



B. Bernice Young Elementary School
(05-0620-030)
Grades Offered: PK-02
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Contact Information

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

Type	Contact Information
County	Burlington
District	Burlington Township School District
Principal Name	Dr. Denise King
Address	1203 NECK ROAD BURLINGTON, NJ 08016-9741
Phone Number	609-386-3520
Email Address	dking@burltwpsch.org
Website	https://www.burltwpsch.org/ys/

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	82	107	81
KG	244	241	225
1	242	265	233
2	244	262	261
Total	813	875	800

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.3%	42.2%	45.1%
Male	55.7%	57.8%	54.9%
Economically Disadvantaged Students	23.6%	30.7%	31.1%
Students with Disabilities	16.1%	17.8%	17.5%
English Learners	2.2%	5.3%	5.1%
Homeless Students	3.8%	3.0%	2.8%
Students in Foster Care	0.4%	0.9%	0.4%
Military-Connected Students	0.7%	1.8%	3.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	38.4%	34.7%	32.8%
Hispanic	12.9%	12.6%	13.9%
Black or African American	29.8%	32.3%	33.5%
Asian	11.3%	13.0%	13.0%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.1%
American Indian or Alaska Native	0.4%	0.2%	0.0%
Two or More Races	6.9%	6.7%	6.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	6	0	5
PK - Full Day	76	107	76
KG - Half Day	0	0	0
KG - Full Day	244	241	225

Enrollment by Home Language

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

Home Language	% of Students
English	81.1%
Panjabi	4.0%
Spanish	3.6%
Urdu	2.5%
Gujarati	1.8%
Other Languages	7.0%

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	43.8%	56.6%	Met Target†

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	16	87.5%	12.5%
5 or more	N	N	N



B. Bernice Young Elementary School

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

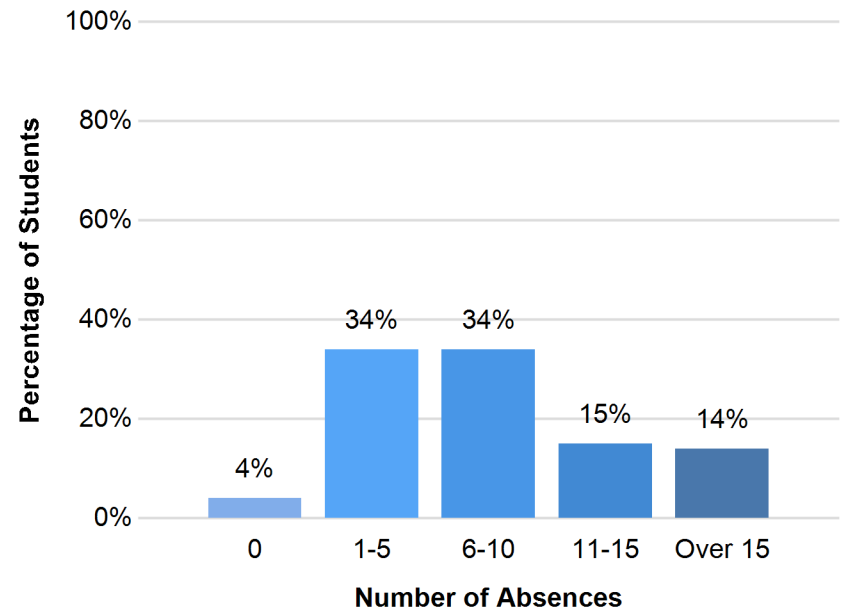
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	72	10.0	10.3	Met
White	23	10.0	10.3	Met
Hispanic	14	14.0	10.3	Not Met
Black or African American	18	7.3	10.3	Met
Asian, Native Hawaiian, or Pacific	12	13.3	10.3	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	9.4	10.3	Met
Female	27	8.1		
Male	45	11.7		
Economically Disadvantaged Students	42	19.2	10.3	Not Met
Students with Disabilities	15	14.9	10.3	Not Met
English Learners	9	22.0	10.3	Not Met
Homeless Students	5	26.3		
Students in Foster Care	*	*		
Military-Connected Students	1	3.8		
Migrant Students	N	N		

Days Absent

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



**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

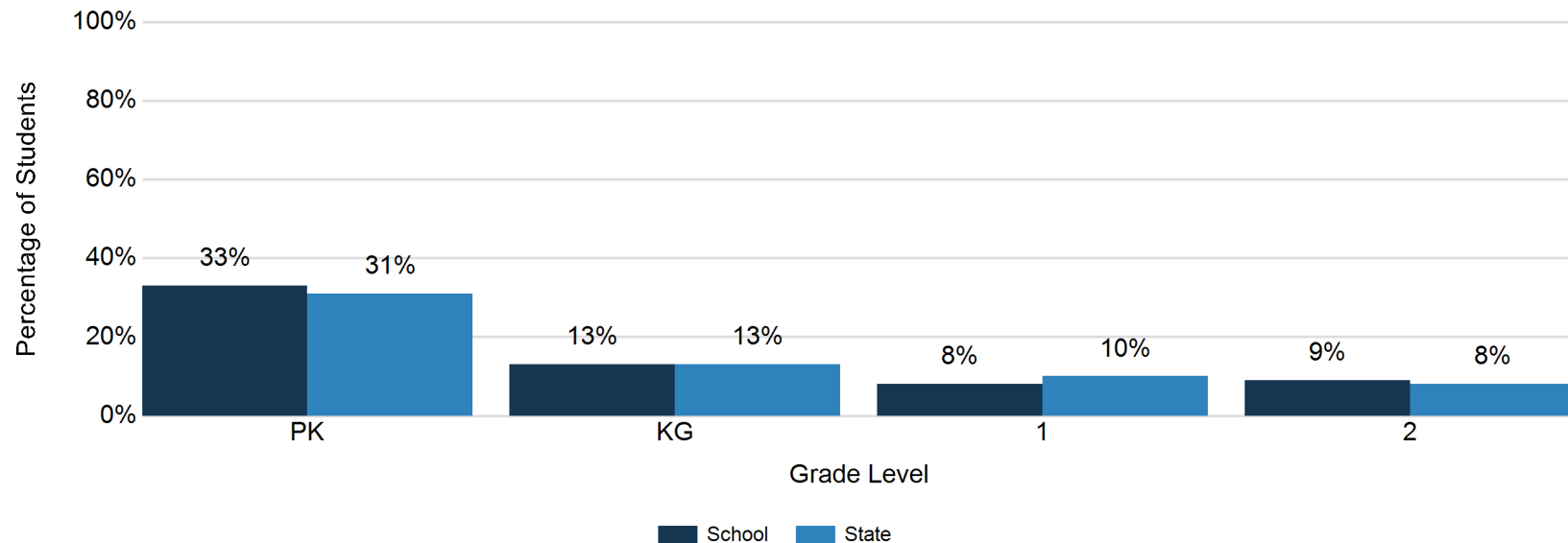
N No Data is available to display

† This indicates a table specific note, see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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



**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.00

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	1.5%
Any Suspension	12	1.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

35

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



B. Bernice Young Elementary School
(05-0620-030)
Grades Offered: PK-02
2018-2019

Report Key:

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	83.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	19.5	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	86.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	800:1	161:1
Teachers to Administrators	73:1	14:1
Students to Librarians/Media Specialists		3702:1
Students to Nurses		740:1
Students to Counselors		309:1
Students to Child Study Team Members		370:1



B. Bernice Young Elementary School
 (05-0620-030)
 Grades Offered: PK-02
 2018-2019

Report Key:

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.1%	94.5%	100.0%	48.4%	77.1%	54.9%
Male	54.9%	5.5%	0.0%	51.6%	22.9%	45.1%
White	32.8%	89.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	13.9%	1.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.5%	8.2%	100.0%	15.0%	6.6%	13.9%
Asian	13.0%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.8%	0.0%	0.0%	2.1%	0.2%	0.2%



B. Bernice Young Elementary School

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



B. Bernice Young Elementary School
 (05-0620-030)
 Grades Offered: PK-02
 2018-2019

Report Key:

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

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



B. Bernice Young Elementary School
 (05-0620-030)
 Grades Offered: PK-02
 2018-2019

Report Key:

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

School Narrative

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



Highlights:

- Curricula includes ELA Wonders and MyMath. Technology enhances the 21st century learning goals.
- Continued implementation of PBSIS (Positive Behavior Support in Schools). Students are recognized daily with verbal appreciation and various incentives by all staff.
- YS celebrates the arts with various chorus student performances and student work displayed throughout the building and showcased annually for the community.



Mission, Vision, Theme:

District Mission: The Burlington Township School District will develop the intellectual, creative and social potential of each child through an active partnership with all members of the community. Vision: Teaching, Learning, and Achieving Excellence! Motto: Always, Respectful. Kind and Safe! Engaging the youngest learners of prekindergarten through second grade diverse population of approximately 800 students.



Awards, Recognition, Accomplishments:

In partnership with Rutgers and DoE, Continued implementation of PBSIS (Positive Behavior Support in Schools). Students are recognized with daily with verbal appreciation and various incentives by all staff regularly. Scheduled school wide celebrations highlight the positive progress of all students. PRIDE students are recognized monthly during district board meetings.

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

School Narrative

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

**Courses, Curriculum,
Instruction:**

Our curricula are aligned to NJSLS. We utilize Reading Wonders, MyMath, Social Studies Alive and Hands-On science exploration through kits and teacher-created units. We include accessible from home online text resources for ELA and Math. We provide a gifted and talented program to eligible students. Our district homework policy is detailed, and emphasizes the importance of ensuring any assigned homework is meaningful and graded for effort and completion, not accuracy.

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

School Narrative

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



Before and After School Programs:

Extended Enrichment Program with WeeKids provided before/after school. Services include homework help, fine and gross motor games, cognitive activities, snacks flexible scheduling, effective parent communication app, structured consistent group counselor to support student engagement. Our mission is to create a unique educational environment built on sound research, qualified instruction and local communities of learning. This environment will help foster academic excellence, instill a love of active learning and provide experiences that enable all of our students to acquire a foundation of skills for lifelong achievement.



Staff and Professional Learning:

Proud of teachers engaging in PD during faculty meetings, common planning sessions and scheduled district PD days. PD opportunities include grade level articulation, vertical articulation, technology workshops, and webinars. All staff participate in mandatory compliance SafeSchools training. District Falcon Professional Development Institute is offered for all staff to participate.

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

School Narrative

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



Student Supports and Services:

YS provides a MD and self-contained Autism classrooms. ICR sections for all core subject areas and POR classes for math and language arts. Services provided for mainstream students per IEP mandates. We provide daily ESL services to eligible students and high intensity ESL to identified population when required. We offer Title I-funded lunchtime tutoring for eligible students. Our I&RS team meets regularly.



Student Health and Wellness:

Students engage in articulated lessons based on healthy exercise principles. YS initiated a wellness committee. Health lessons are related to nutrition, food choices, fire safety, and hygiene. The parent association organizes with building administration and staff an annual fun day event which includes sports based group activities. BTSD participates in the National School Lunch program and offers breakfast to all students every day.



Parent and Community Involvement:

The YSFA (Young School Family Association) is a group of dedicated parents and guardians who volunteer throughout the school year to enhance the learning experience for our children. They support the school by providing various fundraisers and celebrations throughout the year in order to support field trips and other instructional items for students and staff. The school communicates regularly with parents via weekly electronic YS enews, text messages and communication via student backpack.

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

School Narrative

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



Facilities:

The oldest portion of the building is approximately 50 years, with newer additions as recent as 2015. The building has preschool, art, and fitness spaces. It also has a media center, a gymnasium, a cafeteria and two playgrounds. The roof, gymnasium floor, and toilet rooms were renovated recently. All instructional spaces, as well as the gymnasium and cafeteria are air conditioned.



School Safety:

BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security.

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

School Narrative

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

Technology and
STEM:

Young School has two computer labs with a total of 60 Window based units for student to use in CAWL(Computer Applications and World Language) and computer studies. Students are provided instruction twice in a six day cycle. Several ipads are used for pre-school students. Chromebook carts (with approx. 10-25 in each cart) are provided for instructional classroom use. The school has wireless access around the entire building.

Early Childhood
Education:

The Burlington Township Board of Education Pre-Kindergarten program is available to serve students who are Burlington Township residents, and have reached their fourth birthday by October 1st. Participants in the Pre-K will be selected by random lottery. The Pre-Kindergarten curriculum emphasizes all phases of school readiness in academic areas, as well as social and psychomotor development. The program provides a positive educational experience and the foundation for success in school.

**B. Bernice Young Elementary School**

(05-0620-030)

Grades Offered: PK-02

2018-2019

Report Key:

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

School Narrative

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



Other Information

Classrooms are equipped with four computers for students use , one teacher station, LCD projector, and there are document cameras in every classroom. We are a single attendance school that houses all PK-2 students in the district. We do not operate as a choice school or district. We offer a least restrictive environment opportunities for pre-K disabled students to work with gen ed peers, and a lottery with limited spots for 3 and 4 year old general education students to secure a seat in these pre K integrated classrooms.



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

School Contact Information

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

Type	Contact Information
County	Burlington
District	Burlington Township School District
Principal Name	Mr. Philip Brownridge
Address	610 FOUNTAIN AVENUE BURLINGTON, NJ 08016
Phone Number	609-387-1713
Email Address	pbrownridge@burltwpsch.org
Website	https://www.burltwpsch.org/hs/
Facebook	https://www.facebook.com/pages/Burlington-Township-High-School/105602459473144



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	322	259	312
10	301	326	253
11	314	300	329
12	336	310	295
Total	1,273	1,195	1,189

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.3%	51.0%	50.1%
Male	49.7%	49.0%	49.9%
Economically Disadvantaged Students	18.1%	19.1%	19.3%
Students with Disabilities	11.5%	12.1%	12.9%
English Learners	1.4%	1.5%	1.9%
Homeless Students	1.3%	1.0%	1.0%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.4%	0.3%	0.9%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	44.6%	45.6%	43.5%
Hispanic	8.2%	7.4%	8.4%
Black or African American	34.6%	34.8%	34.7%
Asian	10.3%	9.8%	10.3%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.4%
American Indian or Alaska Native	0.1%	0.3%	0.1%
Two or More Races	1.7%	1.8%	2.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,273	1,195	1,189
Shared Time Students	0	0	0
Full Time Equivalent	1,273	1,195	1,189

Enrollment by Home Language

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

Home Language	% of Students
English	92.3%
Spanish	1.4%
Panjabi	1.3%
Other Languages	5.0%

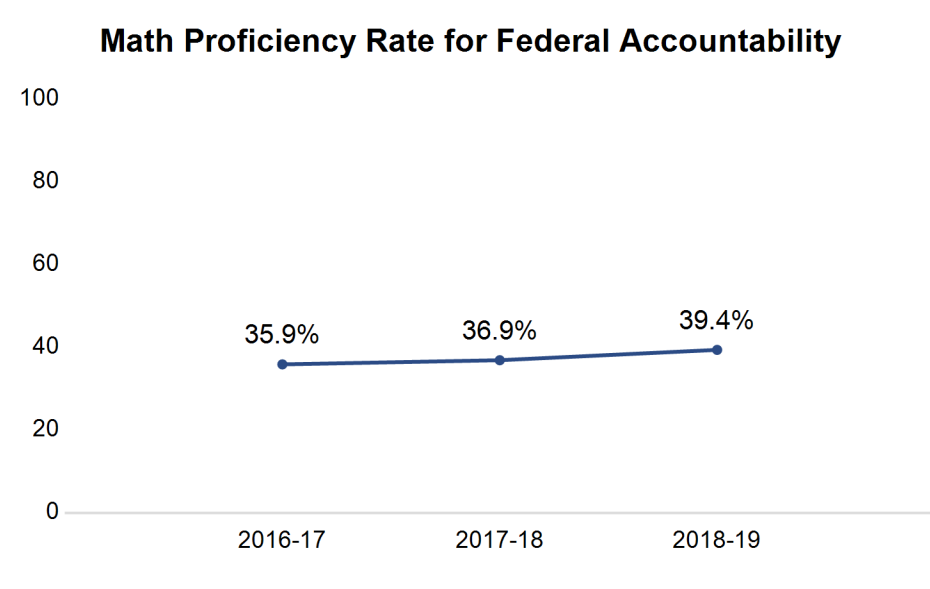
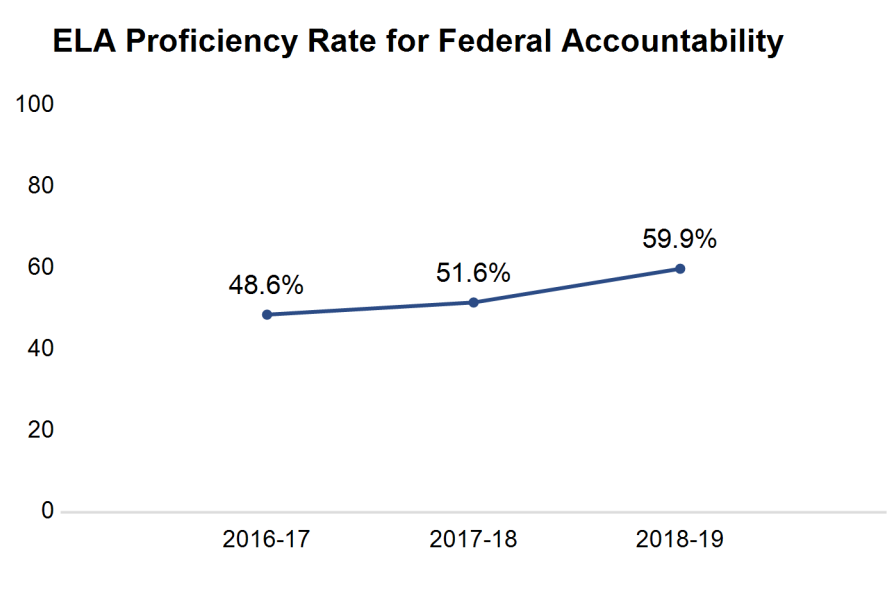


Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

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

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	99.1%	99.3%	98.7%	99.1%	99.4%
Proficiency Rate for Federal Accountability	48.6%	51.6%	59.9%	35.9%	36.9%	39.4%
Annual Target	47.7%	49.4%	51.1%	29.4%	32.0%	34.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	541	99.3	59.9	54.9	57.9	59.9	51.1	Met Target
White	252	99.6	69.8	62.3	66.9	69.8	56.7	Met Target
Hispanic	50	100.0	48.0	51.5	43.9	48.0	46.8	Met Target
Black or African American	167	98.3	49.1	46.1	38.5	49.1	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	100.0	63.2	60.4	82.9	63.2	61.2	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	276	98.9	69.6	63.6	64.8	69.6		
Male	265	99.6	49.8	46.7	51.3	49.8		
Economically Disadvantaged Students	99	100.0	48.5	40.5	40.0	48.5	34.5	Met Target
Non-Economically Disadvantaged Students	442	99.1	62.4	59.3	67.9	62.4		
Students with Disabilities	74	97.4	10.8	18.9	22.7	10.8	20.8	Not Met
Students without Disabilities	467	99.6	67.7	61.7	65.1	67.7		
English Learners	20	100.0	30.0	34.6	29.3	30.0	N	N
Non-English Learners	521	99.3	61.0	56.2	60.6	61.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

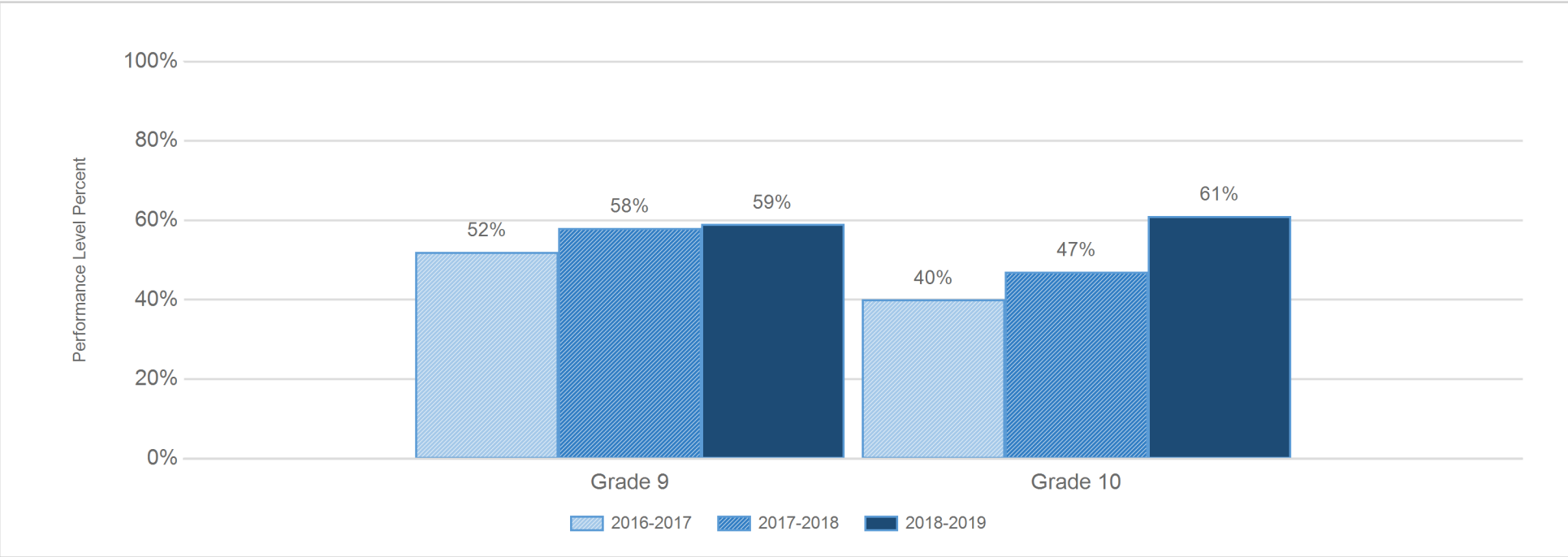


Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	758	758	753	4%	11%	26%	42%	17%	59%	56%
White	134	767	767	762	*	*	23%	41%	27%	68%	65%
Hispanic	27	758	758	737	*	*	*	*	*	56%	40%
Black or African American	100	746	746	732	*	17%	28%	*	*	49%	33%
Asian, Native Hawaiian, or Pacific Islander	31	760	760	783	0%	*	*	*	*	61%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	10	730	730	761	*	*	*	*	*	30%	63%
Female	154	764	764	760	*	*	23%	*	*	68%	63%
Male	148	751	751	746	*	*	29%	*	*	49%	49%
Economically Disadvantaged Students	56	746	746	734	*	20%	30%	*	*	45%	36%
Non-Economically Disadvantaged Students	246	760	760	762	*	9%	25%	*	*	62%	65%
Students with Disabilities	40	718	718	717	*	*	*	*	*	*	17%
Students without Disabilities	262	764	764	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	761	761	757	7%	11%	20%	40%	22%	61%	58%
White	119	772	772	767	*	*	18%	49%	24%	73%	67%
Hispanic	23	745	745	738	*	*	*	*	*	39%	43%
Black or African American	72	748	748	733	*	*	21%	*	*	49%	38%
Asian, Native Hawaiian, or Pacific Islander	25	762	762	792	*	*	*	*	*	68%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	127	768	768	766	*	*	17%	42%	28%	69%	66%
Male	119	753	753	749	*	*	23%	38%	15%	53%	51%
Economically Disadvantaged Students	46	747	747	735	*	*	26%	*	*	50%	40%
Non-Economically Disadvantaged Students	200	764	764	767	*	*	19%	*	*	64%	67%
Students with Disabilities	31	720	720	711	*	*	*	*	*	19%	19%
Students without Disabilities	215	766	766	765	*	*	*	*	*	67%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	515	99.4	39.4	42.5	44.5	39.4	34.7	Met Target
White	235	98.7	49.8	49.7	54.1	49.8	42.3	Met Target
Hispanic	47	100.0	36.2	42.2	28.8	36.2	28	Met Target
Black or African American	158	100.0	25.3	30.0	23.0	25.3	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	58	100.0	44.8	55.1	76.5	44.8	50.1	Met Target†
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	35.9	53.3	*	**	**
Female	260	99.3	43.5	43.0	44.9	43.5		
Male	255	99.6	35.3	42.0	44.2	35.3		
Economically Disadvantaged Students	96	100.0	29.2	27.6	26.3	29.2	19.1	Met Target
Non-Economically Disadvantaged Students	419	99.3	41.8	46.9	54.9	41.8		
Students with Disabilities	57	98.3	10.5	*	17.4	10.5	15.7	Met Target†
Students without Disabilities	458	99.6	43.0	*	50.0	43.0		
English Learners	20	100.0	30.0	35.4	25.0	30.0	N	N
Non-English Learners	495	99.4	39.8	42.9	46.5	39.8		
Homeless Students	*	*	*	20.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

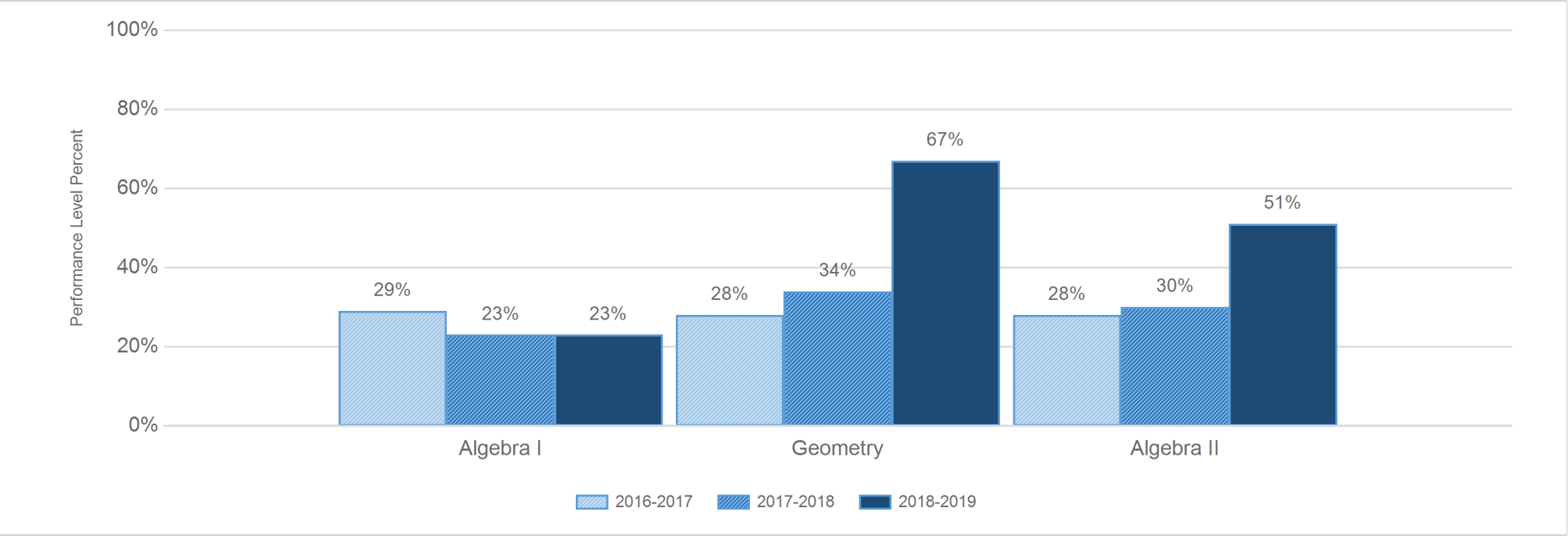


Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	277	732	746	744	8%	31%	38%	23%	0%	23%	42%
White	82	738	758	752	*	*	34%	34%	0%	34%	53%
Hispanic	34	727	*	728	*	29%	38%	*	*	18%	24%
Black or African American	121	730	737	725	*	36%	40%	*	*	18%	20%
Asian, Native Hawaiian, or Pacific Islander	29	735	748	775	*	*	38%	*	*	28%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	135	734	746	745	7%	27%	39%	26%	0%	26%	44%
Male	142	730	745	743	8%	35%	37%	21%	0%	21%	41%
Economically Disadvantaged Students	77	727	*	727	13%	32%	34%	21%	0%	21%	23%
Non-Economically Disadvantaged Students	200	734	*	752	6%	31%	40%	25%	0%	25%	52%
Students with Disabilities	36	717	*	717	*	53%	*	*	*	11%	12%
Students without Disabilities	241	734	*	748	*	28%	*	*	*	25%	47%
English Learners	10	739	*	710	*	*	*	*	*	40%	*
Non-English Learners	267	732	*	745	*	*	*	*	*	23%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	753	753	737	*	*	22%	*	*	67%	35%
White	63	756	756	743	*	*	22%	*	*	71%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	19	739	739	720	*	*	*	*	*	42%	14%
Asian, Native Hawaiian, or Pacific Islander	12	753	753	762	0%	*	0%	*	*	75%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	54	750	750	738	*	*	*	*	*	65%	36%
Male	45	756	756	736	*	*	*	*	*	69%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	749	749	755	14%	10%	26%	*	*	51%	58%
White	91	748	748	758	13%	14%	22%	*	*	51%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	25	739	739	725	*	*	*	44%	0%	44%	27%
Asian, Native Hawaiian, or Pacific Islander	16	765	765	777	0%	0%	*	*	*	56%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	77	751	751	752	*	*	27%	*	*	57%	55%
Male	70	746	746	758	*	*	24%	*	*	44%	62%
Economically Disadvantaged Students	15	745	745	729	*	0%	*	*	*	53%	32%
Non-Economically Disadvantaged Students	132	749	749	761	*	11%	*	*	*	51%	65%
Students with Disabilities	13	710	710	715	*	*	*	*	*	*	25%
Students without Disabilities	134	752	752	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	147	749	749	755	14%	10%	26%	*	*	51%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.9%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	78.6%	21.4%
3-4	*	*	*
5 or more	*	*	*



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

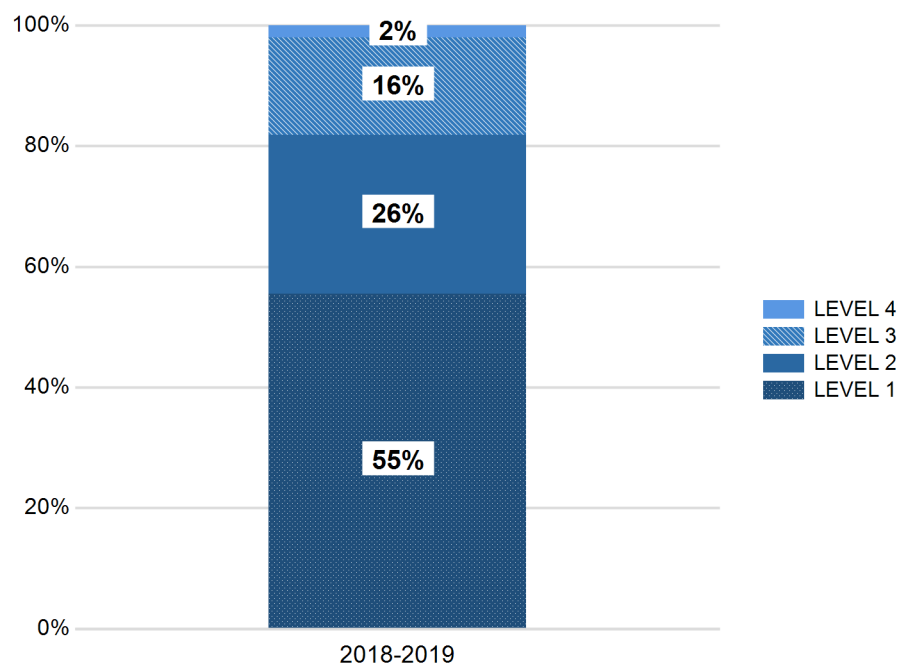
Report Key:

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

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	26	16	2
White	44	30	24	3
Hispanic	*	*	*	*
Black or African American	68	22	8	3
Asian, Native Hawaiian, or Pacific Islander	49	28	23	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	48	29	20	3
Male	63	24	13	1
Economically Disadvantaged Students	78	22	0	0
Non-Economically Disadvantaged Students	51	27	20	2
Students with Disabilities	73	24	3	0
Students without Disabilities	53	27	18	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	69.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	80.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	8.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	494	476	Grade 10: 430 Grade 11: 460	68%	61%
PSAT 10/NMSQT - Math	495	477	Grade 10: 480 Grade 11: 510	48%	43%
SAT - Reading and Writing	528	539	480	73%	70%
SAT - Math	525	541	530	47%	53%
ACT - Reading	23	25	22	48%	66%
ACT - English	23	24	18	68%	81%
ACT - Math	22	24	22	44%	65%
ACT - Science	22	24	23	44%	57%



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

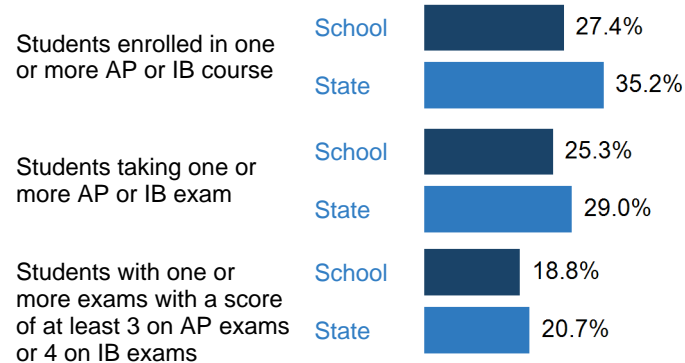
Report Key:

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

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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	9
AP Calculus AB	41	41
AP Calculus BC	11	10
AP Chemistry	13	10
AP Comparative Government and Politics	3	0
AP Computer Science Principles	35	28
AP English Literature and Composition	9	8
AP Environmental Science	25	12
AP French Language and Culture	0	12
AP German Language and Culture	0	1
AP Music Theory	4	4
AP Physics 1	21	17
AP Psychology	0	27
AP Spanish Language	0	8
AP Statistics	35	21
AP U.S. Government and Politics	0	1



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	26	26
AP World History	8	7
Total Exams taken		242
Exams with scores of at least 3 on AP exams or 4 on IB exams		166



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

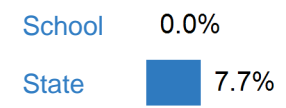
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

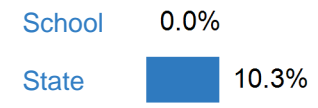
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



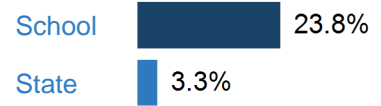
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

