start of each day, all students are scanned using a handheld electronic monitoring device. Additionally, all bags and purses are searched. BCAS contracts with Yondr, a company that creates phone free spaces. During the entire day students do not have access to their cellular devices. BCAS works cooperatively with the Mount Laurel Police Department when the need arises.

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Technology and STEM:	Students at BCAS have access to a new science lab. Promethean Boards were added to the middle school and high school direct instruction classrooms. There are ample desktops and Chrome Books available for student/class use. There is a large computer lab designated for student/class use as well. The science teacher regularly offers STEAM classes for all students.

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Other Information:	Burlington County Alternative School, located on the Mt. Laurel campus of Burlington County College in the Briggs Road Center, is a proficiency-based program for students who have experienced difficulty achieving their potential at their traditional high school and middle school. Students at BCAS meet and exceed state and local graduation requirements through highly individualized programs provided by state certified teachers and/or college instructors. Instruction encourages experiential learning and student-driven projects. Credits are awarded as proficiencies are demonstrated, rather than on the basis of performing satisfactorily over an arbitrary period of time. In addition to the academic component, students are provided opportunities for individual and group counseling, as well as vocational training and counseling.