



State of New Jersey
2014-15

OVERVIEW

BURLINGTON
BURLINGTON TWP

GRADE SPAN 09-12

05-0620-010
BURLINGTON TOWNSHIP HIGH SCHOOL
610 FOUNTAIN AVENUE
BURLINGTON, NJ 08016

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

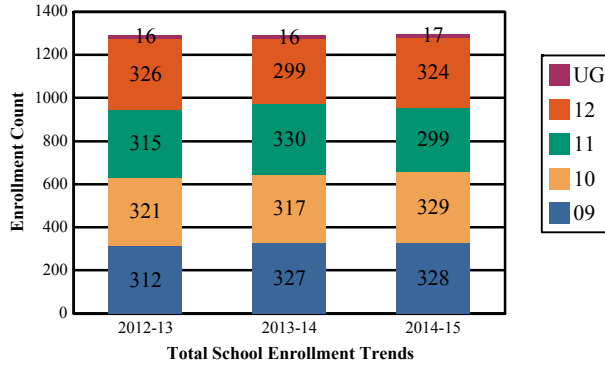
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Enrollment by Grade

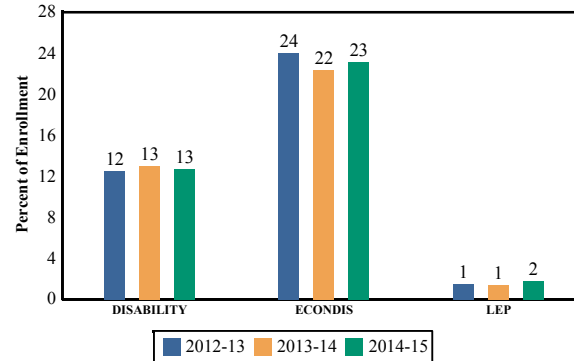
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

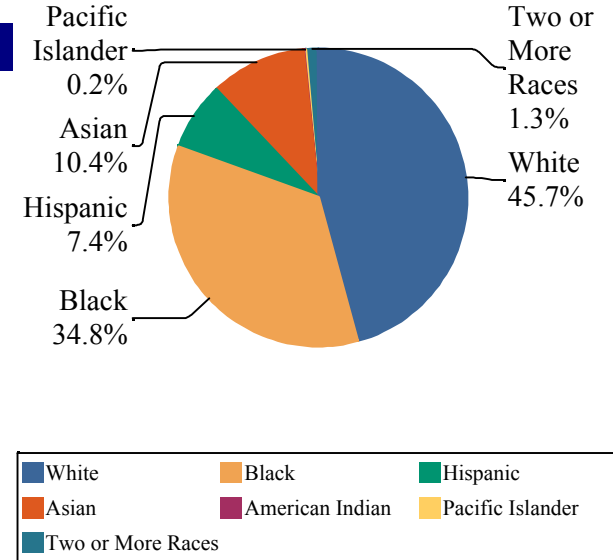
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

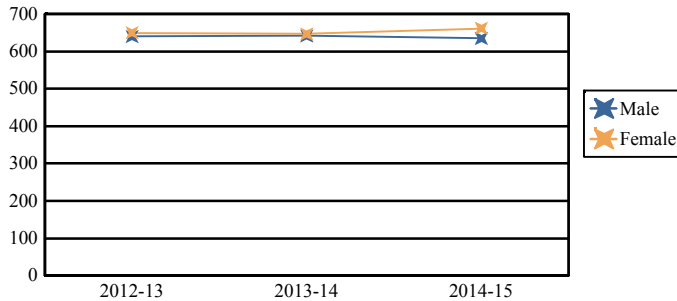
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	1,290
2013-14	1,289
2014-15	1,297

Enrollment by Gender

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



	Male	Female
2012-13	640	650
2013-14	642	647
2014-15	635	662

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	165	13%
Economically Disadvantaged Students	300	23.1%
English Language Learners	23	1.8%

Language Diversity

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

2014-15	Percent
English	94.2%
Gujarati	1.5%
Spanish	0.9%
Punjabi	0.6%
Urdu	0.5%
French	0.5%
Other	1.7%

ACADEMIC ACHIEVEMENT

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	46%	68	65
Math Met or Exceeded Expectation	11%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	306	45.7%	95%	95.9%	YES
White	137	59.8%	95%	96.6%	YES
African American	118	27.1%	95%	94.2%	YES*
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	46	19.5%	95%	94.5%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	58	29.3%	95%	89.2%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	377	10.9%	95%	92.2%	YES*
White	161	16.2%	95%	91.7%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	33	21.2%	95%	92.3%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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Proficiency Outcomes - Biology

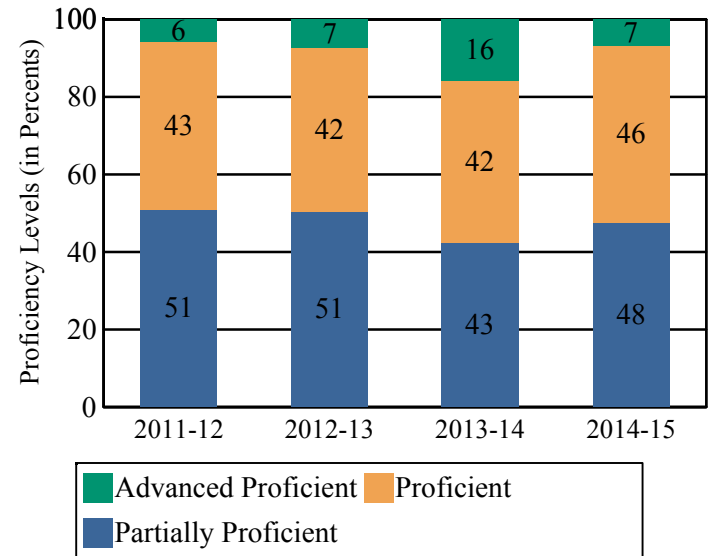
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	7%	46%	48%
White	12%	56%	32%
African American	3%	35%	63%
Hispanic	-	-	-
American Indian	-	-	-
Asian	3%	50%	47%
Two or More Races	-	-	-
Students with Disability	2%	12%	85%
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	30%	68%

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

Proficiency Trends - Biology

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



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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	176	745	739	13%	18%	26%	32%	12%	44%	41%
White	84	753	746	12%	14%	17%	42%	15%	57%	47%
African American	66	731	723	17%	27%	32%	21%	3%	24%	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	15	767	765	0%	7%	27%	40%	27%	67%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	22	709	706	45%	32%	9%	5%	9%	14%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	27	728	724	22%	22%	30%	22%	4%	26%	24%

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	127	746	735	20%	13%	19%	29%	19%	48%	38%
White	52	756	741	17%	6%	13%	40%	23%	63%	43%
African American	51	733	717	27%	20%	22%	16%	16%	31%	22%
Hispanic	12	733	720	8%	25%	42%	17%	8%	25%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	12	768	763	8%	8%	8%	50%	25%	75%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	21	704	698	52%	24%	5%	14%	5%	19%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	30	729	718	27%	23%	20%	17%	13%	30%	23%