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

Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	199	21	131	0	1	0	1
10	96	100	125	15	0	0	41
11	6	139	23	78	54	32	41
12	1	12	5	21	39	109	104
Total	302	272	284	114	94	141	187
Enrolled in AP/IB Course					52	35	0
Enrolled in Dual Enrollment Course	0	0	0	114	94	35	68

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	18	0	0	297	16	0
10	228	32	0	13	0	11
11	26	164	0	15	50	144
12	29	39	0	16	54	116
Total	301	235	0	341	120	271
Enrolled in AP/IB Course	19	13		25	21	0
Enrolled in Dual Enrollment Course	19	13	0	25	21	48



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	307	0	0	0	5
10	5	243	0	7	38	8
11	257	55	0	11	39	9
12	31	8	0	30	46	8
Total	293	613	0	48	123	30
Enrolled in AP/IB Course	8	26	0	0		3
Enrolled in Dual Enrollment Course	8	0	0	0	0	3

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	111	73	0	0	27	0	0
10	55	60	0	0	21	0	0
11	32	8	0	0	15	0	2
12	12	2	0	0	7	0	0
Total	210	143	0	0	70	0	2
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	12	0	0	0	0	0	0
Enrolled in Level 3 or Higher	43	49	0	0	12	0	0



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	0	0	0	0
11	6	0	10	0	0	0
12	4	0	25	0	0	0
Total	12	0	35	0	0	0
Enrolled in AP/IB Course	0		35			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

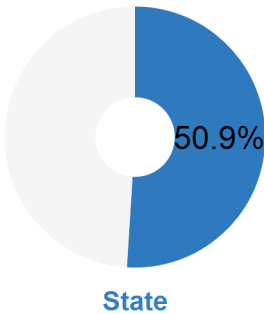
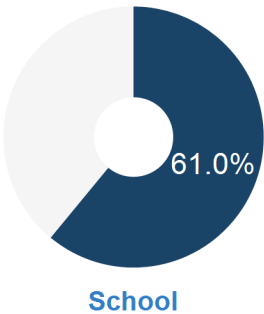
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

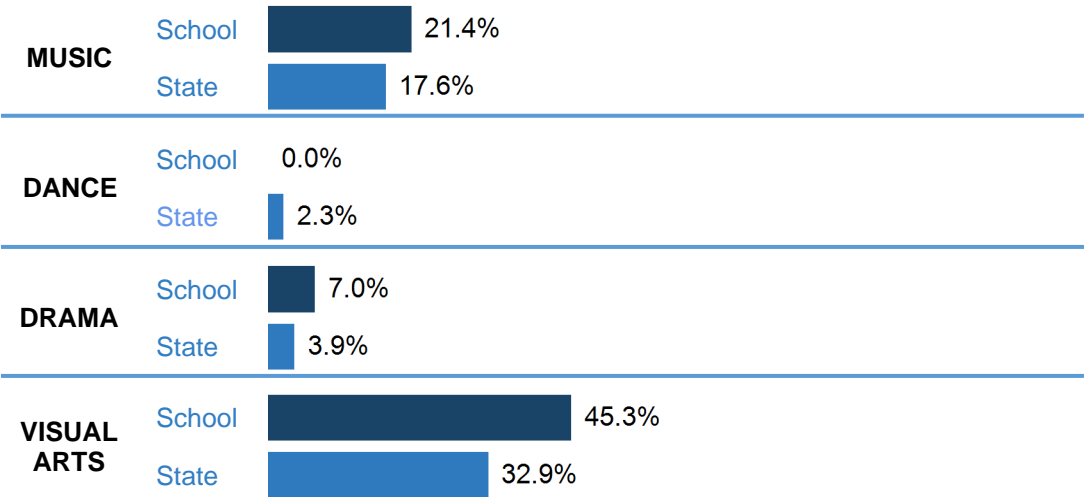
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

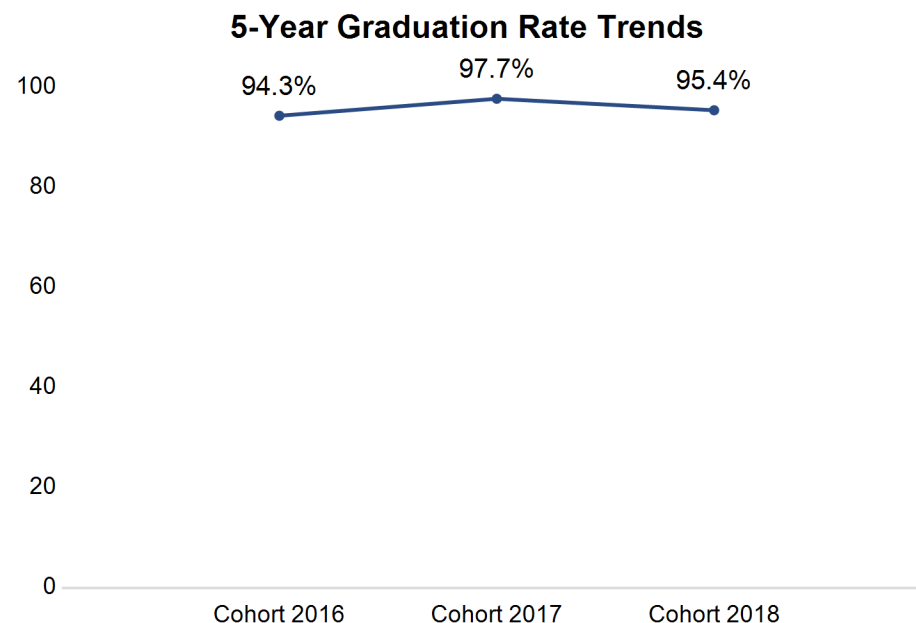
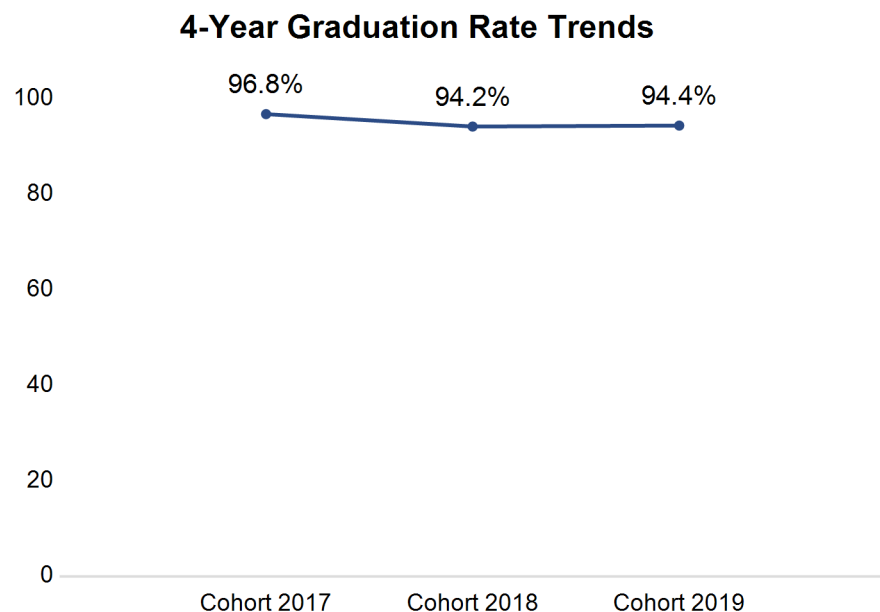
2018-2019

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

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

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.8%	94.2%	94.4%	94.3%	97.7%	95.4%
Annual Target	N	95.0%		96.0%	N	
Met Annual Target?	Met Goal	Not Met		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.4%	90.6%	95.4%	92.5%	94.2%	95.0%	Not Met	97.7%	N	Met Goal
White	94.9%	94.9%	97.5%	95.9%	96.3%	N	Met Goal	98.0%	N	Met Goal
Hispanic	*	84.5%	*	87.3%	*	**	**	100.0%	N	Met Goal
Black or African American	92.0%	83.3%	96.4%	87.1%	96.4%	N	Met Goal	96.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	87.5%	97.8%	87.5%	95.0%	Not Met	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.8%	92.8%	97.1%	94.4%	96.5%			98.8%		
Male	93.2%	88.5%	93.4%	90.8%	91.5%			96.7%		
Economically Disadvantaged Students	89.6%	84.0%	95.5%	87.3%	94.0%	88.5%	Met Target	98.8%	N	Met Goal
Students with Disabilities	81.8%	79.2%	78.9%	83.8%	76.9%	87.3%	Not Met	93.2%	90.6%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	100.0%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			*		



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	73.3%	63.5%
Substitute Competency Test	20.5%	25.3%
Portfolio Appeals Process	2.4%	5.6%
Alternate Requirements specified in IEP	3.8%	5.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.0%	1.1%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

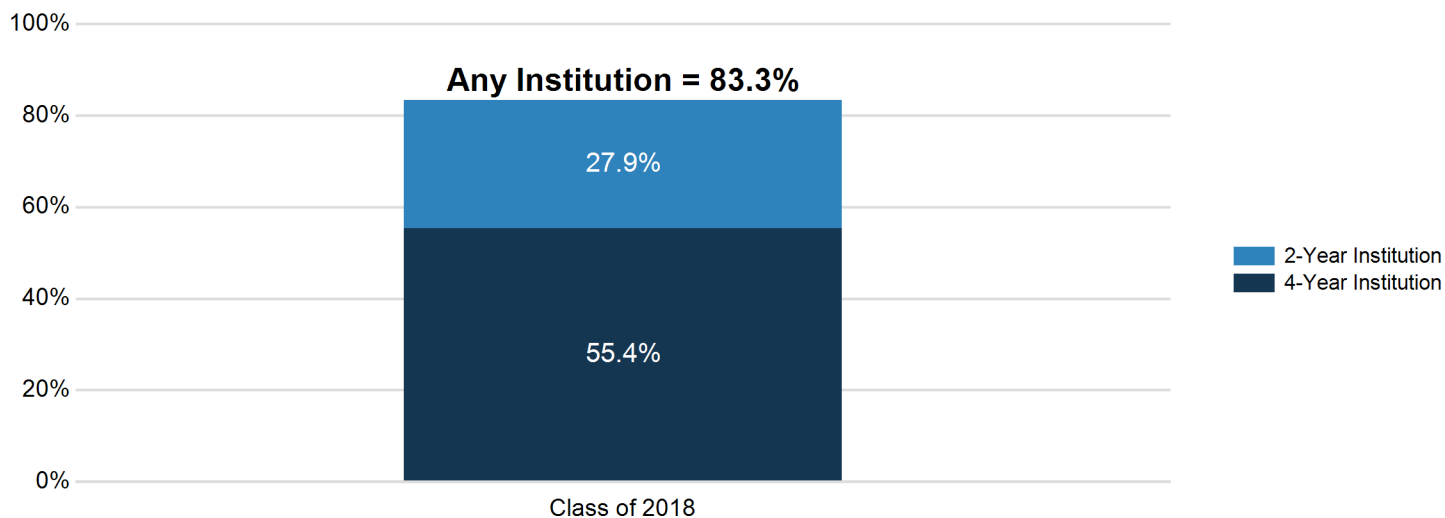
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	27.9%
% Enrolled in 4-Year Institution	55.4%
% Enrolled in Any Postsecondary Institution	83.3%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	78.4%	37.1%	62.9%
White	84%	36.4%	63.6%
Hispanic	*	*	*
Black or African American	71.7%	34.2%	65.8%
Asian, Native Hawaiian, or Pacific Islander	85.7%	41.7%	58.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	74.5%	48.6%	51.4%
Students with Disabilities	48.1%	76.9%	23.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	83.3%	33.5%	66.5%	72.7%	27.3%	60.8%	39.2%
White	87%	29.9%	70.1%	67.9%	32.1%	49.3%	50.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	77.5%	37.2%	62.8%	74.4%	25.6%	73.3%	26.7%
Asian, Native Hawaiian, or Pacific Islander	88.9%	20.8%	79.2%	83.3%	16.7%	70.8%	29.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	70.4%	47.4%	52.6%	86.8%	13.2%	78.9%	21.1%
Students with Disabilities	52.9%	66.7%	33.3%	72.2%	27.8%	77.8%	22.2%
English Learners	*	*	*	*	*	*	*



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

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

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

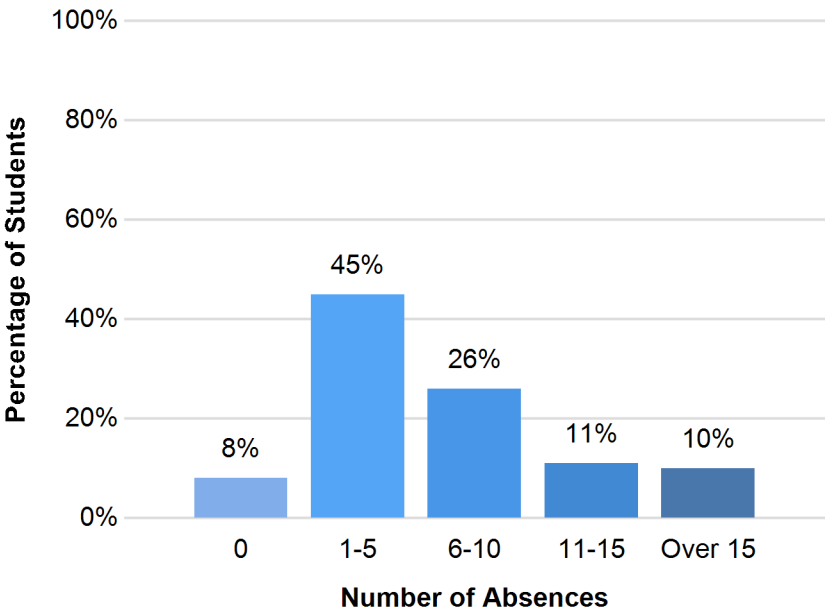
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	107	8.8	14.2	Met
White	47	8.8	14.2	Met
Hispanic	16	15.4	14.2	Not Met
Black or African American	37	8.8	14.2	Met
Asian, Native Hawaiian, or Pacific	5	3.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	52	8.6		
Male	55	9.0		
Economically Disadvantaged Students	30	12.8	14.2	Met
Students with Disabilities	30	16.6	14.2	Not Met
English Learners	2	9.1	14.2	Met
Homeless Students	2	14.3		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

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





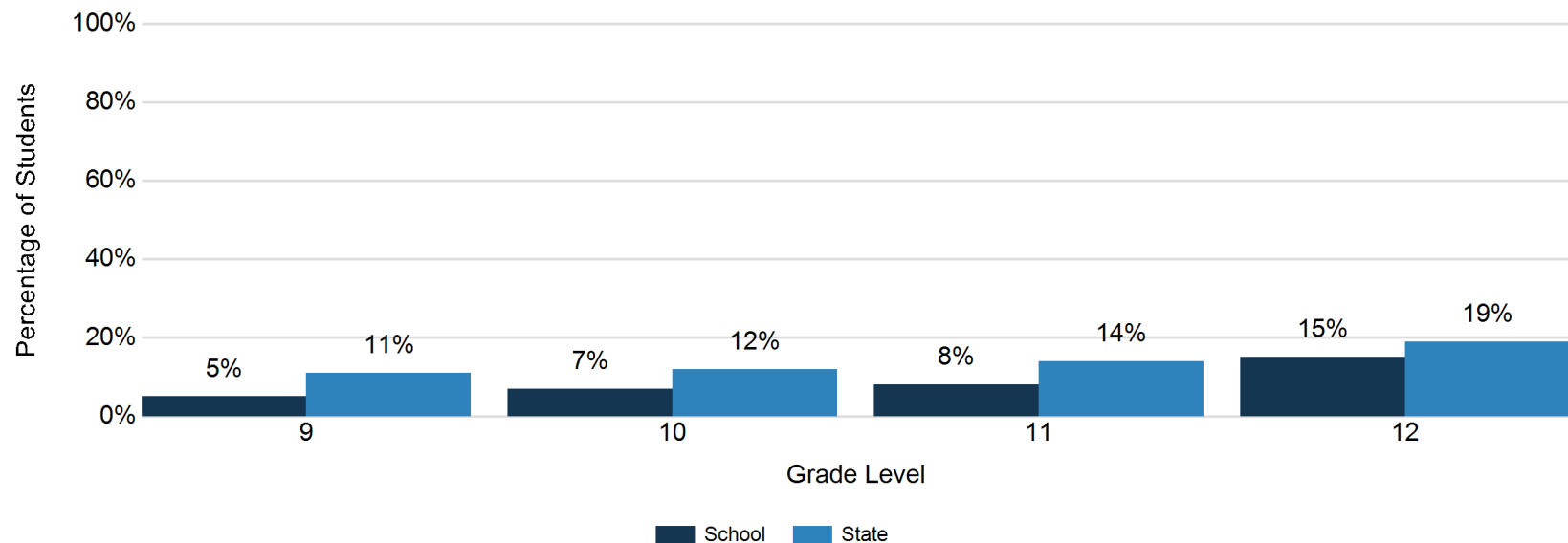
Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	0
Vandalism	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	2.61

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	9
Weapons	0
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	3	4
No Identified Nature	6		6

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	72	6.1%
Out-of-School Suspensions	48	4.0%
Any Suspension	105	8.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
218



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	5 Hrs. 48 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

Report Key:

