



Burlington City School District

Recognized as a Lighthouse Awardee during the 2021-2023 term for increased equity in student enrollment in postsecondary institutions.

The New Jersey Department of Education (NJDOE) Lighthouse District Initiative recognizes districts that have demonstrated measurable progress for equitable outcomes. The NJDOE is proud to welcome the Burlington City School District to the third cohort of Lighthouse Districts.

Burlington City Public School District Demographics

- 1,712 Total Students
- PK–12 Grades Offered
- 58.7% Economically Disadvantaged
- 21.9% Students with Disabilities
- 5.5% English Learners
- 11:1 Student to Teacher Ratio

Want to learn more? Contact us.

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Burlington City School District Equity Story

Below, you will find a narrative describing the ways that Burlington City School District has increased equity in student enrollment in postsecondary institutions.

Engaging Underrepresented Student Groups for Equity in Postsecondary Enrollment

The City of Burlington School District is intentional in providing our students with a rigorous curriculum that will and can be utilized after graduation. The curriculum is designed based on the needs of all our students. Several underrepresented groups of students have been provided with programs based on data that will enhance their learning experience. Our Special Education students are provided with a plethora of postsecondary opportunities that include but are not limited to colleges and universities, civil service opportunities, local job markets, beauty schools, and trade schools. They have taken field trips to various locations such as the Marriott Hotel, Philadelphia Police Academy, and Empire Beauty School. Speakers have been brought into the District to share career-readiness information, such as union leaders in the construction and building trades. For Special Education Students interested in attending college after graduation, Burlington City has arranged for trips to Camden County College and Rowan College of Burlington County. This allows for exposure to even more opportunities such as obtaining a degree or other professional certification, including students who wish to join the automotive industry. Technology has been used to provide them with a range of skill sets to be successful. Additionally, during the 2018-2019 school year, students opened their first Blue Devil Bean Coffee Shop to assist the students with real-life work experience. The Blue Devil Bean “hires” students with disabilities to run a functioning coffee shop which is open to staff three days per week. At “The Bean”, the students focus on supplies, improving customer service, and completing a budget under the supervision of two staff members. To help students learn valuable interview skills, all students must submit a formal job application and participate in an interview. Money raised through the Blue Devil Bean is used to replenish supplies and provide two scholarships to graduating special education students. Beginning in grade 9, many Special Education Students can participate in the Practical Assessment and Exploration System Lab (PAES). The PAES Lab is a simulated work environment where students are exposed to a variety of different job-related tasks in business/marketing, construction, consumer service, and processing/production. In the PAES Lab, students are treated as employees and the teaching staff act as supervisors who assist the students in completing their daily jobs. The PAES Lab helps determine student interest in different careers and helps these students learn real job skills and become more competitive in the job

market after graduation. African American students are encouraged to enroll in advanced-level courses and participate in career pathway programs like P-TECH and Teacher Pathway. Data is maintained to track improvement. Programming for English language learners (ELLs) is based on state assessments that are disaggregated and used to provide remedial opportunities as well as providing curriculum in the native language when necessary. Data from various sources, (NWEA MAP testing, State assessments, and benchmark testing) are used to determine the path of acceleration for growth and learning.

Collaboration Between Guidance Counselors and Other Staff for Equity in Postsecondary Enrollment

Throughout the past several years, Guidance Counselors at Burlington City High School provided key support to increase underrepresented students' use of the various platforms related to the college admission process. Guidance counselors and senior teachers helped students navigate several online accounts related to college admissions: College Board, Common App, FAFSA, and Naviance. This hands-on support continued throughout the year and included virtual meetings with college representatives, informational sessions with our community college, Rowan College of Burlington County, last Fall, a virtual College Fair, and a virtual Career Fair in the Spring, all of which represented a collaboration with teachers and administrators. In September 2020, students collaborated with teachers to navigate through the initial steps in the college application process: providing students with a general timeline and the necessary support/resources related to financial aid, college application, college board exam registration, and scholarship applications. Additional examples of collaboration between Guidance and other staff as it relates to increasing equity for postsecondary enrollment focuses on some of our younger students. Guidance counselors collaborate with Grade 11 and Grade 9 teachers to implement college and career lessons and experiences for students in the Spring. Ninth graders complete an activity where they reflect on their natural strengths and interests and research what careers and academic programs align with these strengths and interests using an interactive assessment and set of activities on the Naviance Family Connection platform. Finally, to prepare students, many of whom are first-generation, for the college admissions process, counselors and teachers conduct a lesson where students research some of the colleges and academic majors they are interested in, and students are guided through where to find free College Board and exam preparation and scholarship resources.

Engaging Families of Historically Underrepresented Students for Equity in Postsecondary Enrollment

Processes are in place to reach our families by any means necessary. Information sessions are held for parents/guardians to learn about programs that are advantageous for their families and students. The Guidance Department provided literature in various languages, students/families were provided with interpreters if needed, and intentional discussions with counselors were conducted. Additionally, home visits were put in place to increase attendance. The administration conducted meet and greets to familiarize families with programs and learning opportunities. Seminars are conducted on the college application and financial aid process. As a District with a send/receive relationship with Edgewater Park for grades 9 through 12, information sessions are held to acclimate new students.

Structural Changes to Increase Stakeholder Feedback for Equity in Postsecondary Enrollment

Our District has increased the number of programs geared toward students with disabilities, English Language Learners, and African American students. Ongoing conversations are held via our District Professional Learning Communities and building-based faculty meetings which paint the picture of our path to greatness. The City of Burlington Board of Education is also a voice in facilitating areas in need of improvement and creating an environment of equity and equality.

Integration of Two or More Quantitative Sources for Improvement in Postsecondary Enrollment

The City of Burlington Public School District uses multiple quantitative measures to ensure the District has data to assist in the improvement in focused equity areas. The District has leveraged the WIDA Access for ELLs 2.0 and the New Jersey State Assessment. Secondary students are also benchmarked twice a year in each subject to analyze student growth. State assessment numbers have shown an overall increase in the population of African American, ELL, and Special Education students participating in these assessments.