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PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	152	737	741	12%	22%	33%	28%	5%	33%	42%
White	68	740	745	13%	15%	37%	26%	9%	35%	46%
African American	59	734	727	12%	27%	29%	32%	0%	32%	27%
Hispanic	11	739	731	9%	18%	36%	27%	9%	36%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	13	730	765	8%	46%	23%	15%	8%	23%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	14	722	712	7%	36%	36%	21%	0%	21%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	29	730	730	17%	14%	41%	28%	0%	28%	30%

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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	726	728	9%	47%	23%	19%	2%	21%	21%
White	57	735	731	7%	39%	19%	30%	5%	35%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	17	726	751	6%	47%	24%	24%	0%	24%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	81%	48	46	80%	YES
Percent of Students Participating in PSAT or PLAN	45%	10	16	60%	NO
Percent of Students Scoring Above 1550 on SAT	31%	13	40	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	13%	19	26	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	75%	58	65	75%	YES
Summary		30	39		40%

College Readiness Test Participation

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

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	78.7%	78.3%	79.1%
Participating in ACT	15.4%		25.2%
Participating in PSAT or PLAN	45.1%	81.6%	79.6%
Participating in Dual Enrollment	88.4%		14.9%

AP/IB Participation - 'Unique' Students

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	25.8%	34.1%	36.3%
One or More Test	16.1%	29.0%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	12.8%	24.7%	25.3%

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

COLLEGE AND CAREER READINESS

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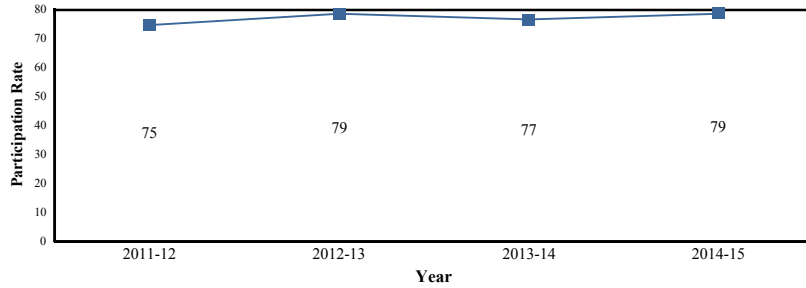
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

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



AP /IB Test Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	76.0%	71.3%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	75.0%	71.6%	69.7%

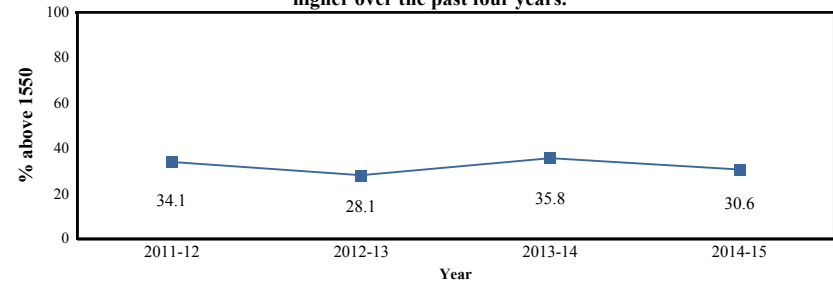
Scholastic Assessment Test (SAT) Results

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	30.6%	43.2%	43.8%

SAT Benchmark Trends

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



Composite SAT Score

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,417	1,524	1,508
Critical Reading	469	498	496
Mathematics	486	525	518
Writing	462	501	494

Composite SAT Score

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	530	540	520
50th Percentile	480	490	470
25th Percentile	420	440	405

AP/IB Courses Offered

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

AP/IB Course Name	Students Enrolled	Students Tested
AP Calculus AB	37	35
AP Biology	31	15
AP Chemistry	28	6
AP World History	24	18
AP Physics B	21	
AP Statistics	20	5
AP English Language and Composition	12	
AP Music Theory	12	6
AP Spanish Language	10	7
AP German Language	6	2
AP U.S. History	6	5
AP Comparative Government and Politics	6	
AP Calculus BC	5	5
AP English Literature and Composition		8
AP Physics 1		7
AP Psychology		5
AP U.S. Government and Politics		5

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Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	9.6%	3.8%
Music	18.8%	17.8%
Visual Arts	48.1%	31.7%
Total: All Visual and Performing Arts	62.3%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

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

Percent of Students Enrolled	School	State
Participating in CTE	33.2%	18.3%
Structured Learning Experience	57.3%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY
BURLINGTON
BURLINGTON TWP

BURLINGTON TOWNSHIP HIGH SCHOOL
610 FOUNTAIN AVENUE
BURLINGTON, NJ 08016

GRADE SPAN 09-12

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	95%	71	63	78%	YES
Dropout Rate	0.2%	74	75	2%	YES
SUMMARY - Graduation & Post-Secondary		73	69		100%

Graduation Rate by Subgroup

Dropout Rate by Subgroup

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

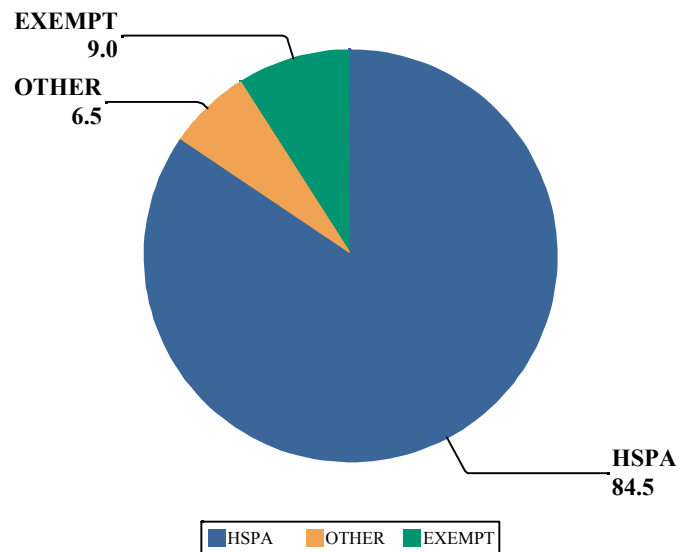
This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	95%	78%
White	96%	
African American	94%	
Hispanic	-	
American Indian	-	
Asian	96%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	86%	
English Language Learners	-	
Economically Disadvantaged Students	87%	

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

Graduation Pathway Rates

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



Extended Year Graduation Rate

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

Class of	4-year Rate	5-year Rate
2012	93%	96%
2013	95%	95%
2014	97%	98%
2015	95%	

Postsecondary Enrollment Rates

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

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

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	82%	41%	59%
White	84.4%	37.1%	62.9%
African American	79%	41%	59%
Hispanic	-	-	-
Asian	86.7%	42.3%	57.7%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	60.6%	60%	40%
English Language Learners	-	-	-
Economically Disadvantaged Students	76.1%	58.8%	41.2%

WITHIN SCHOOL ACHIEVEMENT GAP

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 09-12

**BURLINGTON TOWNSHIP HIGH SCHOOL
610 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

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

Grade Level - 09

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

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	771	766
50th	745	739
25th	717	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	56

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

WITHIN SCHOOL ACHIEVEMENT GAP

BURLINGTON
BURLINGTON TWP

BURLINGTON TOWNSHIP HIGH SCHOOL
610 FOUNTAIN AVENUE
BURLINGTON, NJ 08016

GRADE SPAN 09-12

Grade Level - 10

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

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

Percentile	School Scale Score	State Scale Score
99th	848	850
75th	776	766
50th	746	733
25th	708	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	68	67