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	105	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	19.5	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	86.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	70:1	161:1
Teachers to Administrators	6:1	14:1
Students to Librarians/Media Specialists		3702:1
Students to Nurses		740:1
Students to Counselors		309:1
Students to Child Study Team Members		370:1



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.1%	61.9%	41.2%	48.4%	77.1%	54.9%
Male	49.9%	38.1%	58.8%	51.6%	22.9%	45.1%
White	43.5%	87.6%	82.4%	42.4%	83.6%	77.4%
Hispanic	8.4%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	34.7%	8.6%	17.6%	15.0%	6.6%	13.9%
Asian	10.3%	1.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

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

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

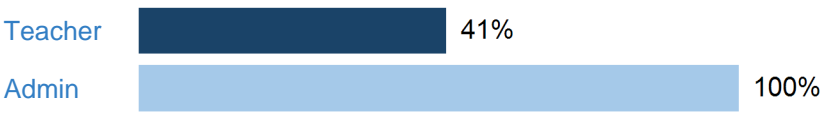
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.6%	51.6%	59.9%
Math Proficiency	35.9%	36.9%	39.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.8%	94.2%	94.4%
5-Year Graduation Rate†	94.3%	97.7%	95.4%
Progress toward English Language Proficiency		42.9%	38.9%
Chronic Absenteeism	9.3%	11.3%	8.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

Report Key:

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

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Not Met	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	**	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Met Target	n/a	Not Met	No
English Learners	N	N	**	**	**	Met	No

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






Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Students at BTHS have excelled on AP Tests allowing the school to be honored by the CollegeBoard for several years in a row. BTHS is proud to offer nationally recognized music and theater departments. Additionally, our athletics programs continue to produce amazing student-athletes. BTHS students earn a substantial number of college credits before they graduate and regularly earn over \$10 million in scholarships.
 <p>Mission, Vision, Theme:</p>	<p>The BTSD will develop the intellectual, creative, and social potential of each child through an active partnership with all members of the community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Burlington Township High School has been recognized by the College Board for 6 years in a row for our students' excellence and growth with the AP Test. Our jazz chorus and cheerleaders have earned national championships. BTHS is proud to offer innovative electives such as TV Production, Clothing Manufacturing, Restaurant Management, Computer Science, and to teach students United States History through the use of virtual reality.</p>



Burlington Township High School

(05-0620-010)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

School Narrative

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

<div> <div>Sports and Athletics:</div> </div>	<div>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</div> <div>20</div>
<div> <div>Clubs and Activities:</div> </div>	<div>31</div>






Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

School Narrative

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

 <p>Before and After School Programs:</p>	No
 <p>Staff and Professional Learning:</p>	Staff is exposed to a great deal of professional development. Topics from last year included, Station-based learning, Bloom's Taxonomy, Mindfulness and trauma sensitive classrooms, normative culture, and virtual reality.
 <p>Postsecondary Information:</p>	The Class of 2019 had 89% of students accepted at 2 or 4 year colleges, 2% technical schools, 2.5% military, and 6% employment. Colleges attended include Rutgers, University of Pennsylvania, Rensselaer Polytechnic Institute, Johns Hopkins, TCNJ, and RCBC. Counselors provided 1-1 support for college and career planning using Naviance. Separate college planning workshops held for grade 11-12 and 9-10. A financial aid workshop and FAFSA completion workshop held for families. School day PSAT, ASVAB, Accuplacer and SAT are offered. Fee-waivers provided.





Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

School Narrative

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

 <p>Student Health and Wellness:</p>	Wellness week is facilitated
 <p>Parent and Community Involvement:</p>	Parents are involved through the Falcon Flyer, the HSFA, and the Parent University which offers a great deal of training for our parents as they vigorously work to support their children.





Burlington Township High School
(05-0620-010)
Grades Offered: 09-12
2018-2019

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

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p>
 <p>School Safety:</p>	<p>Under the guidance of the superintendent and BOE, no school boasts more safety features than BTHS. We have recently implemented the LENS program which provides an additional layer of safety. The BTPD supports school initiatives and we are fortunate to have an active SRO.</p>




Burlington Township High School
 (05-0620-010)
 Grades Offered: 09-12
 2018-2019

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

School Narrative

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

 <p>Technology and STEM:</p>	<p>BTHS if proud to teach all United States History classes through Google Expedition. We also offer Chromebook stations in every classroom. Innovative classes such as CAD, TV Production, and video game design prepare our students for college and careers.</p>
--------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

School Contact Information

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

Type	Contact Information
County	Burlington
District	Burlington Township School District
Principal Name	Mr. Matthew Andris
Address	1600 BURLINGTON BY PASS BURLINGTON, NJ 08016
Phone Number	609-699-4021
Email Address	mandris@burltwpsch.org
Website	https://www.burltwpsch.org/ms/
Facebook	https://www.facebook.com/Burlington-Township-Middle-School-at-Springside-246359175811676/



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	305	297	329
7	317	322	287
8	269	319	311
Total	891	938	927

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.4%	51.6%	50.8%
Male	47.6%	48.4%	49.2%
Economically Disadvantaged Students	21.7%	24.4%	25.4%
Students with Disabilities	16.3%	15.7%	14.0%
English Learners	2.7%	3.0%	1.8%
Homeless Students	1.9%	1.8%	1.5%
Students in Foster Care	0.1%	0.4%	0.4%
Military-Connected Students	0.4%	0.4%	1.6%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	47.3%	43.3%	42.1%
Hispanic	8.5%	9.7%	9.0%
Black or African American	31.2%	32.3%	33.0%
Asian	8.6%	10.1%	10.2%
Native Hawaiian or Pacific Islander	0.6%	0.1%	0.4%
American Indian or Alaska Native	0.6%	0.4%	0.4%
Two or More Races	3.3%	4.1%	4.9%

Enrollment by Home Language

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

Home Language	% of Students
English	89.2%
Panjabi	2.0%
Spanish	1.4%
Gujarati	1.0%
Other Languages	6.4%



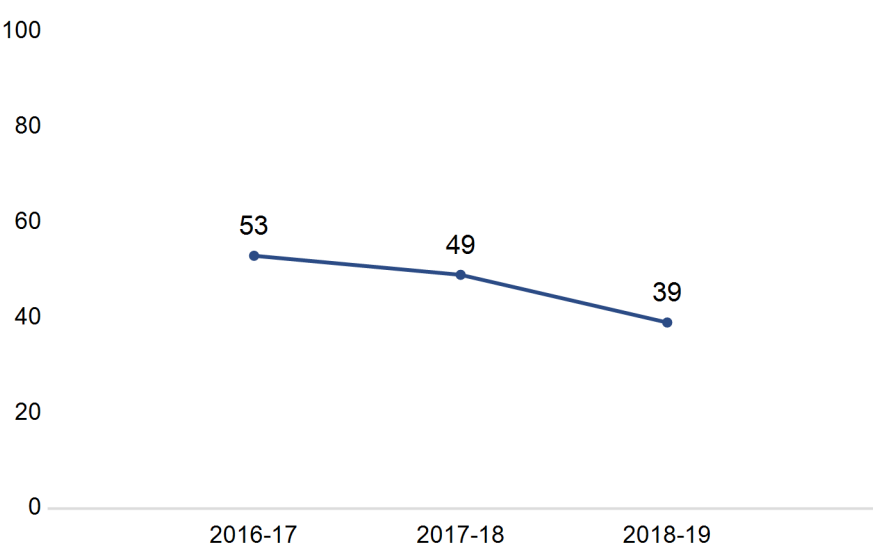
Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

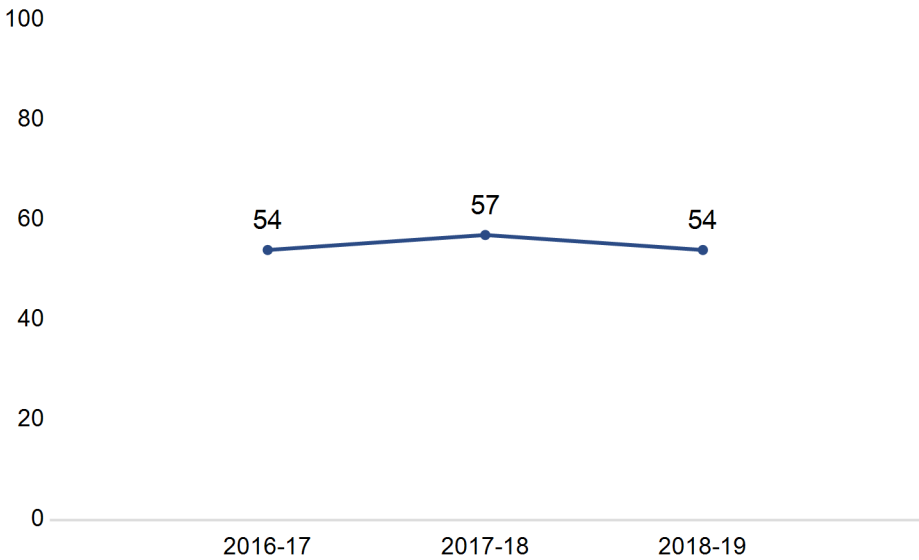
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	49	39	54	57	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	43	50	Not Met	54	50	50	Met Standard
White	39	43	50	Not Met	56.5	50	52	Met Standard
Hispanic	37	43	49	Not Met	47	50	47	Met Standard
Black or African American	39.5	40	45	Not Met	51.5	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51.5	54.5	59	Met Standard	59	53	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	30.5	40.5	49	Not Met	57	55	52	Met Standard
Female	41	45	53	N	55.5	52	50	N
Male	38	42	47	N	52	47	51	N
Economically Disadvantaged Students	35	43	48	Not Met	56	48	46	Met Standard
Students with Disabilities	33	41	43	Not Met	51	47	45	Met Standard
English Learners	37	39	52	Not Met	55	60.5	50	Met Standard
Homeless Students	42	39	43	N	*	62.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	61	57.5	49	N	*	50	51	N
Migrant Students	N	N	47	N	N	N	51	N



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

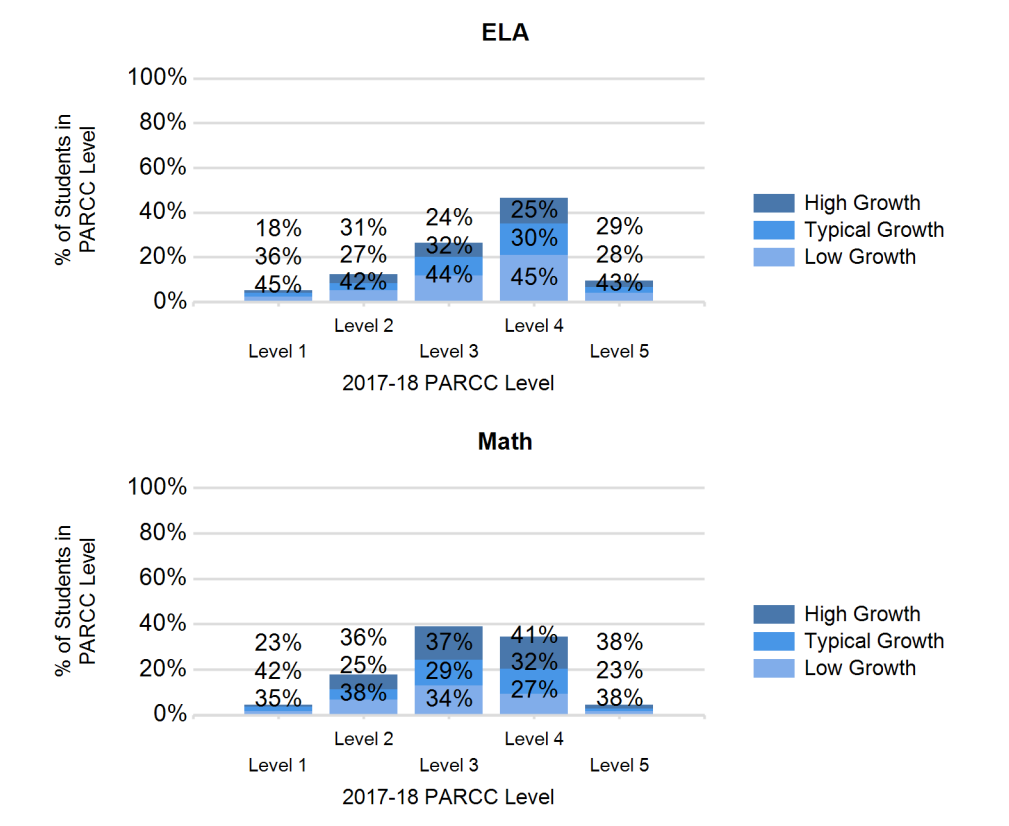
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

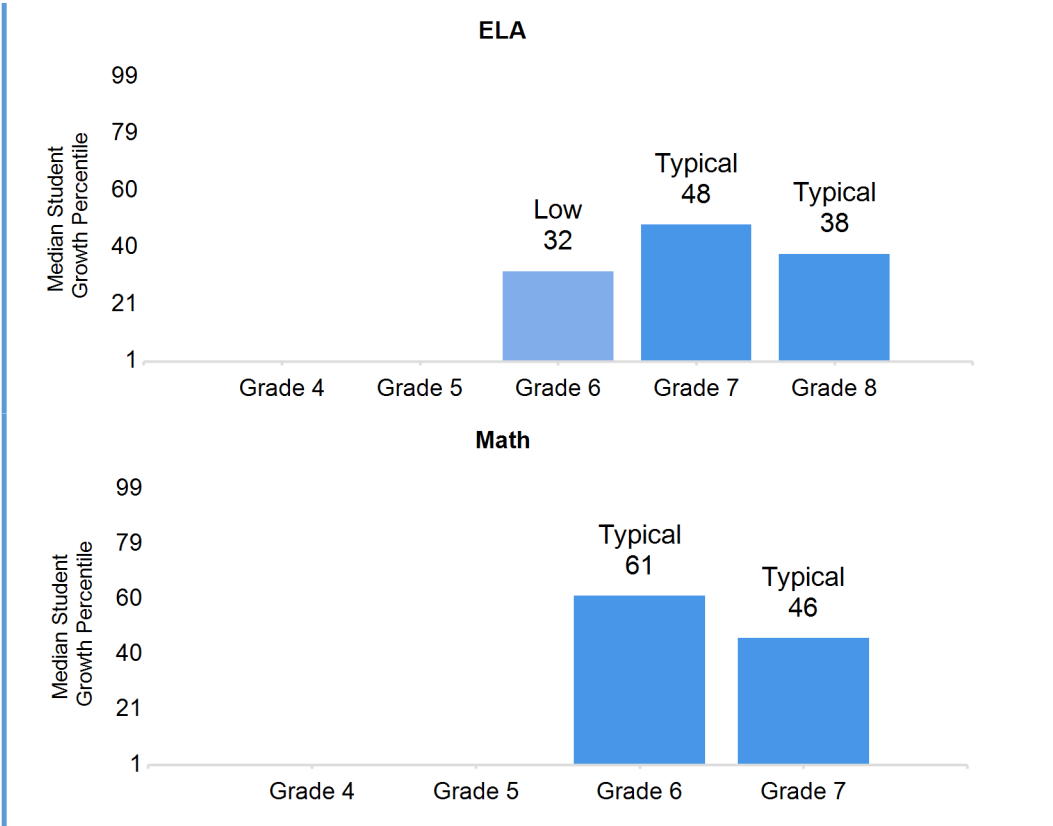
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Burlington Township Middle School at Springside

(05-0620-051)