Grade Level - 11

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

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	752	768
50th	733	740
25th	709	711
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	57

PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	785	793
75th	739	747
50th	722	726
25th	709	710
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	37

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

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

Percentile	School Scale Score	State Scale Score
99th	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

SCHOOL CLIMATE
BURLINGTON
BURLINGTON TWP

Length of School Day

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

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

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

	School
2014-15	3.2%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 48 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	144

SCHOOL PEER GROUP

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 09-12

**BURLINGTON TOWNSHIP HIGH SCHOOL
610 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS HIGH SCHOOL	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LYNDHURST TWP	LYNDHURST HIGH SCHOOL	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON HIGH SCHOOL	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	RIDGEFIELD BORO	RIDGEFIELD MEMORIAL HIGH SCHOOL	03-4370-050	09-12	25.2%	2.2%	27.2%
BERGEN	SADDLE BROOK TWP	SADDLE BROOK MIDDLE/HIGH SCHOOL	03-4610-050	07-12	19.5%	1.2%	19.5%
BERGEN	TEANECK TWP	TEANECK HIGH SCHOOL	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE HIGH SCHOOL	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL HIGH SCHOOL	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP HIGH SCHOOL	05-0620-010	09-12	23.1%	1.8%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	29.4%	2%	17.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL WEST	07-0800-040	09-12	29.8%	1%	19.2%
ESSEX	NUTLEY TOWN	NUTLEY HIGH SCHOOL	13-3750-050	09-12	10.9%	2%	15.5%
MERCER	LAWRENCE TWP	LAWRENCE HIGH SCHOOL	21-2580-040	09-12	24.2%	2.6%	15.3%
MIDDLESEX	EDISON TWP	JOHN P. STEVENS HIGH SCHOOL	23-1290-053	09-12	18.7%	2.2%	7.8%
MIDDLESEX	MIDDLESEX BORO	MIDDLESEX HIGH SCHOOL	23-3140-050	09-12	27.8%	1.6%	12.2%
MIDDLESEX	OLD BRIDGE TWP	OLD BRIDGE HIGH SCHOOL	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD HIGH SCHOOL	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	HENRY HUDSON REGIONAL SCHOOL	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	RED BANK REGIONAL	RED BANK REGIONAL HIGH SCHOOL	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	BOONTON HIGH SCHOOL	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	MORRIS HILLS HIGH SCHOOL	27-3370-050	09-12	23.3%	2.4%	11.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HIGH SCHOOL	27-3950-050	09-12	21.9%	2.5%	15.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HILLS HIGH SCHOOL	27-3950-053	09-12	14.6%	1.8%	15.1%



State of New Jersey
2014-15

05-0620-010

SCHOOL PEER GROUP

**BURLINGTON
BURLINGTON TWP**

**BURLINGTON TOWNSHIP HIGH SCHOOL
610 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 09-12

OCEAN	JACKSON TWP	JACKSON LIBERTY HIGH SCHOOL	29-2360-025	09-12	26.5%	1.1%	11.9%	
PASSAIC	HAWTHORNE BORO	HAWTHORNE HIGH SCHOOL	31-2100-050	09-12	24.1%	1.5%	19%	
PASSAIC	PASSAIC VALLEY REGIONAL	PASSAIC VALLEY REGIONAL HIGH SCHOOL	31-3990-050	09-12	24.5%	1.3%	12.2%	
SOMERSET	SOMERVILLE BORO	SOMERVILLE HIGH SCHOOL	35-4820-050	09-12	15%	2.2%	10.9%	
SUSSEX	HOPATCONG	HOPATCONG HIGH SCHOOL	37-2240-030	09-12	28.3%	0.7%	23.6%	
UNION	KENILWORTH BORO	DAVID BREARLEY MIDDLE/HIGH SCHOOL	39-2420-010	07-12	24%	1.3%	11.3%	
UNION	SUMMIT CITY	SUMMIT HIGH SCHOOL	39-5090-050	09-12	17.5%	2.5%	11.5%	
WARREN	HACKETTSTOWN	HACKETTSTOWN HIGH SCHOOL	41-1870-050	09-12	13%	2.1%	14.2%	

DEMOGRAPHIC INFORMATION

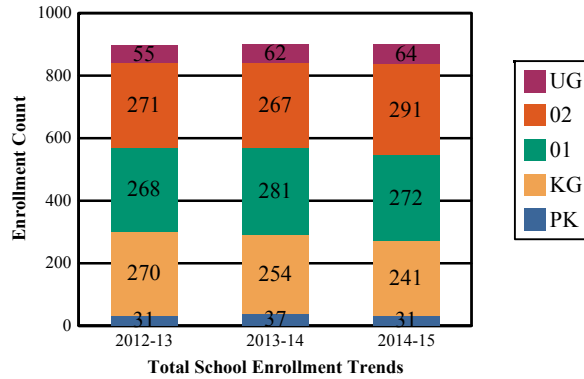
**BURLINGTON
BURLINGTON TWP**

GRADE SPAN PK-02

05-0620-030
**B. BERNICE YOUNG ELEMENTARY SCHOOL
1203 NECK ROAD
BURLINGTON, NJ 08016-9741**

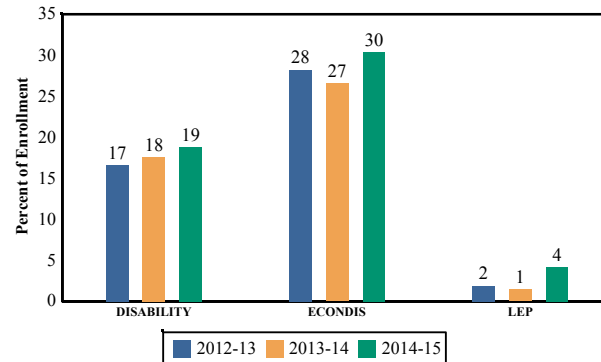
Enrollment by Grade

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



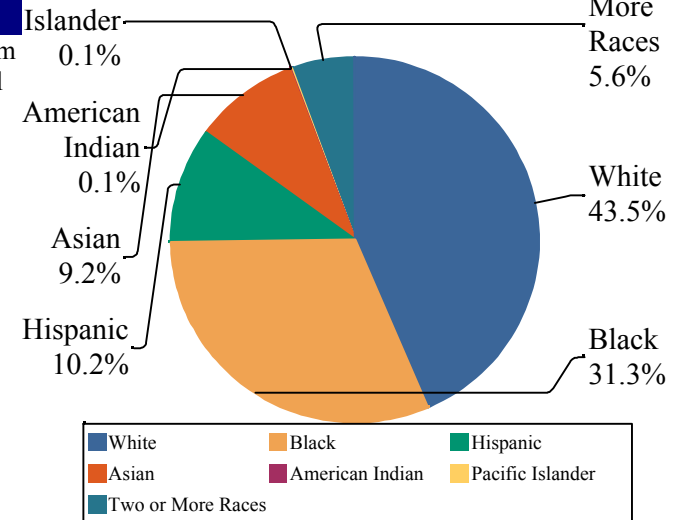
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



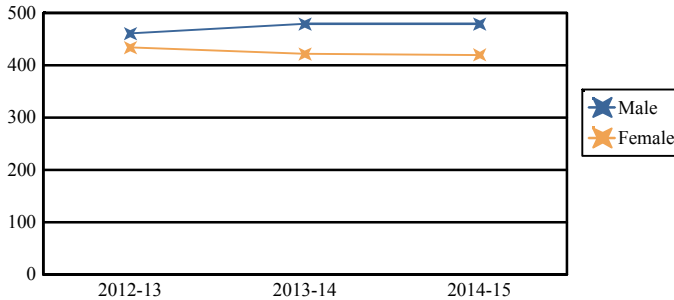
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	895
2013-14	901
2014-15	899

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	169	19%
Economically Disadvantaged Students	273	30.4%
English Language Learners	37	4.1%

Language Diversity

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

2014-15	Percent
English	87.7%
Punjabi	1.8%
Spanish	1.7%
Gujarati	1.4%
Urdu	1.2%
Portuguese	1.0%
Other	5.2%

	Male	Female
2012-13	461	434
2013-14	479	422
2014-15	479	420

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	1.6%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 10 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	899



State of New Jersey

2014-15

05-0620-037

OVERVIEW

BURLINGTON
BURLINGTON TWP

GRADE SPAN 03-05

FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

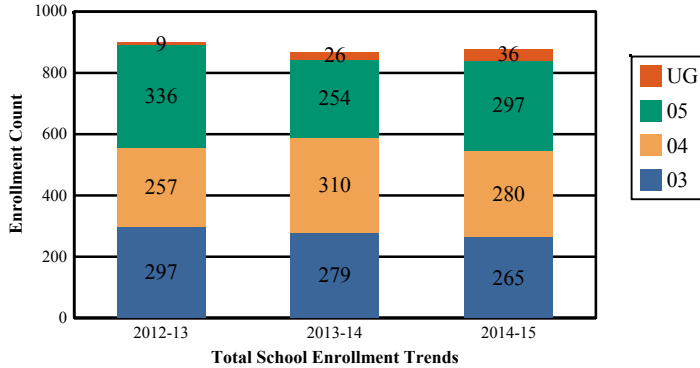
BURLINGTON
BURLINGTON TWP

GRADE SPAN 03-05

05-0620-037
FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016

Enrollment by Grade

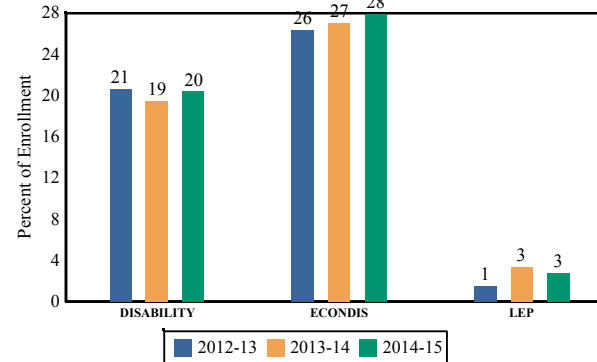
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

Enrollment Trends by Program Participation

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

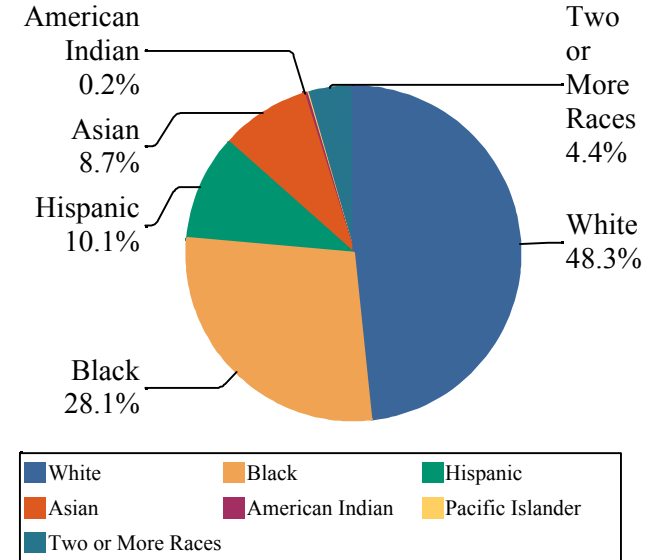


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	179	20%
Economically Disadvantaged Students	245	27.9%
English Language Learners	24	2.7%

Enrollment by Ethnic/Racial Subgroup

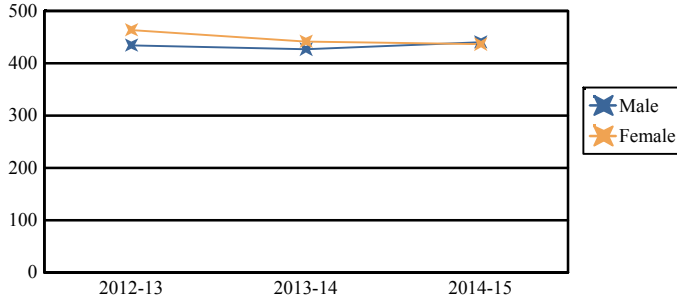
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	899
2013-14	869
2014-15	878