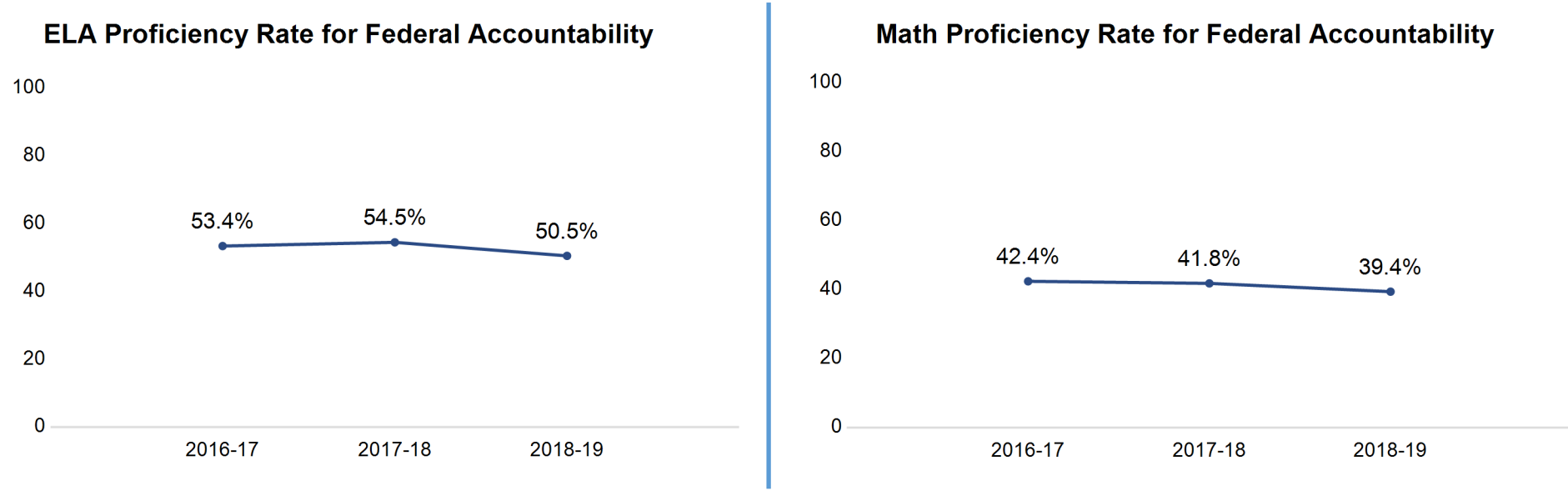
Grades Offered: 06-08

2018-2019

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

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	97.3%	97.9%	97.3%	97.7%	97.7%
Proficiency Rate for Federal Accountability	53.4%	54.5%	50.5%	42.4%	41.8%	39.4%
Annual Target	45.4%	47.2%	49.1%	44.6%	46.4%	48.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	899	97.9	50.5	54.9	57.9	50.5	49.1	Met Target
White	382	97.2	57.6	62.3	66.9	57.6	52.7	Met Target
Hispanic	79	97.5	45.6	51.5	43.9	45.6	44.6	Met Target
Black or African American	297	97.7	42.1	46.1	38.5	42.1	41.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	95	100.0	54.7	60.4	82.9	54.7	59	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	42.9	Met Target
Female	450	97.9	58.7	63.6	64.8	58.7		
Male	449	97.8	42.3	46.7	51.3	42.3		
Economically Disadvantaged Students	214	97.8	31.3	40.5	40.0	31.3	36.1	Met Target†
Non-Economically Disadvantaged Students	685	97.9	56.5	59.3	67.9	56.5		
Students with Disabilities	133	95.7	20.3	18.9	22.7	20.3	20.8	Met Target†
Students without Disabilities	766	98.2	55.7	61.7	65.1	55.7		
English Learners	59	100.0	28.8	34.6	29.3	28.8	38.8	Not Met
Non-English Learners	840	97.7	52.0	56.2	60.6	52.0		
Homeless Students	11	100.0	45.5	*	29.1	45.5		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	15	100.0	40.0	*	57.8	40.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

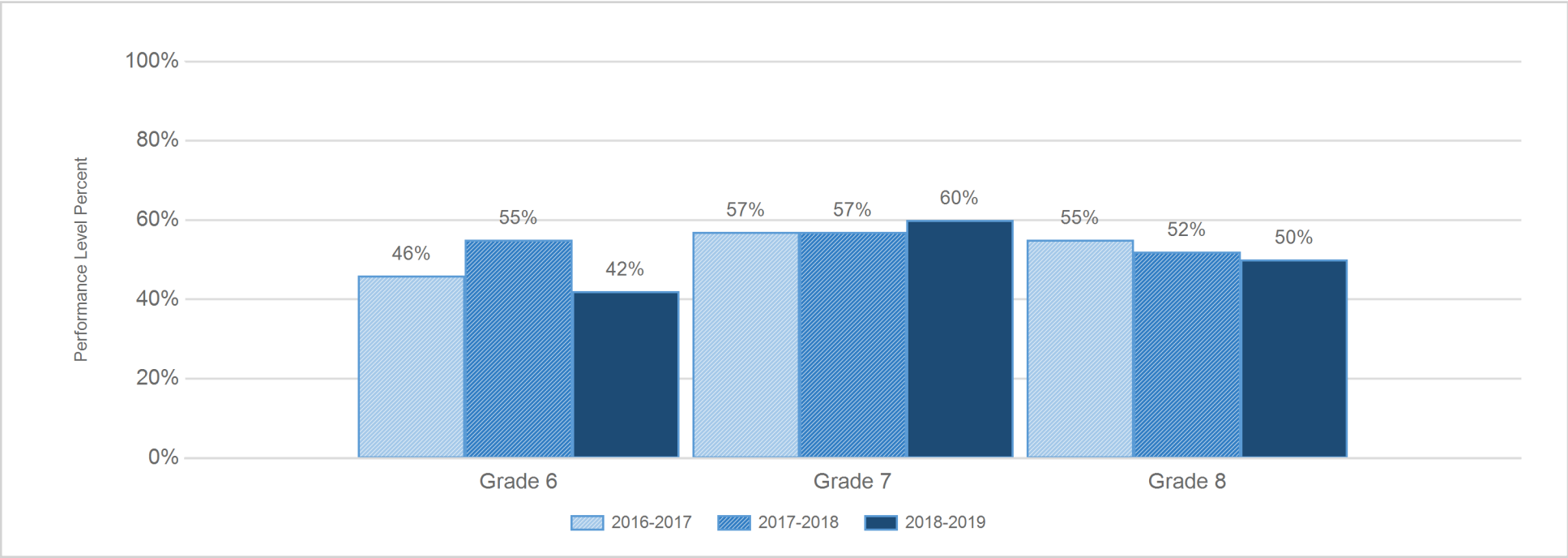


Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Burlington Township Middle School at Springside
 (05-0620-051)
 Grades Offered: 06-08
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	744	744	754	6%	18%	34%	38%	4%	42%	56%
White	134	747	747	762	*	19%	26%	*	*	50%	65%
Hispanic	24	748	748	743	*	*	*	*	*	50%	43%
Black or African American	109	738	738	738	10%	19%	40%	*	*	30%	36%
Asian, Native Hawaiian, or Pacific Islander	30	750	750	780	0%	*	40%	*	*	47%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	161	750	750	762	*	12%	29%	*	*	54%	64%
Male	155	738	738	748	*	24%	40%	*	*	30%	48%
Economically Disadvantaged Students	83	734	734	740	*	19%	45%	*	*	24%	39%
Non-Economically Disadvantaged Students	233	748	748	763	*	17%	30%	*	*	48%	67%
Students with Disabilities	41	720	720	722	*	27%	24%	*	*	20%	19%
Students without Disabilities	275	748	748	761	*	16%	36%	*	*	45%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	758	758	761	8%	9%	22%	37%	23%	60%	63%
White	112	761	761	769	*	*	22%	35%	29%	63%	72%
Hispanic	28	756	756	747	*	*	*	*	*	61%	50%
Black or African American	99	753	753	741	*	*	24%	38%	17%	56%	43%
Asian, Native Hawaiian, or Pacific Islander	31	765	765	790	*	*	*	*	*	65%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	147	765	765	769	*	*	24%	39%	27%	65%	71%
Male	138	751	751	753	*	*	20%	36%	20%	55%	55%
Economically Disadvantaged Students	61	738	738	743	20%	*	28%	*	*	43%	45%
Non-Economically Disadvantaged Students	224	763	763	771	5%	*	21%	*	*	65%	73%
Students with Disabilities	36	713	713	720	*	*	*	*	*	14%	22%
Students without Disabilities	249	765	765	769	*	*	*	*	*	67%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	300	749	749	762	12%	13%	25%	39%	11%	50%	63%
White	134	759	759	770	*	*	25%	49%	13%	62%	72%
Hispanic	26	725	725	747	*	*	*	*	*	23%	49%
Black or African American	91	740	740	741	15%	22%	22%	*	*	41%	43%
Asian, Native Hawaiian, or Pacific Islander	37	755	755	794	*	*	30%	*	*	54%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	151	755	755	771	*	*	26%	46%	12%	58%	71%
Male	149	743	743	753	*	*	23%	32%	11%	43%	55%
Economically Disadvantaged Students	70	733	733	743	14%	24%	30%	*	*	31%	45%
Non-Economically Disadvantaged Students	230	754	754	772	11%	9%	23%	*	*	56%	72%
Students with Disabilities	45	715	715	721	38%	24%	*	*	*	22%	22%
Students without Disabilities	255	755	755	770	7%	11%	*	*	*	55%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	897	97.7	39.4	42.5	44.5	39.4	48.3	Not Met
White	383	97.7	48.3	49.7	54.1	48.3	57.4	Not Met
Hispanic	79	97.5	32.9	42.2	28.8	32.9	39.9	Met Target†
Black or African American	295	97.1	24.7	30.0	23.0	24.7	33.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	95	100.0	54.7	55.1	76.5	54.7	63	Met Target†
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	35.9	53.3	*	36.1	Met Target†
Female	449	97.9	39.0	43.0	44.9	39.0		
Male	448	97.6	39.7	42.0	44.2	39.7		
Economically Disadvantaged Students	212	96.9	21.7	27.6	26.3	21.7	31.7	Not Met
Non-Economically Disadvantaged Students	685	98.0	44.8	46.9	54.9	44.8		
Students with Disabilities	132	95.0	*	*	17.4	*	21.4	Not Met
Students without Disabilities	765	98.2	*	*	50.0	*		
English Learners	59	100.0	25.4	35.4	25.0	25.4	24.6	Met Target
Non-English Learners	838	97.6	40.3	42.9	46.5	40.3		
Homeless Students	11	100.0	*	20.6	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	15	100.0	26.7	*	46.4	26.7		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

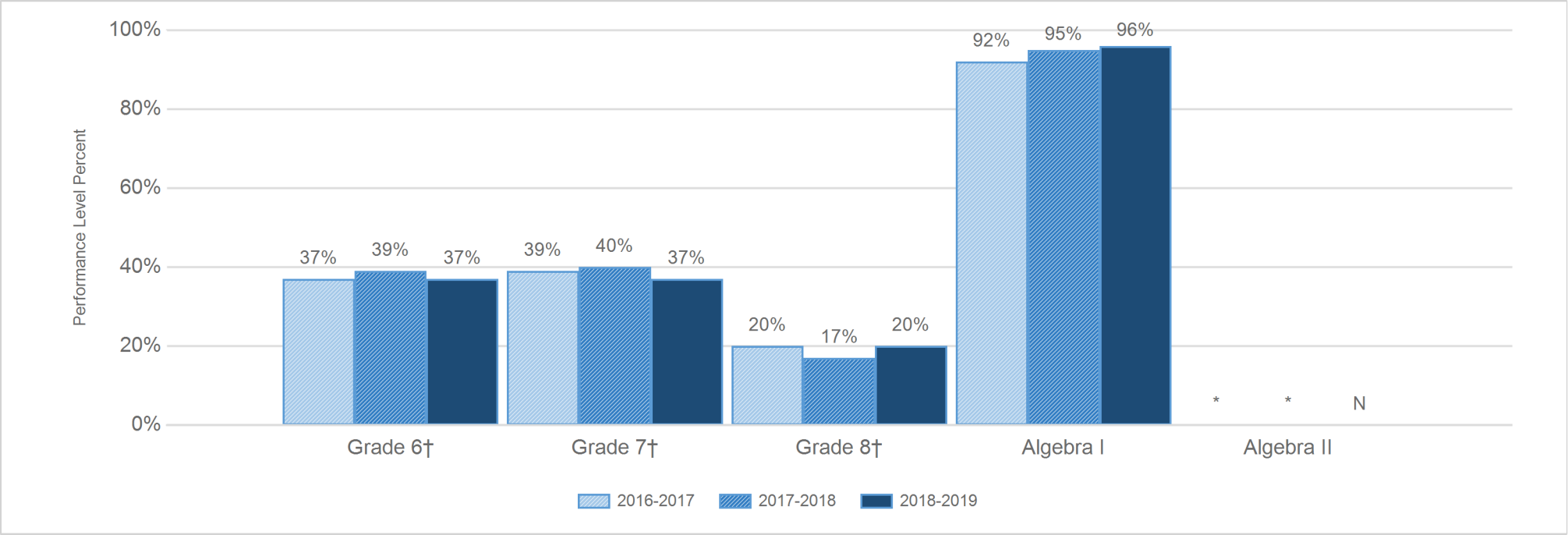


Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	315	740	740	741	6%	19%	39%	*	*	37%	41%
White	133	744	744	749	*	16%	38%	*	*	43%	51%
Hispanic	24	742	742	729	0%	*	42%	*	*	38%	24%
Black or African American	109	731	731	722	12%	26%	39%	*	*	23%	19%
Asian, Native Hawaiian, or Pacific Islander	30	752	752	769	*	*	33%	*	*	57%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	161	740	740	742	*	19%	37%	*	*	38%	42%
Male	154	740	740	740	*	19%	41%	*	*	35%	40%
Economically Disadvantaged Students	83	729	729	726	*	24%	42%	*	*	22%	21%
Non-Economically Disadvantaged Students	232	744	744	750	*	17%	38%	*	*	42%	53%
Students with Disabilities	41	718	718	716	*	34%	27%	*	*	12%	12%
Students without Disabilities	274	743	743	746	*	16%	41%	*	*	40%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	742	742	744	6%	28%	29%	29%	8%	37%	42%
White	111	750	750	751	*	19%	33%	*	*	46%	53%
Hispanic	28	734	734	733	*	*	*	*	*	32%	26%
Black or African American	99	732	732	727	*	39%	32%	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	31	753	753	768	*	*	*	*	*	58%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	146	741	741	744	*	30%	30%	*	*	36%	42%
Male	137	743	743	743	*	26%	28%	*	*	39%	42%
Economically Disadvantaged Students	61	729	729	731	*	48%	23%	*	*	20%	24%
Non-Economically Disadvantaged Students	222	746	746	751	*	23%	31%	*	*	42%	53%
Students with Disabilities	36	718	718	718	*	*	*	*	*	*	13%
Students without Disabilities	247	746	746	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	723	723	728	23%	24%	33%	20%	0%	20%	29%
White	74	728	728	737	16%	20%	41%	23%	0%	23%	38%
Hispanic	23	716	716	722	*	*	*	*	*	22%	22%
Black or African American	68	714	714	714	31%	31%	25%	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	27	738	738	747	*	*	48%	*	*	30%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	106	727	727	731	19%	23%	35%	24%	0%	24%	31%
Male	96	719	719	726	28%	25%	30%	17%	0%	17%	27%
Economically Disadvantaged Students	61	717	717	719	26%	28%	31%	*	*	15%	20%
Non-Economically Disadvantaged Students	141	726	726	735	22%	22%	33%	*	*	23%	36%
Students with Disabilities	40	698	698	707	*	*	*	*	*	*	10%
Students without Disabilities	162	730	730	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	785	746	744	0%	0%	*	*	*	96%	42%
White	63	785	758	752	0%	0%	*	*	*	97%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	21	781	737	725	0%	0%	*	*	*	90%	20%
Asian, Native Hawaiian, or Pacific Islander	10	786	748	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	45	783	746	745	0%	0%	*	*	*	93%	44%
Male	54	786	745	743	0%	0%	*	*	*	98%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	749	755	N	N	N	N	N	N	58%
White	N	N	748	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	739	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	751	752	N	N	N	N	N	N	55%
Male	N	N	746	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	745	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	749	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	710	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	752	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	749	755	N	N	N	N	N	N	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	0.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

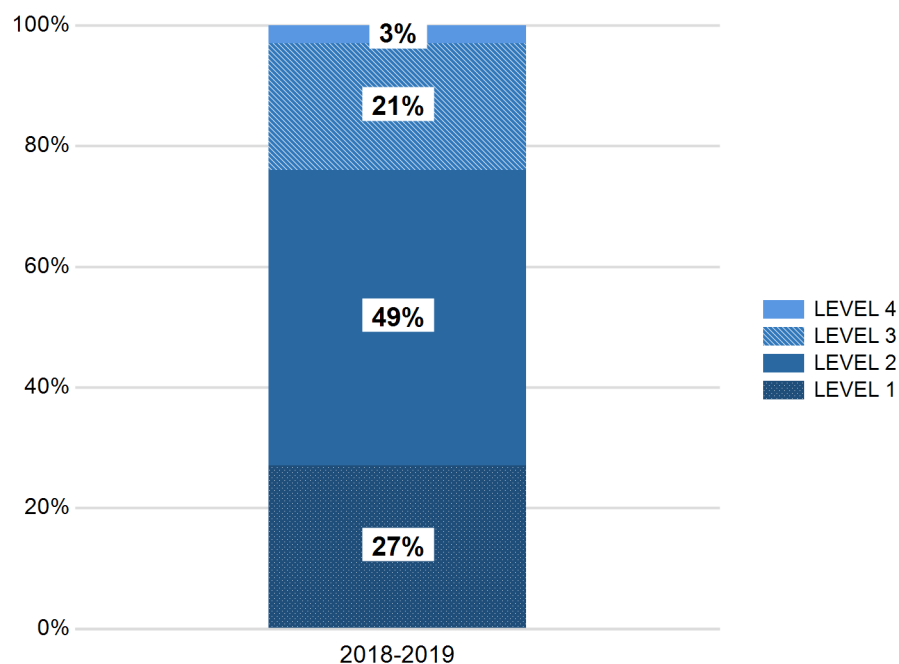
Report Key:

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

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	49	21	3
White	16	50	29	5
Hispanic	46	42	12	0
Black or African American	37	48	14	1
Asian, Native Hawaiian, or Pacific Islander	27	49	19	5
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	24	57	17	2
Male	29	41	25	5
Economically Disadvantaged Students	44	47	7	1
Non-Economically Disadvantaged Students	21	50	25	4
Students with Disabilities	62	29	9	0
Students without Disabilities	20	53	23	4
English Learners	46	38	15	0
Non-English Learners	26	49	21	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	337
7	0	0	299
8	100	0	217
Total	101	0	853

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	1	0	0	0	0	0
7	0	280	0	0	0	0	0
8	127	13	0	0	17	0	62
Total	127	294	0	0	17	0	62