Enrollment by Gender

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



	Male	Female
2012-13	435	464
2013-14	427	442
2014-15	441	437

Language Diversity

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

2014-15	Percent
English	92.7%
Spanish	1.7%
Punjabi	1.5%
Urdu	0.7%
French	0.3%
Chinese	0.3%
Other	2.8%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	47%	26	38
Math Met or Exceeded Expectation	40%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	775	47.1%	95%	95.2%	YES
White	387	55.6%	95%	93.9%	YES*
African American	212	33.9%	95%	96%	YES
Hispanic	77	45.5%	95%	96.8%	YES
American Indian	-	-	--	--	--
Asian	65	43.1%	95%	95%	YES
Two or More Races	32	43.8%	95%	100%	-
Students with Disability	166	28.9%	95%	94.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	173	27.8%	95%	95.3%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	774	39.5%	95%	94.9%	YES
White	386	49.8%	95%	93.6%	YES*
African American	212	21.7%	95%	96%	YES
Hispanic	77	27.3%	95%	96.8%	YES
American Indian	-	-	--	--	--
Asian	65	47.7%	95%	93.9%	YES*
Two or More Races	32	46.9%	95%	100%	-
Students with Disability	165	25.4%	95%	94%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	172	22.7%	95%	94.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	232	747	744	7%	19%	24%	48%	2%	50%	44%
White	113	748	753	5%	19%	26%	49%	2%	50%	55%
African American	54	736	725	17%	22%	22%	39%	0%	39%	26%
Hispanic	26	754	727	4%	4%	27%	62%	4%	65%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	22	750	769	5%	32%	14%	50%	0%	50%	70%
Two or More Races	16	759	751	0%	13%	25%	50%	13%	63%	53%
Students with Disability	56	730	718	13%	32%	25%	30%	0%	30%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	56	736	724	14%	21%	27%	38%	0%	38%	24%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	261	745	751	3%	16%	39%	36%	6%	42%	52%
White	138	752	758	1%	12%	33%	46%	8%	54%	63%
African American	70	738	733	6%	16%	50%	26%	3%	29%	30%
Hispanic	23	736	737	0%	43%	30%	26%	0%	26%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	25	741	773	8%	12%	52%	20%	8%	28%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	55	733	725	7%	24%	44%	24%	2%	25%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	59	734	734	10%	24%	41%	24%	2%	25%	31%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	282	749	751	4%	14%	33%	46%	4%	50%	53%
White	136	756	757	2%	10%	26%	54%	7%	61%	62%
African American	88	739	734	8%	18%	39%	35%	0%	35%	31%
Hispanic	28	747	737	4%	14%	39%	39%	4%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	18	755	771	0%	11%	33%	50%	6%	56%	77%
Two or More Races	11	745	758	0%	27%	45%	27%	0%	27%	61%
Students with Disability	55	732	723	16%	24%	29%	29%	2%	31%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	734	734	10%	24%	45%	21%	0%	21%	31%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	232	748	746	5%	18%	29%	41%	7%	48%	46%
White	113	751	752	2%	15%	28%	45%	10%	55%	56%
African American	54	738	728	13%	20%	37%	28%	2%	30%	25%
Hispanic	26	746	733	4%	19%	35%	38%	4%	42%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	22	754	772	5%	23%	14%	50%	9%	59%	77%
Two or More Races	16	753	751	0%	19%	19%	56%	6%	63%	54%
Students with Disability	56	735	727	11%	25%	29%	32%	4%	36%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	56	737	730	7%	29%	32%	30%	2%	32%	26%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	261	741	744	3%	25%	34%	37%	0%	38%	42%
White	138	748	749	1%	15%	35%	49%	0%	49%	50%
African American	70	732	727	4%	36%	39%	20%	1%	21%	20%
Hispanic	23	725	732	9%	48%	17%	26%	0%	26%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	25	736	769	8%	24%	40%	28%	0%	28%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	55	727	724	9%	45%	27%	16%	2%	18%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	59	727	730	8%	44%	31%	17%	0%	17%	23%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	281	741	744	4%	24%	38%	32%	2%	34%	42%
White	135	748	749	0%	19%	36%	43%	3%	46%	49%
African American	88	730	728	8%	34%	41%	16%	1%	17%	21%
Hispanic	28	733	733	11%	18%	57%	14%	0%	14%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	18	754	768	0%	17%	22%	50%	11%	61%	74%
Two or More Races	11	734	749	0%	36%	36%	27%	0%	27%	50%
Students with Disability	54	730	724	9%	39%	30%	20%	2%	22%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	57	730	731	7%	39%	35%	19%	0%	19%	23%

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

NJASK Results - Science Grade Level - 04

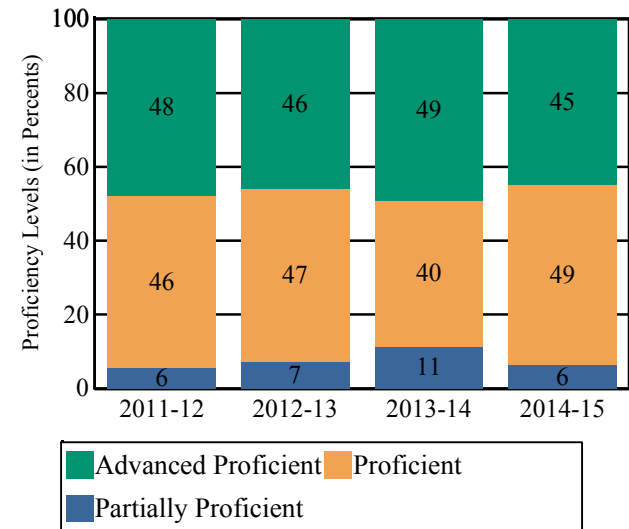
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	45%	49%	6%
White	62%	35%	3%
African American	28%	61%	11%
Hispanic	23%	65%	12%
American Indian	-	-	-
Asian	25%	68%	7%
Two or More Races	-	-	-
Students with Disability	24%	61%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	25%	58%	16%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

**BURLINGTON
BURLINGTON TWP**

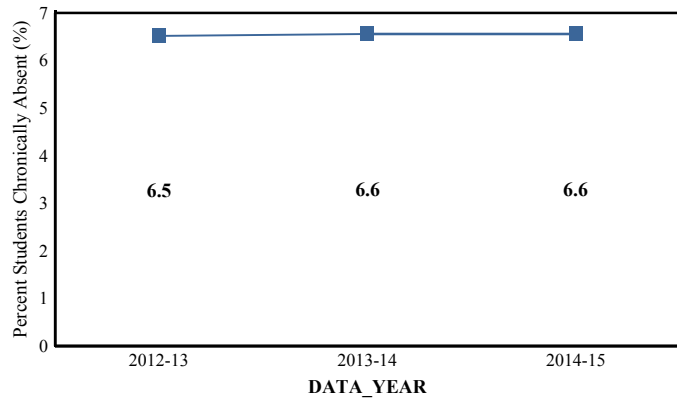
**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

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

Chronic Absenteeism Trend

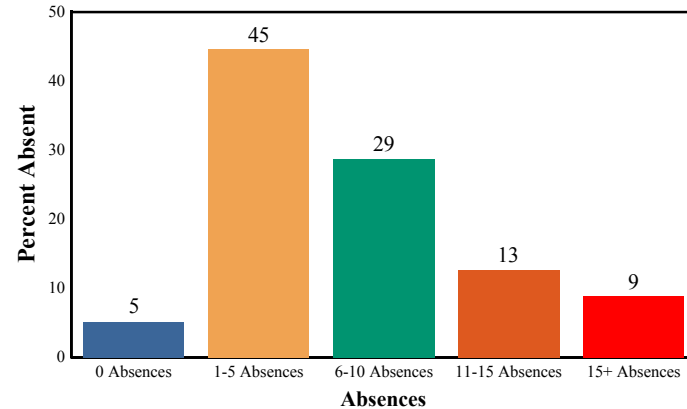
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	6.56%
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Absenteeism

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



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

BURLINGTON

BURLINGTON TWP

FOUNTAIN WOODS ELEMENTARY SCHOOL

601 FOUNTAIN AVENUE

BURLINGTON, NJ 08016

GRADE SPAN 03-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	33	42	35	YES
Student Growth on Math	52	47	50	35	YES
		40	46		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	8%	4%	3%
Approached	15%	10%	10%
Met	11%	13%	17%
Exceeded	0%	1%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	11%	7%	5%
Approached	10%	14%	12%
Met	6%	14%	14%
Exceeded	0%	0%	1%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**BURLINGTON
BURLINGTON TWP**

GRADE SPAN 03-05

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	767	770
50th	746	743
25th	720	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	766	767
50th	747	745
25th	723	722
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

WITHIN SCHOOL ACHIEVEMENT GAP

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	760	773
50th	745	750
25th	728	728
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	766	773
50th	749	751
25th	731	728
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	760	764
50th	737	742
25th	722	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	757	763
50th	739	743
25th	721	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

SCHOOL CLIMATE

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	2.5%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	293