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

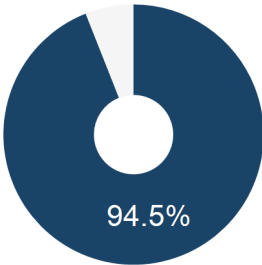
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

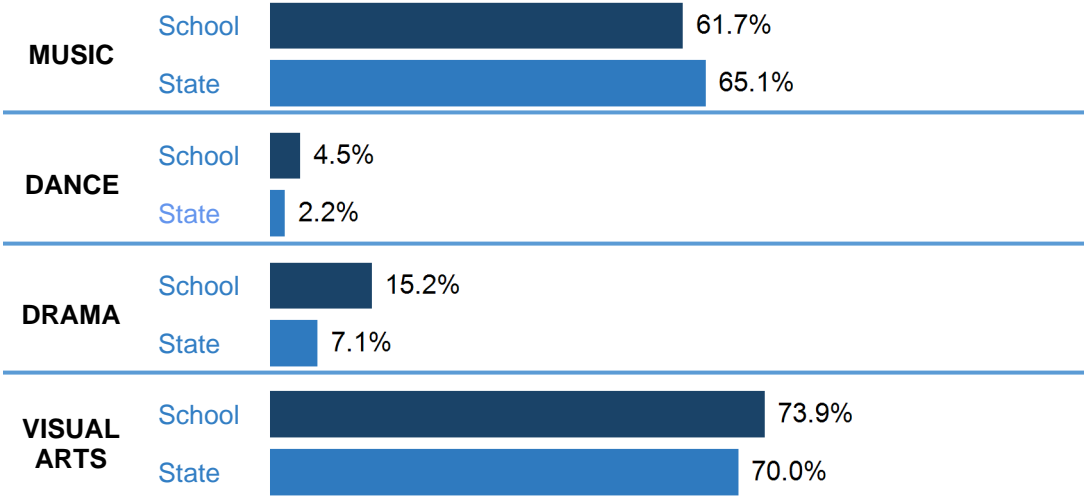


School



State

Students enrolled in one or more classes by discipline:





Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

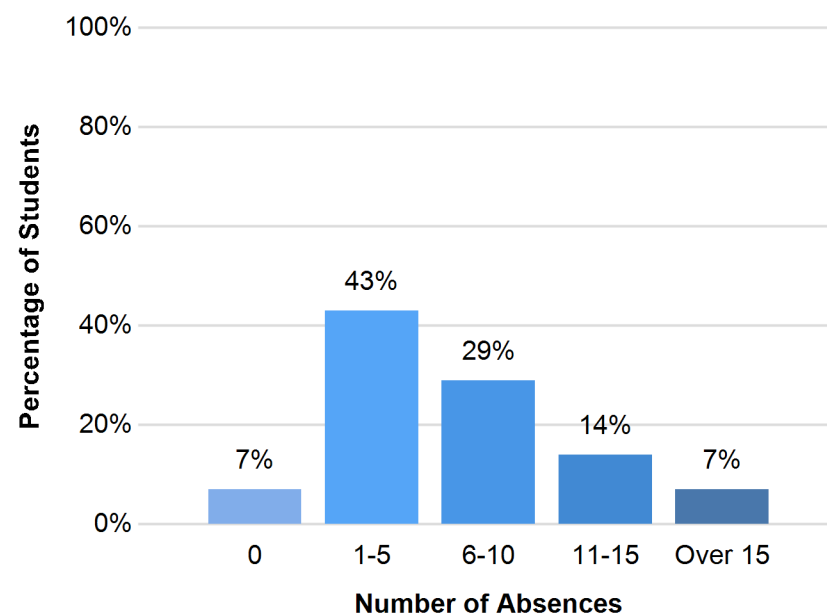
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	46	4.9	9.1	Met
White	20	5.1	9.1	Met
Hispanic	1	1.2	9.1	Met
Black or African American	16	5.2	9.1	Met
Asian, Native Hawaiian, or Pacific	6	6.1	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	18	3.8		
Male	28	6.1		
Economically Disadvantaged Students	19	8.0	9.1	Met
Students with Disabilities	19	13.6	9.1	Not Met
English Learners	1	5.9	**	**
Homeless Students	2	14.3		
Students in Foster Care	*	*		
Military-Connected Students	1	6.7		
Migrant Students	N	N		

Days Absent

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





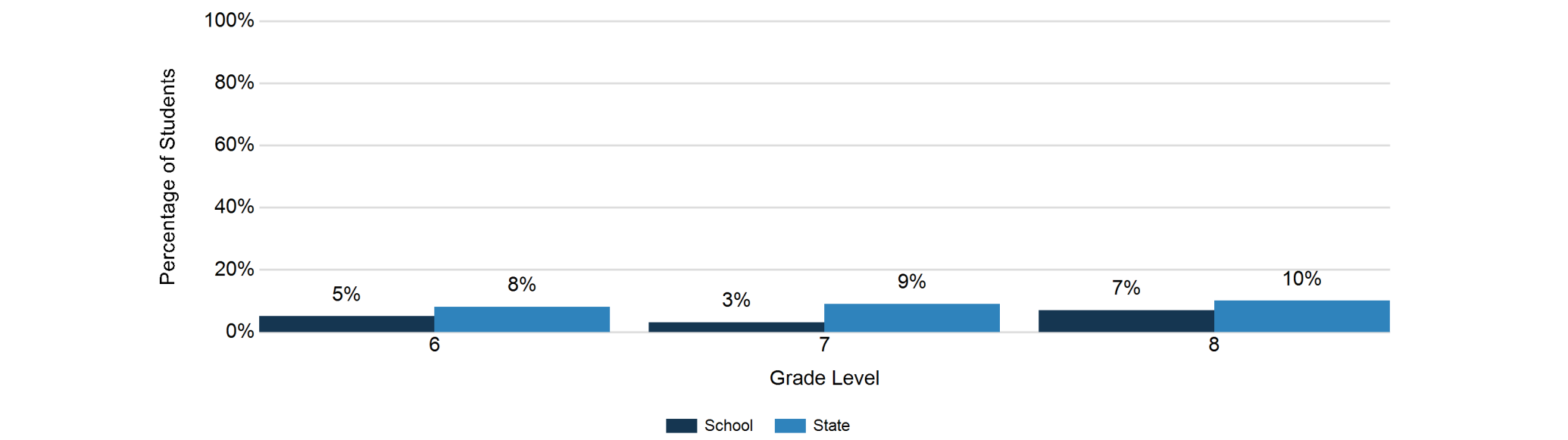
Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	37
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	6.04

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	3	5
Religion	0	0	0
Ancestry	3	3	6
Gender	0	1	1
Sexual Orientation	1	3	4
Disability	1	2	3
Other	3	6	9
No Identified Nature	28		28

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	87	9.4%
Out-of-School Suspensions	63	6.8%
Any Suspension	133	14.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
210



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	84	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	86.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	19.5	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	86.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	309:1	161:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		3702:1
Students to Nurses		740:1
Students to Counselors		309:1
Students to Child Study Team Members		370:1



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	75.0%	66.7%	48.4%	77.1%	54.9%
Male	49.2%	25.0%	33.3%	51.6%	22.9%	45.1%
White	42.1%	90.5%	66.7%	42.4%	83.6%	77.4%
Hispanic	9.0%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.0%	3.6%	33.3%	15.0%	6.6%	13.9%
Asian	10.2%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	1.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	98.6%



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

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

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.4%	54.5%	50.5%
Math Proficiency	42.4%	41.8%	39.4%
ELA Growth	53	49	39
Math Growth	54	57	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.5%	0.0%
Chronic Absenteeism	7.3%	6.6%	4.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Burlington Township Middle School at Springside

(05-0620-051)

Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

Report Key:

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

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Standard	**	Met	No
White	Met Target	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Met Target	Not Met	Met Standard	Met Standard	**	No

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






Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> BTMS provides Positive Behavior Interventions and Supports through our partnership with NJ PBSIS. 27 Clubs provide a variety of options including sports skill building, science, art, cooking, crafts and service. Students who demonstrate high achievement and strong character are considered for National Junior Honor Society.
 <div>Mission, Vision, Theme:</div>	<p>The Burlington Township School District will develop the intellectual, creative, and social potential of each child through an active partnership with all members of the community. Add PBSIS slogan</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The Burlington Township Middle School Band and Show Choir have received numerous awards during their participation in regional competitions annually. Our Robotics Club teams have also received recognition for their efforts in corporate sponsored events. Interested students have also been offered opportunities to participate in nationally sponsored science competitions such as the Broadcom Masteres Science Competition.</p>





Burlington Township Middle School at Springside
 (05-0620-051)
 Grades Offered: 06-08
 2018-2019

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

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The Burlington Township Middle Schoolat Springside offers an array of 21st century learning opportunities, which include a cross curricular Gifted and Talented program, enriched math opporntities such as Honors Algebra, language explorations for Spanish, German, and French, and science courses that adhere to Next Generation Science standards. All academic classes offer access to on-line texts and/or resources.</p>
 <p>Clubs and Activities:</p>	<p>Twenty-seven clubs represent interest areas such as sports skill building, science, art, cooking, and crafts. Building Young Men and Girls for Change promote positive interactions among peers, and the Youth Service Association provides service opportunities for students. Academic support is provided through Homework Hotline and Title I Tutoring. Students may audition for performing arts groups such as Jazz Band, select choirs, and our Show Choir group which presents two productions annually.</p>




Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

School Narrative

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

 <div>Staff and Professional Learning:</div>	<p>The Middle School Staff takes part in professional developement during faculty meetings and in-service days. Also staff receives professional development training through departmental meetings. We are very proud of our District Falcon Professional Development Institute that is offered for all staff.</p>
------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------






Burlington Township Middle School at Springside
 (05-0620-051)
 Grades Offered: 06-08
 2018-2019

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

School Narrative

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

 <div>Student Supports and Services:</div>	<p>Supports are provided by grade level counselors, case managers, a Behavior Specialist, a Student Assistance Coordinator, and other service providers. Multi-disciplinary 504 Plan and I&RS Teams assess student needs and create individual plans when needed. Students with special needs are placed in least restrictive environments that may include ICR or POR classrooms. Students in self-contained settings are given opportunities to participate in mainstream classes and activities as appropriate.</p>
 <div>Student Health and Wellness:</div>	<p>A Fitness Center is available for PE classes and after school clubs. Students in physical education classes engage in articulated lessons based on exercise principles. BTMS participates in the National School Lunch program and offers breakfast to all interested students every day. Guidance counselors, case managers, and other service providers identify needs and couinseling groups are held.</p>
 <div>Parent and Community Involvement:</div>	<p>The Burlington Twp. Middle School Administration communicates with parents and the community in the following ways: Middle School Website, BTMS Facebook Page, MSFA (Middle School Family Association), our weekly First Class Falcon Newsletter, Parent Panels, Parent Portal, School Safety Team Meetings, BTMS "Great Happenings "Website and our Family Fun Nights.</p>






Burlington Township Middle School at Springside
 (05-0620-051)
 Grades Offered: 06-08
 2018-2019

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

School Narrative

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

<div>  <div>Climate Surveys:</div> </div>	<p>The Burlington Twp. Middle School Administration conducts surveys with parents, students, and teachers for their opinions about our school programs, academics, and the climate of the school. We use these surveys to help us to develop possible new courses, after schools clubs , activites and help to improve our school climate.</p>
<div>  <div>Facilities:</div> </div>	<p>The Burlington Township Middle School at Springside building was newly constructed in 2007. The building is fully air conditioned and has art, music, and science spaces. It also has computer labs, a media center, two gymnasiums, a cafeteria, and a fitness center that is used for instruction and club activities.</p>
<div>  <div>School Safety:</div> </div>	<p>BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security.</p>




Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	Burlington Township Middle School maintains 5 computer labs for course work use. in addition the school maintains sharable laptop and computer carts. Social Studies, Math, and special education settings have classroom sets of devices. A variety of other devices are provided for classes that focus on STEM related instruction.
------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------




Burlington Township Middle School at Springside
(05-0620-051)
Grades Offered: 06-08
2018-2019

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

School Narrative

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

<div>Other Information</div>	BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security. Technology infrastructure includes 1 gig backbone with classroom sets of devices at nearly all classrooms grades 3-12.
--------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Fountain Woods Elementary School**

(05-0620-037)

Grades Offered: 03-05

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

School Contact Information

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

Type	Contact Information
County	Burlington
District	Burlington Township School District
Principal Name	Mr. John Johnson
Address	601 FOUNTAIN AVENUE BURLINGTON, NJ 08016
Phone Number	609-387-1799
Email Address	jjohnson@burltwpsch.org
Website	https://www.burltwpsch.org/fw/
Facebook	https://www.facebook.com/fountainwoodsschool/



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	283	251	252
4	310	288	246
5	295	314	288
Total	888	854	786

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.2%	47.2%	45.3%
Male	49.8%	52.8%	54.7%
Economically Disadvantaged Students	23.9%	27.6%	28.1%
Students with Disabilities	18.6%	17.7%	17.0%
English Learners	4.5%	2.7%	3.1%
Homeless Students	2.6%	2.0%	2.2%
Students in Foster Care	0.5%	0.5%	0.4%
Military-Connected Students	0.3%	0.8%	1.9%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	42.3%	39.6%	36.4%
Hispanic	10.2%	11.4%	13.7%
Black or African American	32.2%	32.7%	32.7%
Asian	9.8%	9.6%	11.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.2%	0.4%	0.5%
Two or More Races	5.2%	6.4%	5.2%

Enrollment by Home Language

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

Home Language	% of Students
English	85.6%
Panjabi	2.7%
Spanish	2.4%
Gujarati	1.3%
Arabic	1.0%
Other Languages	7.0%



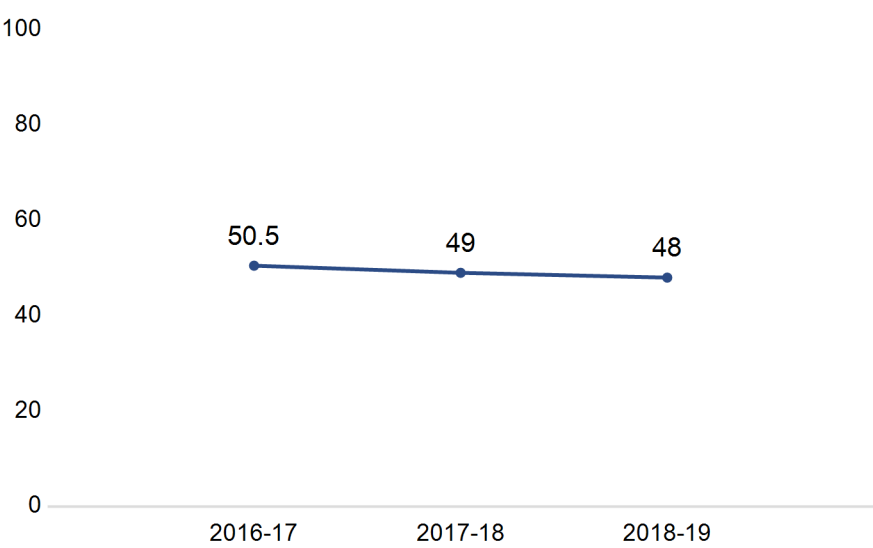
Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

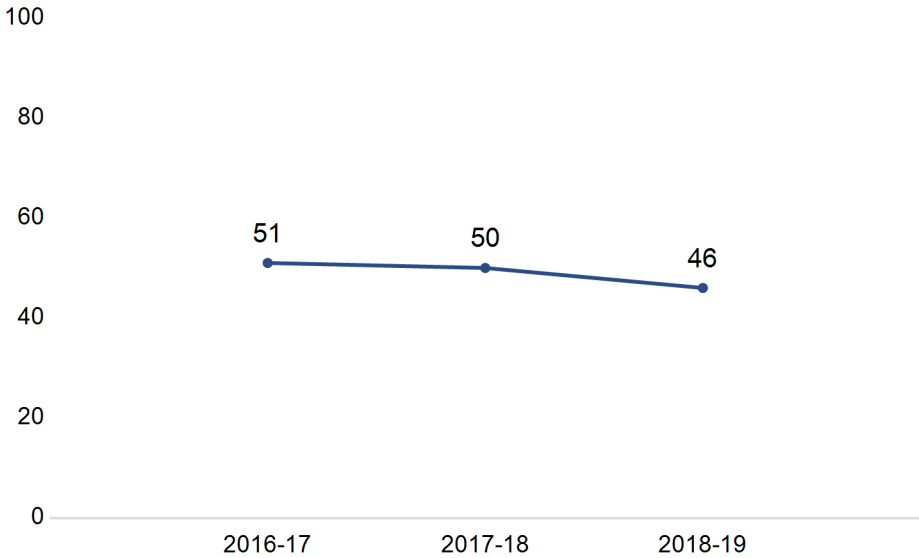
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	49	48	51	50	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	43	50	Met Standard	46	50	50	Met Standard
White	50	43	50	Met Standard	42	50	52	Met Standard
Hispanic	53	43	49	Met Standard	51	50	47	Met Standard
Black or African American	42	40	45	Met Standard	44.5	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	60.5	54.5	59	Exceeds Standard	45	53	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	47	40.5	49	Met Standard	53	55	52	Met Standard
Female	53	45	53	N	50.5	52	50	N
Male	44	42	47	N	41.5	47	51	N
Economically Disadvantaged Students	52	43	48	Met Standard	44	48	46	Met Standard
Students with Disabilities	44	41	43	Met Standard	39	47	45	Not Met
English Learners	52	39	52	Met Standard	62	60.5	50	Exceeds Standard
Homeless Students	*	39	43	N	*	62.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	57.5	49	N	*	50	51	N
Migrant Students	N	N	47	N	N	N	51	N



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

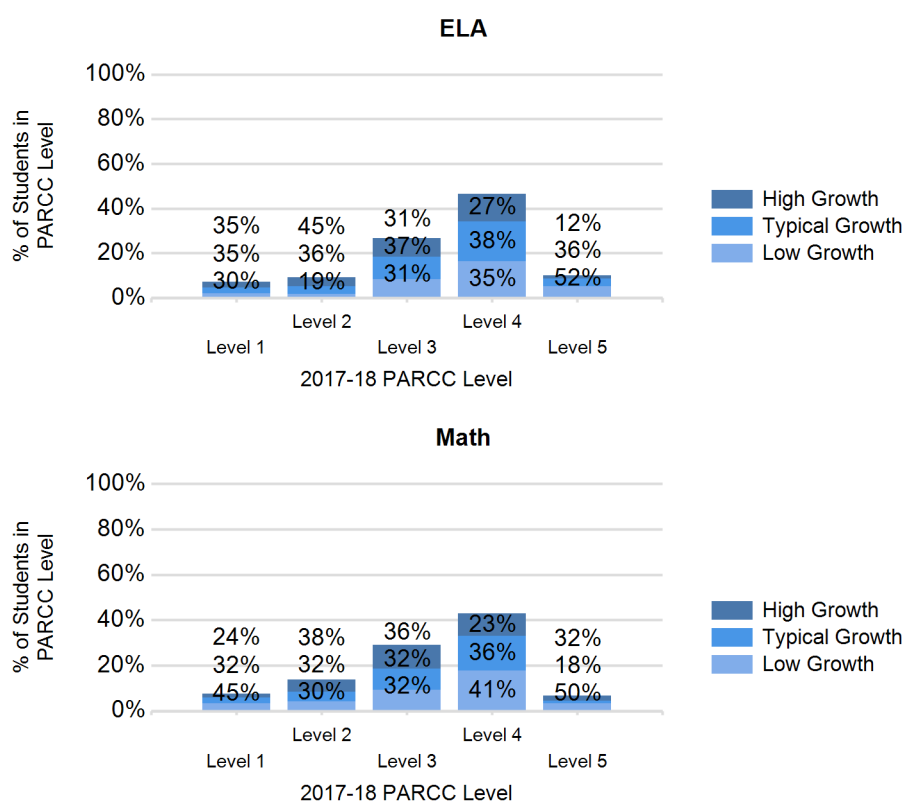
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

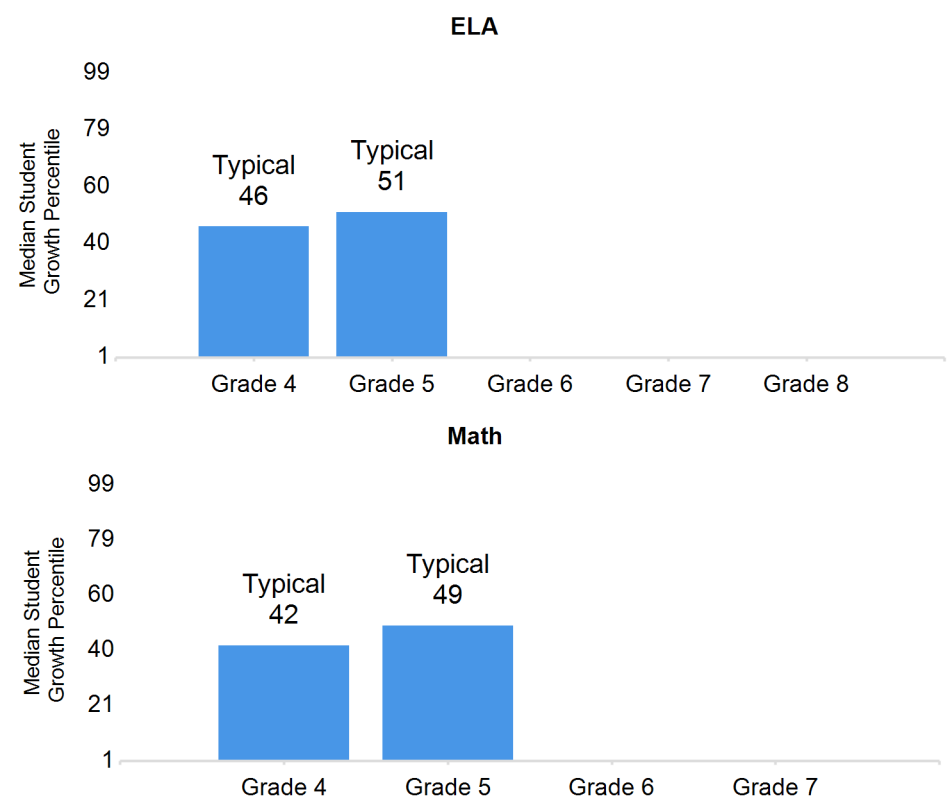
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





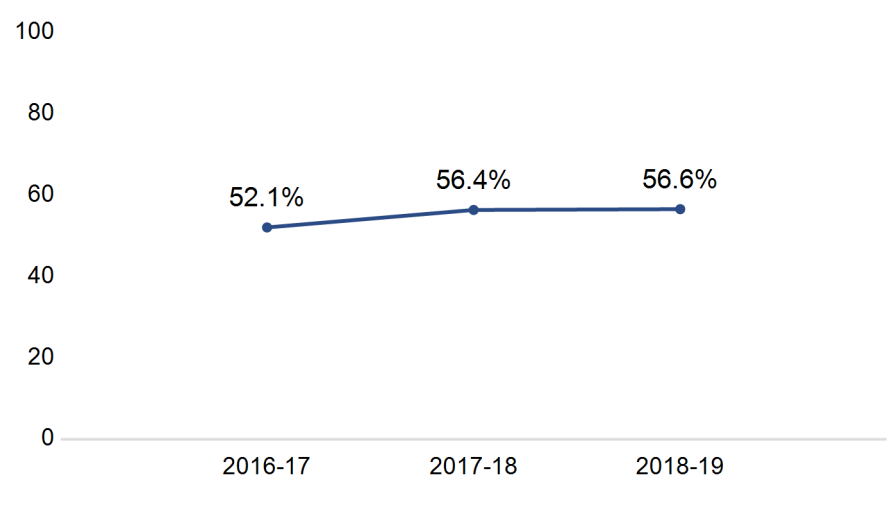
Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

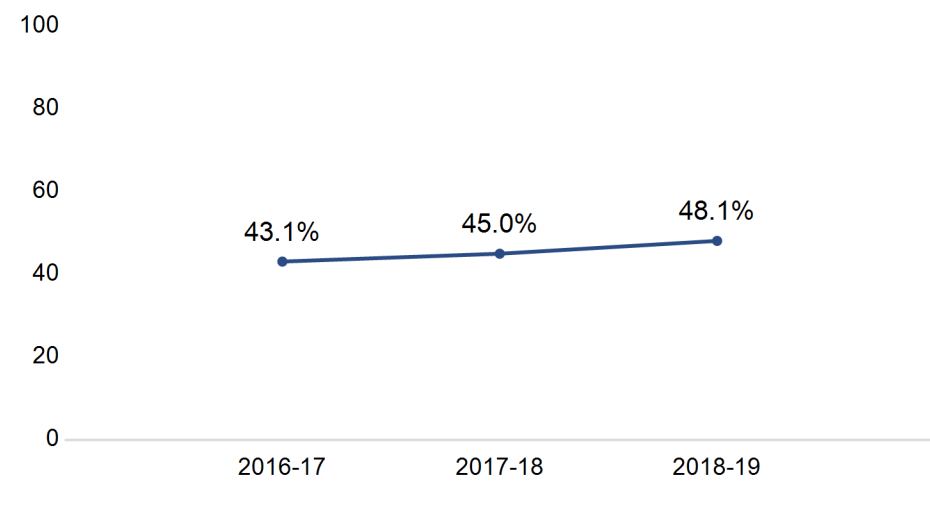
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.9%	97.8%	97.3%	98.2%	98.0%
Proficiency Rate for Federal Accountability	52.1%	56.4%	56.6%	43.1%	45.0%	48.1%
Annual Target	42.7%	44.6%	46.6%	44.0%	45.9%	47.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	768	97.8	56.6	54.9	57.9	56.6	46.6	Met Target
White	284	97.6	62.0	62.3	66.9	62.0	51.9	Met Target
Hispanic	106	97.3	57.5	51.5	43.9	57.5	44.5	Met Target
Black or African American	254	98.9	48.8	46.1	38.5	48.8	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	83	97.8	65.1	60.4	82.9	65.1	54.5	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	59.3	Met Target†
Female	346	97.5	65.3	63.6	64.8	65.3		
Male	422	98.0	49.5	46.7	51.3	49.5		
Economically Disadvantaged Students	196	95.7	46.4	40.5	40.0	46.4	32.8	Met Target
Non-Economically Disadvantaged Students	572	98.5	60.1	59.3	67.9	60.1		
Students with Disabilities	142	97.3	21.8	18.9	22.7	21.8	30.9	Not Met
Students without Disabilities	626	97.9	64.5	61.7	65.1	64.5		
English Learners	48	96.2	43.8	34.6	29.3	43.8	27	Met Target
Non-English Learners	720	97.9	57.5	56.2	60.6	57.5		
Homeless Students	17	94.4	29.4	*	29.1	29.2		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	15	100.0	60.0	*	57.8	60.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

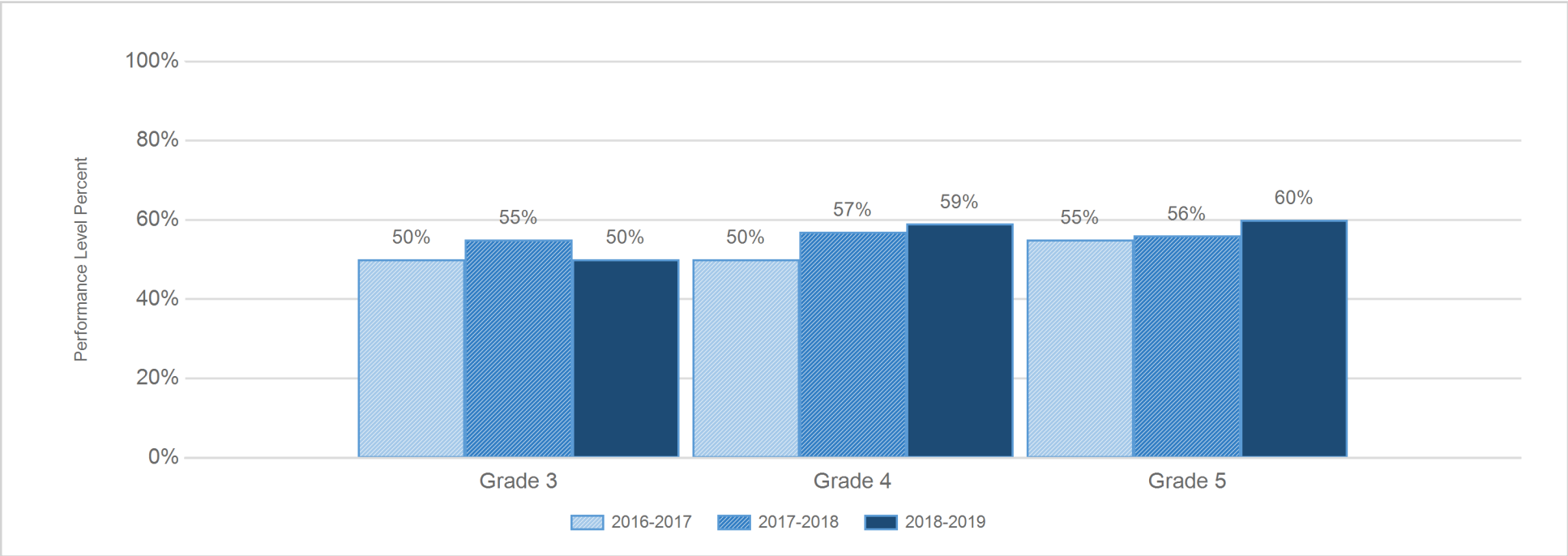


Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	744	744	748	17%	11%	21%	*	*	50%	50%
White	91	740	740	757	20%	*	20%	*	*	51%	60%
Hispanic	34	748	748	734	*	*	*	53%	0%	53%	36%
Black or African American	81	747	747	731	16%	*	21%	*	*	52%	33%
Asian, Native Hawaiian, or Pacific Islander	26	753	753	773	*	*	*	54%	0%	54%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	113	747	747	753	16%	10%	17%	*	*	58%	55%
Male	132	740	740	743	18%	13%	25%	*	*	44%	46%
Economically Disadvantaged Students	68	729	729	731	26%	22%	21%	*	*	31%	33%
Non-Economically Disadvantaged Students	177	749	749	759	14%	7%	21%	*	*	58%	61%
Students with Disabilities	42	704	704	719	52%	*	*	*	*	14%	24%
Students without Disabilities	203	752	752	754	10%	*	*	*	*	58%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	753	753	755	7%	10%	24%	48%	11%	59%	57%
White	89	757	757	763	*	*	21%	*	*	65%	67%
Hispanic	37	745	745	743	*	*	*	*	*	54%	44%
Black or African American	76	747	747	739	*	*	32%	*	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	25	774	774	779	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	113	760	760	760	*	*	17%	*	*	71%	62%
Male	133	748	748	750	*	*	29%	*	*	50%	53%
Economically Disadvantaged Students	59	748	748	740	*	19%	19%	*	*	53%	40%
Non-Economically Disadvantaged Students	187	755	755	765	*	7%	25%	*	*	61%	69%
Students with Disabilities	42	723	723	725	*	*	26%	*	*	21%	25%
Students without Disabilities	204	759	759	761	*	*	23%	*	*	67%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	755	755	756	*	10%	26%	*	*	60%	58%
White	103	762	762	764	*	*	23%	*	*	70%	68%
Hispanic	35	755	755	743	*	*	*	*	*	66%	44%
Black or African American	96	746	746	739	*	14%	32%	*	*	48%	38%
Asian, Native Hawaiian, or Pacific Islander	33	759	759	781	0%	*	*	*	*	64%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	11	755	755	762	0%	*	*	*	*	55%	65%
Female	123	762	762	761	*	*	23%	*	*	68%	64%
Male	155	749	749	750	*	*	29%	*	*	54%	52%
Economically Disadvantaged Students	66	752	752	740	*	*	30%	*	*	55%	39%
Non-Economically Disadvantaged Students	212	756	756	766	*	*	25%	*	*	62%	69%
Students with Disabilities	43	731	731	724	*	*	40%	*	*	26%	23%
Students without Disabilities	235	759	759	762	*	*	24%	*	*	67%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

Report Key:

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

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	767	98.0	48.1	42.5	44.5	48.1	47.8	Met Target
White	283	97.3	51.6	49.7	54.1	51.6	54.8	Met Target†
Hispanic	106	97.3	51.9	42.2	28.8	51.9	38.9	Met Target
Black or African American	254	99.6	39.0	30.0	23.0	39.0	36.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	83	98.9	62.7	55.1	76.5	62.7	52.2	Met Target
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	35.9	53.3	*	53.3	Met Target†
Female	345	97.5	47.8	43.0	44.9	47.8		
Male	422	98.4	48.3	42.0	44.2	48.3		
Economically Disadvantaged Students	196	96.2	33.2	27.6	26.3	33.2	31.7	Met Target
Non-Economically Disadvantaged Students	571	98.7	53.2	46.9	54.9	53.2		
Students with Disabilities	142	97.3	24.6	*	17.4	24.6	30.9	Not Met
Students without Disabilities	625	98.2	53.4	*	50.0	53.4		
English Learners	48	98.1	50.0	35.4	25.0	50.0	33.9	Met Target
Non-English Learners	719	98.0	48.0	42.9	46.5	48.0		
Homeless Students	17	94.4	29.4	20.6	17.1	29.2		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	15	100.0	60.0	*	46.4	60.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