SCHOOL PEER GROUP

BURLINGTON

BURLINGTON TWP

GRADE SPAN 03-05

FOUNTAIN WOODS ELEMENTARY SCHOOL

601 FOUNTAIN AVENUE

BURLINGTON, NJ 08016

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	WESTWOOD REGIONAL	BERKELEY ELEMENTARY	03-5755-060	KG-05	24.7%	9.4%	7%
BURLINGTON	BORDENTOWN REGIONAL	PETER MUSCHAL ELEMENTARY	05-0475-100	PK-03	19.3%	2.8%	10.8%
BURLINGTON	BURLINGTON TWP	FOUNTAIN WOODS ELEMENTARY SCHOOL	05-0620-037	03-05	27.9%	2.7%	20.4%
BURLINGTON	MOUNT LAUREL TWP	LARCHMONT ELEMENTARY SCHOOL	05-3440-055	PK-04	28.3%	3.1%	19.2%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #2	05-4930-060	03-05	23.8%	1.7%	17.4%
BURLINGTON	WESTAMPTON	HOLLY HILLS ELEMENTARY SCHOOL	05-5720-020	KG-04	25.1%	3.4%	16.4%
ESSEX	MONTCLAIR TOWN	CHARLES H. BULLOCK SCHOOL	13-3310-060	KG-05	24.3%	0%	19.1%
ESSEX	MONTCLAIR TOWN	HILLSIDE ELEMENTARY SCHOOL	13-3310-123	03-05	22.9%	0%	16.1%
GLOUCESTER	LOGAN TWP	LOGAN TOWNSHIP ELEMENTARY SCHOOL	15-2750-040	02-05	22%	1.2%	13.9%
MIDDLESEX	OLD BRIDGE TWP	MEMORIAL ELEMENTARY SCHOOL	23-3845-130	KG-05	26.1%	3.1%	15.8%
MIDDLESEX	WOODBRIAGE TWP	MAWBAY STREET ELEMENTARY SCHOOL	23-5850-220	KG-05	18.9%	1.7%	9.2%
MIDDLESEX	WOODBRIAGE TWP	ROBERT MASCENICK ELEMENTARY SCHOOL	23-5850-110	KG-05	14.4%	0.3%	6.8%
MONMOUTH	HAZLET TWP	COVE ROAD SCHOOL	25-2105-070	05-06	23.7%	0.5%	19%
MONMOUTH	HOWELL TWP	EDITH M. GRIEBLING ELEMENTARY SCHOOL	25-2290-020	KG-05	18.8%	1.1%	12.8%
MONMOUTH	HOWELL TWP	LAND O' PINES ELEMENTARY SCHOOL	25-2290-030	PK-05	21.7%	0%	14%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	STRATHMORE ELEMENTARY SCHOOL	25-3040-080	KG-03	22.3%	4.3%	9.3%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP ELEMENTARY SCHOOL	25-3810-060	PK-04	27.7%	5.4%	16.5%
MORRIS	ROCKAWAY TWP	BIRCHWOOD ELEMENTARY SCHOOL	27-4490-010	KG-05	23.9%	0.7%	17.4%
OCEAN	BARNEGAT TWP	CECIL S COLLINS ELEMENTARY	29-0185-015	PK-05	22.2%	0.5%	17.7%
OCEAN	PLUMSTED TWP	DR. GERALD H. WOHR ELEMENTARY SCHOOL	29-4190-050	02-05	23.6%	4.8%	12.7%

SCHOOL PEER GROUP

**BURLINGTON
BURLINGTON TWP**

**FOUNTAIN WOODS ELEMENTARY SCHOOL
601 FOUNTAIN AVENUE
BURLINGTON, NJ 08016**

GRADE SPAN 03-05

OCEAN	STAFFORD TWP	MCKINLEY AVENUE ELEMENTARY SCHOOL	29-5020-060	03-04	27%	0.5%	22.5%	
OCEAN	STAFFORD TWP	STAFFORD INTERMEDIATE SCHOOL	29-5020-070	02-06	24.6%	0.6%	20.6%	
PASSAIC	WEST MILFORD TWP	UPPER GREENWOOD LAKE ELEMENTARY SCHOOL	31-5650-090	PK-06	23.2%	0%	19.6%	
SUSSEX	SUSSEX-WANTAGE REGIONAL	WANTAGE ELEMENTARY SCHOOL	37-5100-070	03-05	26.3%	0.6%	21.2%	
SUSSEX	VERNON TWP	CEDAR MOUNTAIN PRIMARY SCHOOL	37-5360-023	02-04	24.6%	0%	19.3%	
SUSSEX	VERNON TWP	LOUNSBERRY HOLLOW MIDDLE SCHOOL	37-5360-030	05-06	24.1%	1%	17.6%	
UNION	KENILWORTH BORO	WARREN G. HARDING ELEMENTARY SCHOOL	39-2420-050	PK-06	25.2%	5.6%	12.7%	
UNION	UNION TWP	BATTLE HILL	39-5290-080	PK-04	26.5%	2.8%	18.4%	
WARREN	BELVIDERE TOWN	THIRD STREET ELEMENTARY SCHOOL	41-0280-050	KG-03	27.5%	0%	24.2%	
WARREN	FRANKLIN TWP	FRANKLIN TOWNSHIP SCHOOL	41-1620-050	PK-06	13.9%	0%	6.3%	
WARREN	LOPATCONG TWP	LOPATCONG ELEMENTARY SCHOOL	41-2790-050	PK-04	15.9%	0.4%	9.4%	

OVERVIEW

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GRADE SPAN 06-08

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

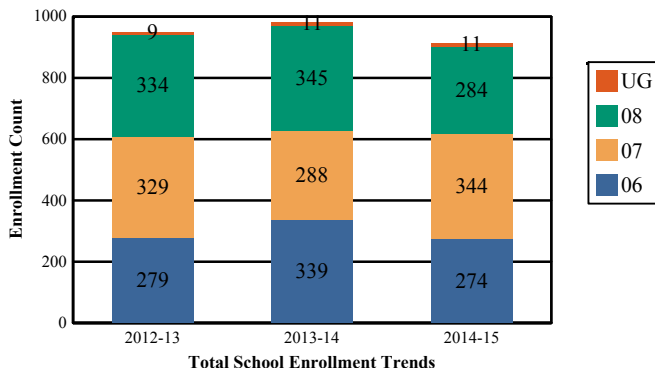
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GRADE SPAN 06-08

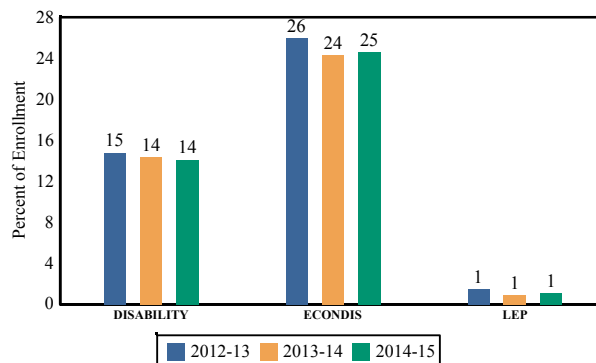
Enrollment by Grade

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



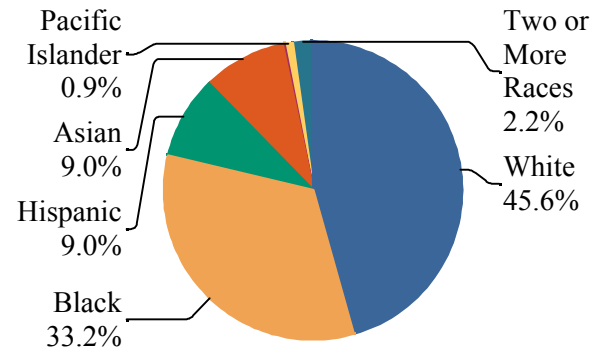
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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

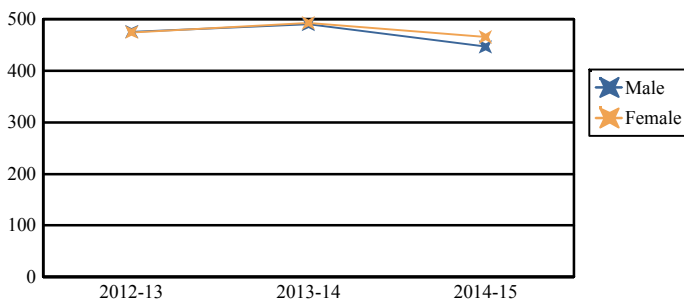


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	951
2013-14	983
2014-15	913

Enrollment by Gender

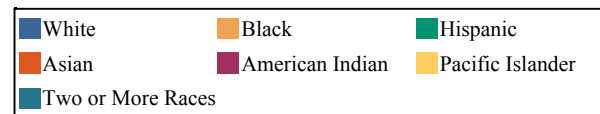
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	476	475
2013-14	490	493
2014-15	447	466

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	129	14%
Economically Disadvantaged Students	225	24.6%
English Language Learners	10	1.1%



Language Diversity

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

2014-15	Percent
English	95.5%
Punjabi	1.0%
Spanish	0.7%
Urdu	0.7%
Turkish	0.3%
Portuguese	0.3%
Other	1.5%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	48%	30	49
Math Met or Exceeded Expectation	41%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	775	48%	95%	90.4%	YES*
White	364	56.6%	95%	89.2%	YES*
African American	258	36%	95%	92.6%	YES*
Hispanic	61	37.7%	95%	85.9%	YES*
American Indian	-	-	--	--	--
Asian	76	59.2%	95%	92.2%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	160	26.9%	95%	90.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

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GRADE SPAN 06-08

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	772	40.9%	95%	90.3%	YES*
White	363	51.3%	95%	88.9%	YES*
African American	258	26%	95%	92.6%	YES*
Hispanic	60	33.3%	95%	84.6%	NO
American Indian	-	-	--	--	--
Asian	75	50.7%	95%	93.3%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	160	21.3%	95%	91.1%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	232	747	749	4%	12%	37%	45%	3%	48%	50%
White	116	752	755	2%	11%	28%	54%	4%	59%	59%
African American	69	738	732	9%	14%	45%	30%	1%	32%	29%
Hispanic	18	739	736	6%	11%	44%	39%	0%	39%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	22	752	770	0%	0%	45%	50%	5%	55%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	50	738	733	0%	18%	60%	22%	0%	22%	30%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	294	746	750	9%	19%	21%	39%	11%	50%	53%
White	134	753	757	6%	18%	18%	41%	17%	58%	61%
African American	99	740	730	9%	22%	28%	36%	4%	40%	31%
Hispanic	24	727	736	33%	8%	21%	33%	4%	38%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	30	756	777	3%	17%	20%	47%	13%	60%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	63	733	733	14%	25%	27%	32%	2%	33%	33%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	249	745	750	8%	18%	28%	39%	6%	46%	53%
White	114	750	757	6%	17%	25%	42%	11%	53%	61%
African American	90	738	730	8%	21%	37%	34%	0%	34%	31%
Hispanic	19	732	735	26%	5%	32%	37%	0%	37%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	24	757	778	8%	17%	13%	50%	13%	63%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	30	699	713	47%	30%	13%	7%	3%	10%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	47	730	732	13%	30%	34%	23%	0%	23%	34%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	231	743	743	6%	16%	35%	41%	1%	42%	42%
White	117	750	749	3%	10%	32%	53%	1%	54%	50%
African American	68	731	726	10%	28%	41%	21%	0%	21%	19%
Hispanic	18	736	731	17%	17%	28%	39%	0%	39%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	21	748	768	0%	14%	38%	43%	5%	48%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	50	731	729	6%	28%	46%	20%	0%	20%	23%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	294	743	740	6%	20%	30%	39%	4%	44%	38%
White	133	749	745	4%	12%	30%	50%	5%	54%	46%
African American	100	737	725	6%	28%	34%	30%	2%	32%	17%
Hispanic	24	728	730	17%	29%	25%	29%	0%	29%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	30	749	760	3%	20%	27%	43%	7%	50%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	64	731	728	11%	38%	28%	23%	0%	23%	21%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	719	726	24%	26%	38%	13%	0%	13%	24%
White	51	721	732	20%	35%	27%	18%	0%	18%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	760	740	0%	5%	27%	64%	4%	68%	40%
White	62	761	746	0%	10%	23%	65%	3%	68%	47%
African American	27	753	722	0%	0%	41%	59%	0%	59%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	15	772	769	0%	0%	20%	67%	13%	80%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

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NJASK Results - Science Grade Level - 08

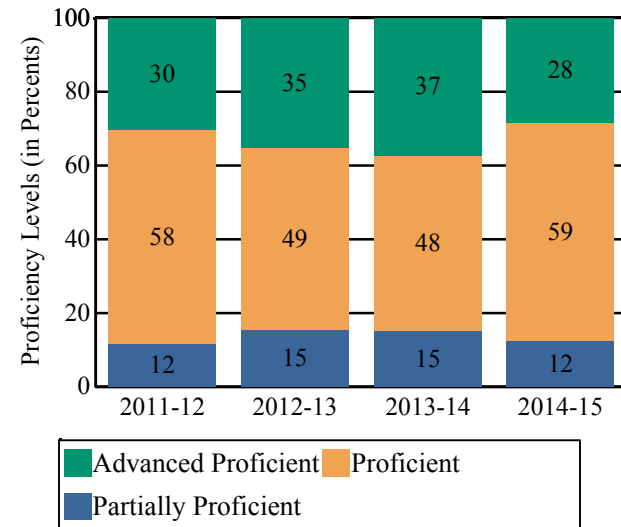
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	59%	12%
White	36%	57%	7%
African American	17%	69%	14%
Hispanic	26%	42%	32%
American Indian	-	-	-
Asian	32%	52%	16%
Two or More Races	-	-	-
Students with Disability	8%	49%	43%
English Language Learners	-	-	-
Economically Disadvantaged Students	13%	73%	13%

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



COLLEGE AND CAREER READINESS

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GRADE SPAN 06-08

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

Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
122	112

Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.7%	67.9%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

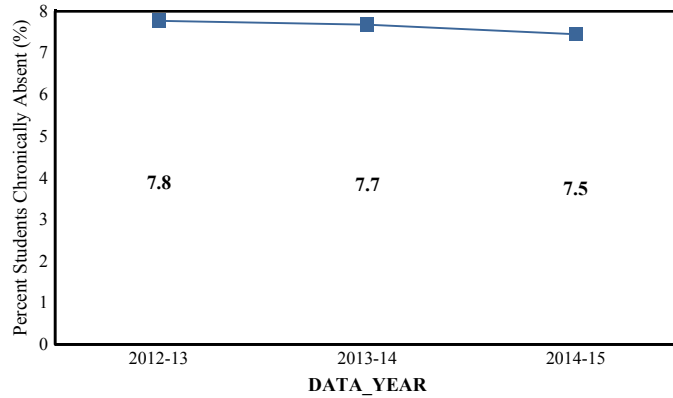
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GRADE SPAN 06-08