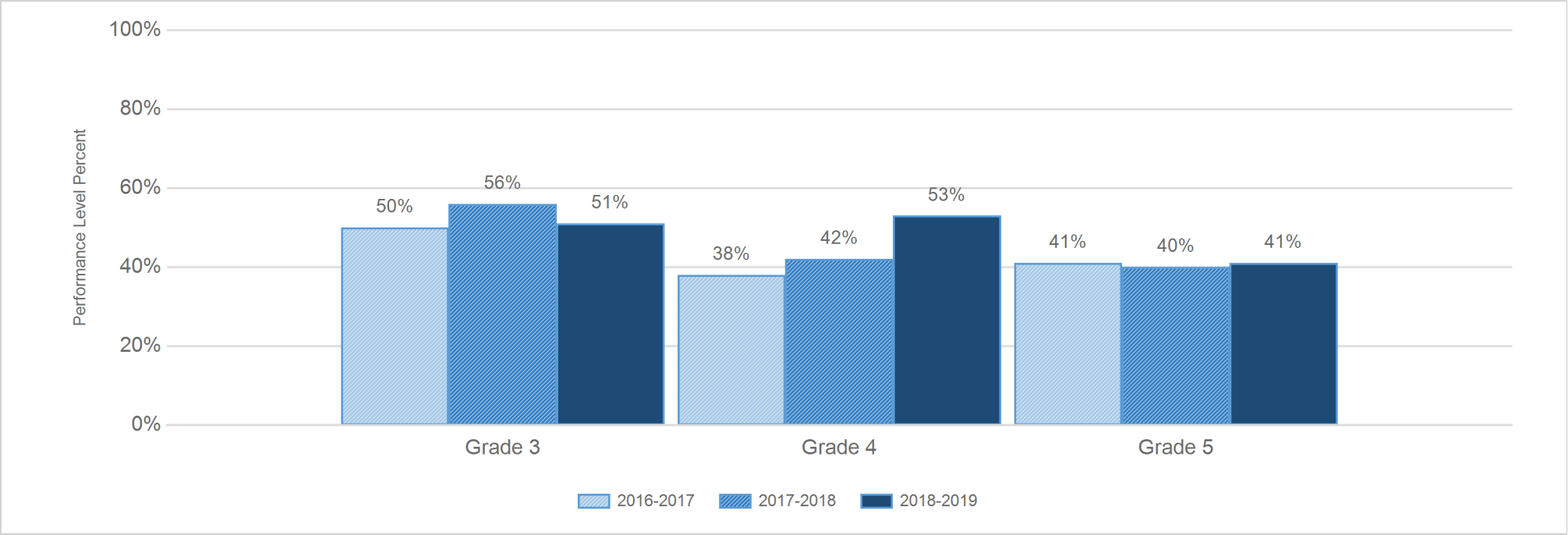


Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	244	748	748	752	11%	17%	20%	39%	12%	51%	55%
White	90	749	749	760	*	18%	22%	*	*	51%	66%
Hispanic	34	749	749	739	*	*	*	*	*	59%	40%
Black or African American	81	745	745	735	12%	20%	21%	*	*	47%	35%
Asian, Native Hawaiian, or Pacific Islander	26	762	762	778	*	*	*	*	*	69%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	112	746	746	751	12%	18%	25%	35%	11%	46%	54%
Male	132	749	749	752	11%	17%	17%	43%	13%	56%	56%
Economically Disadvantaged Students	68	729	729	737	25%	22%	25%	*	*	28%	37%
Non-Economically Disadvantaged Students	176	755	755	761	6%	15%	19%	*	*	60%	67%
Students with Disabilities	42	720	720	731	33%	29%	*	*	*	24%	31%
Students without Disabilities	202	753	753	756	6%	15%	*	*	*	57%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

Report Key:

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

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	746	746	749	8%	13%	26%	49%	4%	53%	51%
White	89	750	750	757	*	*	30%	*	*	55%	62%
Hispanic	37	743	743	737	*	*	*	*	*	57%	36%
Black or African American	76	739	739	731	*	*	33%	41%	0%	41%	29%
Asian, Native Hawaiian, or Pacific Islander	25	764	764	776	0%	*	*	*	*	76%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	113	749	749	749	*	12%	30%	*	*	55%	50%
Male	133	744	744	749	*	15%	23%	*	*	51%	52%
Economically Disadvantaged Students	59	735	735	734	*	22%	29%	*	*	39%	32%
Non-Economically Disadvantaged Students	187	750	750	759	*	11%	25%	*	*	57%	63%
Students with Disabilities	42	721	721	726	*	*	*	*	*	29%	25%
Students without Disabilities	204	752	752	754	*	*	*	*	*	58%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	742	742	747	4%	24%	31%	37%	4%	41%	47%
White	103	749	749	755	*	15%	31%	*	*	50%	58%
Hispanic	35	741	741	735	*	29%	*	40%	0%	40%	30%
Black or African American	98	734	734	729	*	34%	35%	*	*	29%	23%
Asian, Native Hawaiian, or Pacific Islander	34	749	749	775	*	*	29%	*	*	50%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	11	738	738	753	0%	*	*	*	*	36%	55%
Female	124	741	741	747	*	23%	29%	*	*	42%	47%
Male	157	743	743	747	*	24%	32%	*	*	40%	47%
Economically Disadvantaged Students	67	737	737	732	*	27%	31%	*	*	33%	27%
Non-Economically Disadvantaged Students	214	744	744	757	*	23%	31%	*	*	43%	59%
Students with Disabilities	43	723	723	725	*	42%	*	*	*	23%	19%
Students without Disabilities	238	746	746	752	*	21%	*	*	*	44%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	83.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	70.0%	30.0%
3-4	*	*	*
5 or more	*	*	*



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

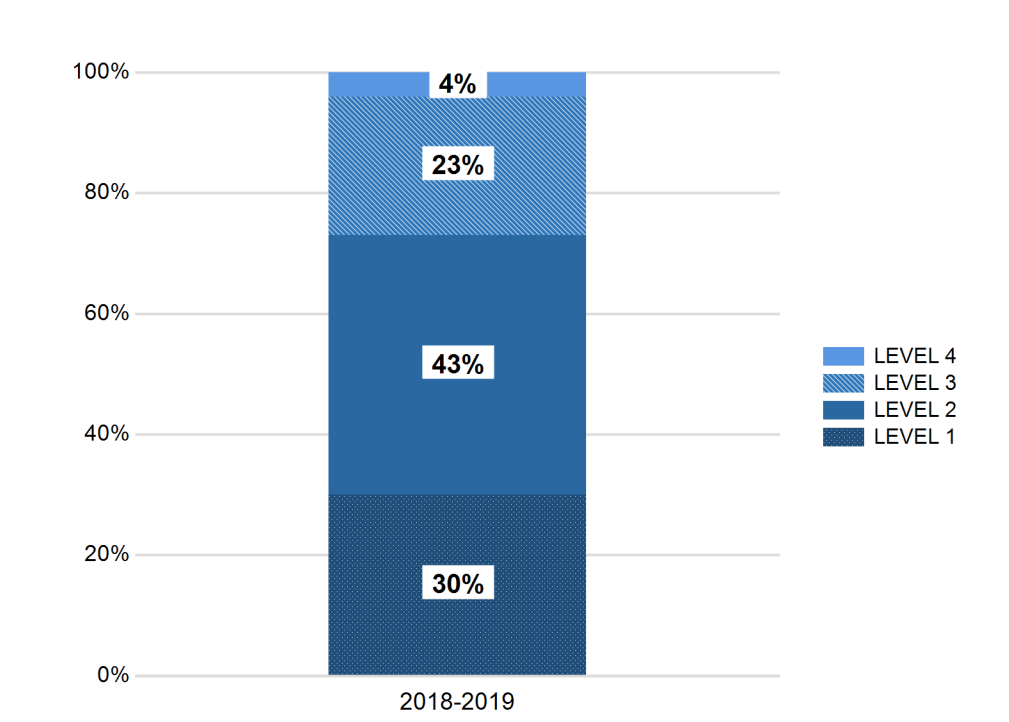
2018-2019

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

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	43	23	4
White	19	47	27	8
Hispanic	26	46	23	6
Black or African American	46	39	15	0
Asian, Native Hawaiian, or Pacific Islander	21	38	41	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	36	55	0	9
Female	28	44	25	3
Male	32	42	22	4
Economically Disadvantaged Students	31	51	17	0
Non-Economically Disadvantaged Students	30	40	25	5
Students with Disabilities	54	29	17	0
Students without Disabilities	26	45	24	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

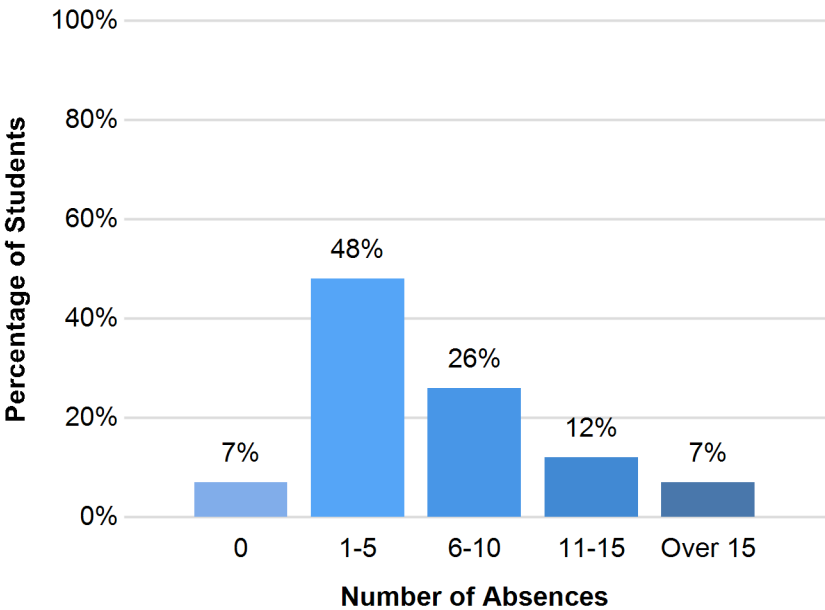
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	44	5.5	7.5	Met
White	12	4.2	7.5	Met
Hispanic	8	7.3	7.5	Met
Black or African American	12	4.6	7.5	Met
Asian, Native Hawaiian, or Pacific	9	10.2	7.5	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.5	Met
Female	15	4.2		
Male	29	6.6		
Economically Disadvantaged Students	20	9.0	7.5	Not Met
Students with Disabilities	19	13.1	7.5	Not Met
English Learners	4	16.7	7.5	Not Met
Homeless Students	0	0		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

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





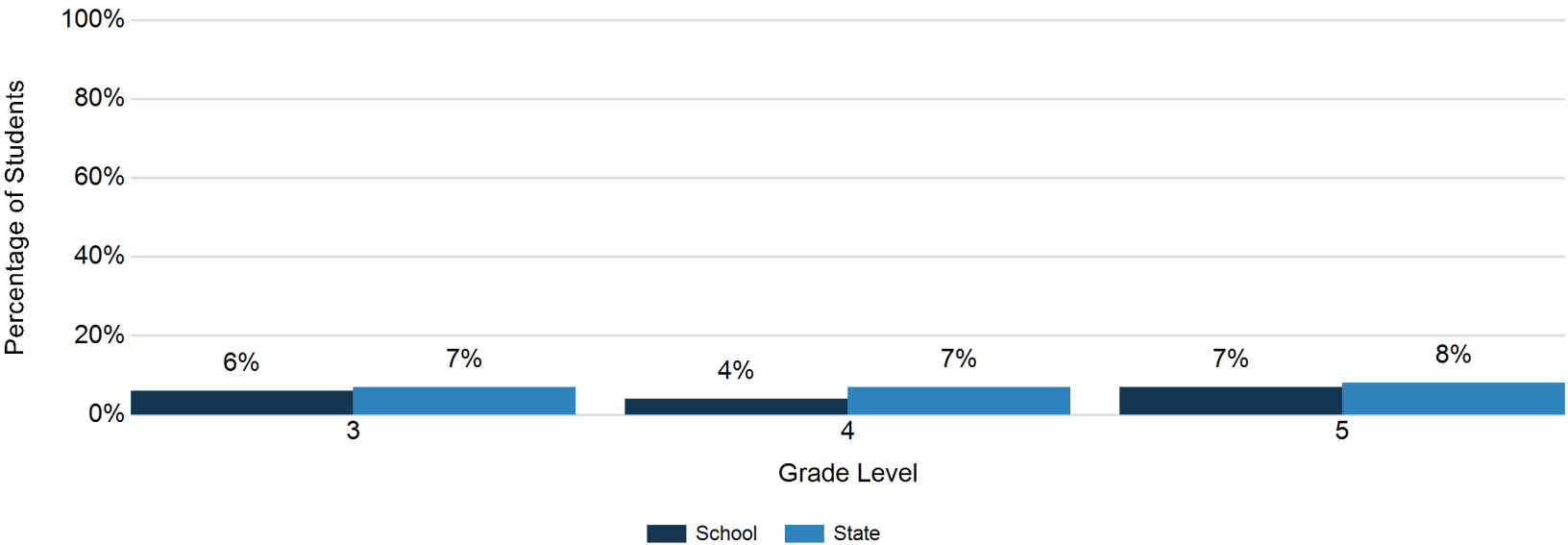
Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

Report Key:

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.53

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	4	4
No Identified Nature	4		4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	24	3.1%
Out-of-School Suspensions	*	*
Any Suspension	26	3.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
15



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,530
Average years experience in public schools	19.5	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	86.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	393:1	161:1
Teachers to Administrators	37:1	14:1
Students to Librarians/Media Specialists		3702:1
Students to Nurses		740:1
Students to Counselors		309:1
Students to Child Study Team Members		370:1



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.3%	94.5%	0.0%	48.4%	77.1%	54.9%
Male	54.7%	5.5%	100.0%	51.6%	22.9%	45.1%
White	36.4%	86.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.7%	5.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	32.7%	5.5%	0.0%	15.0%	6.6%	13.9%
Asian	11.2%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

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

Teachers and Administrators - Level of Education

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

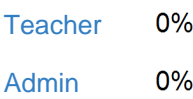
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.0%	90.5%
2017-18 Administrators: Same district 2018-19	95.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Fountain Woods Elementary School

(05-0620-037)

Grades Offered: 03-05

2018-2019

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

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

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.1%	56.4%	56.6%
Math Proficiency	43.1%	45.0%	48.1%
ELA Growth	50	49	48
Math Growth	51	50	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	83.3%
Chronic Absenteeism	5.4%	6.5%	5.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

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



Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

Report Key:

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

School Narrative

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



Highlights:

- FW's curriculum includes MyMath and Wonders platforms. The school's increasing use of technology enhances the curricula.
- FW uses both PBSIS and Renaissance, in recognizing all member of our learning community for their personal, academic, and behavioral achievements.
- FW celebrates the arts, offering band, orchestra, chorus, a recorder ensemble, and Artsonia, an online art gallery.



Mission, Vision, Theme:

The mission of Fountain Woods School is to provide a safe, nurturing, and academically challenging environment that meets the needs of our students while preparing them for a culturally diverse world.



Awards, Recognition, Accomplishments:

The Fountain Woods recognizes the first responders and military members of our community annually during our Heroes Day celebration. A wreath is placed at our Tree of Remembrance by various honorees from our community.





Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The Fountain Woods curricula are aligned with state guidelines. Over the past several years we have increased the availability of techonology to our students. There are several new internet based elements to our curricula that give students more exposure to educational technology programming.</p>
 <p>Clubs and Activities:</p>	<p>In addition to the musical ensembles that rehearse before school, Fountain Woods also has a Disability Awareness Club. Fountain Woods has a Safety Team comprised of fifth grade student leaders which encompasses peer mediation. FW produces a daily news program, Good Morning Fountain Woods. In order to further enhance what we offer to our students, Fountain Woods is excited to offer 5 clubs each year to.</p>





Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

School Narrative

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

 <div>Before and After School Programs:</div>	FW musical ensembles (beginning and advanced bands, beginning and advanced orchestras, and Vocal Chords) rehearse at 7:00 AM prior to the start of school. Our music department teachers direct these ensembles. WeeKids, the before and after school care is available for all students. Activities, homework help, breakfast and after school snack are part of the extended school day for FW students. After school tutoring available through funding by Title I is also available to selected students.
 <div>Staff and Professional Learning:</div>	We are very proud of our Falcon Professional Development Institute that is offered for all staff. These courses include Mindfulness, Guided Reading, edConnect, among others. These occur during scheduled common planning time, as well as faculty meetings. Professional development is provided by administrators, coaches, and teacher leaders. Our staff also participate in various online trainings through SafeSchools. All manadatory trainings required by the state are fulfilled.






Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

School Narrative

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

 <div>Student Supports and Services:</div>	<p>Fountain Woods School provides a Multiply Disabled classroom and a self-contained Autism classroom. FWS provides ICR sections for all core subject areas and POR classes for math and language arts. Students are also serviced in mainstream classes per their IEP. Multiple school counselors, as well as shared SAC and behavioral specialists, provide emotional, social, and behavioral support. Multi-disciplinary 504 Plan and I&RS Teams assist students who experience difficulties.</p>
 <div>Student Health and Wellness:</div>	<p>Students in physical education class engage in articulated lessons based on exercise principles. Health lessons are related to stress management, drug education, and physical maturation processes. The PE staff facilitate a field day in the 4th marking period. FW initiated a wellness committee. BTSD participates in the National School Lunch program and offers breakfast to all students every day.</p>
 <div>Parent and Community Involvement:</div>	<p>Fountain Woods has an active parent organization, the Fountain Woods Family Association. Parents are encouraged to join and participate in a wide variety of different committees that benefit the children and staff. Family events, such as the Harlem Wizards Game, Family Ceramics Night, Family Skate Night, and Family Baseball Night are held each year. Parents regularly volunteer for programs both during the instructional and beyond.</p>





Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

School Narrative

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

 <p>Facilities:</p>	<p>The building was constructed in 1997 and 1999. The entire building is air conditioned. The building has art and music classrooms. It also has a media center, a gymnasium, a cafeteria, a cafeteria annex, and two playgrounds.</p>
 <p>School Safety:</p>	<p>BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security.</p>




Fountain Woods Elementary School
(05-0620-037)
Grades Offered: 03-05
2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	Technology infrastructure includes 1 gig backbone with classroom sets of devices at nearly all classrooms grades 3-12. Fountain Woods has established a technology program that exposes our young learners to real world advancements in both coding and robotics.
------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------