Chronic Absenteeism Trend

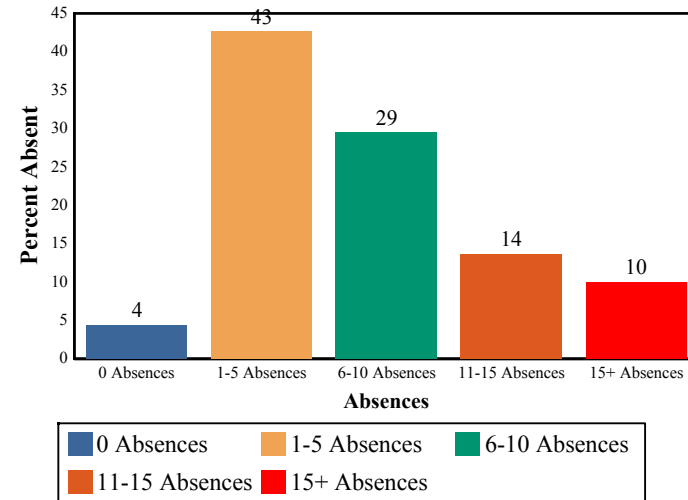
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	7.46%
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Absenteeism

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



Visual and Performing Arts

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

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	18.4%	3.9%
Music	51.9%	66.0%
Visual Arts	66.5%	71.1%
Total: All Visual and Performing Arts	88.3%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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GRADE SPAN 06-08

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	26	28	35	YES
Student Growth on Math	61	81	86	35	YES
		54	57		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	9%	5%	2%
Approached	13%	10%	6%
Met	13%	15%	13%
Exceeded	1%	2%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	8%	6%	5%
Approached	7%	14%	13%
Met	4%	9%	20%
Exceeded	0%	0%	2%

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

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

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

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	762	770
50th	746	749
25th	732	726
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	762	763
50th	739	742
25th	726	721
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 06-08

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	771	776
50th	751	751
25th	722	724
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	52

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	768	777
50th	745	751
25th	722	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	762	759
50th	746	740
25th	724	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	771	850
75th	735	748
50th	724	726
25th	700	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

SCHOOL CLIMATE
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GRADE SPAN 06-08

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	7.7%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	304

SCHOOL PEER GROUP

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GRADE SPAN 06-08

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MAYWOOD BORO	MAYWOOD AVENUE SCHOOL	03-3060-060	PK-08	23.5%	1.9%	17%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL MIDDLE SCHOOL	05-0475-055	06-08	21.3%	2.9%	18%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP MIDDLE SCHOOL AT SPRINGSIDE	05-0620-051	06-08	24.6%	1.1%	13.9%
BURLINGTON	WESTAMPTON	WESTAMPTON TOWNSHIP MIDDLE SCHOOL	05-5720-050	PK-08	22.9%	1.1%	13.8%
CAMDEN	BARRINGTON BORO	WOODLAND MIDDLE SCHOOL	07-0190-030	05-08	27.1%	0.8%	10.9%
CAMDEN	MERCHANTVILLE BORO	MERCHANTVILLE ELEMENTARY SCHOOL	07-3110-060	PK-08	27.5%	1.4%	15.5%
CAPE MAY	OCEAN CITY	OCEAN CITY INTERMEDIATE SCHOOL	09-3780-060	04-08	28.8%	0%	11.8%
CHARTERS	PHILLIP'S ACADEMY CHARTER SCHOOL	PHILLIP'S ACADEMY CHARTER SCHOOL	80-6094-968	KG-08	25.5%	0%	5.9%
GLOUCESTER	LOGAN TWP	LOGAN MIDDLE SCHOOL	15-2750-300	06-08	21.8%	0%	7.7%
MERCER	LAWRENCE TWP	LAWRENCE MIDDLE SCHOOL	21-2580-050	07-08	24.6%	1.8%	14.1%
MIDDLESEX	EAST BRUNSWICK TWP	CHURCHILL JR HIGH SCHOOL	23-1170-055	08-09	16.2%	1.6%	10.7%
MIDDLESEX	EDISON TWP	JOHN ADAMS MIDDLE SCHOOL	23-1290-055	06-08	13.4%	0%	5.8%
MIDDLESEX	SPOTSWOOD BORO	SPOTSWOOD MEMORIAL MIDDLE SCHOOL	23-4970-090	06-08	21.8%	0.3%	9.8%
MONMOUTH	DEAL BORO	DEAL ELEMENTARY SCHOOL	25-1000-040	KG-08	11%	0%	4.9%
MONMOUTH	HOWELL TWP	HOWELL TOWNSHIP MIDDLE SCHOOL NORTH	25-2290-025	06-08	22.1%	2.5%	18.3%
MONMOUTH	OCEAN TWP	TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL	25-3810-040	05-08	28.1%	2%	17.6%
MONMOUTH	SPRING LAKE HEIGHTS BORO	SPRING LAKE HEIGHTS ELEMENTARY SCHOOL	25-4990-050	KG-08	13.6%	0.9%	10.7%
MORRIS	LINCOLN PARK BORO	LINCOLN PARK MIDDLE SCHOOL	27-2650-040	PK-08	19.7%	1.5%	14.7%
MORRIS	RIVERDALE BORO	RIVERDALE SCHOOL	27-4440-050	PK-08	17.6%	0.9%	12%
OCEAN	JACKSON TWP	CHRISTA MCAULIFFE MIDDLE SCHOOL	29-2360-048	06-08	29.8%	1%	16.2%

SCHOOL PEER GROUP

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OCEAN	LAVALLETTE BORO	LAVALLETTTE ELEMENTARY SCHOOL	29-2550-050	KG-08	19.6%	0%	5.1%	
OCEAN	PLUMSTED TWP	NEW EGYPT MIDDLE SCHOOL	29-4190-080	06-08	22.8%	1%	14.6%	
OCEAN	POINT PLEASANT BEACH BORO	G. HAROLD ANTRIM ELEMENTARY SCHOOL	29-4220-060	PK-08	19.8%	2.6%	20.4%	
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL NORTH	29-5190-063	06-08	28.4%	0.9%	14.5%	
PASSAIC	TOTOWA BORO	WASHINGTON PARK SCHOOL	31-5200-060	03-08	27%	1%	14.8%	
PASSAIC	WAYNE TWP	GEORGE WASHINGTON MIDDLE SCHOOL	31-5570-083	06-08	13.4%	2.9%	14.4%	
SALEM	MANNINGTON TWP	MANNINGTON TOWNSHIP ELEMENTARY SCHOOL	33-2950-050	PK-08	28.6%	0%	10.2%	
SUSSEX	STANHOPE BORO	VALLEY ROAD SCHOOL	37-5030-050	PK-08	17.6%	2.5%	16.4%	
UNION	SUMMIT CITY	LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL	39-5090-060	06-08	14%	1.8%	10.9%	
WARREN	HACKETTSTOWN	HACKETTSTOWN MIDDLE SCHOOL	41-1870-060	05-08	27%	2.6%	18.2%	
WARREN	POHATCONG TWP	POHATCONG TOWNSHIP SCHOOL	41-4200-040	PK-08	21.4%	0%	9.3%	