




Atlantic County Alternative High School  
2016-2017

01-0120-300  
ATLANTIC  
ATLANTIC CO VOCATIONAL  
4805 NAWAKWA BLVD  
MAYS LANDING, NJ 08330

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	0	7	11
10	0	31	20
11	0	27	19
12	0	10	26
Ungraded	0	1	1
Total	0	76	77

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	0%	42%	39%
Male	0%	58%	61%
Economically Disadvantaged Students	0%	55%	68%
Students with Disabilities	0%	11%	13%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	50.6%
Hispanic	42.9%
White	3.9%
Asian	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	79.2%
Spanish	18.2%
Creoles and pidgins, French-based	1.3%
Bengali	1.3%





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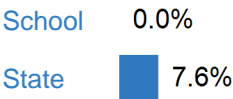
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

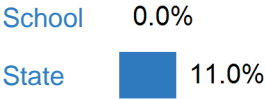
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

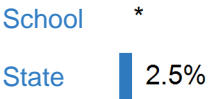
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

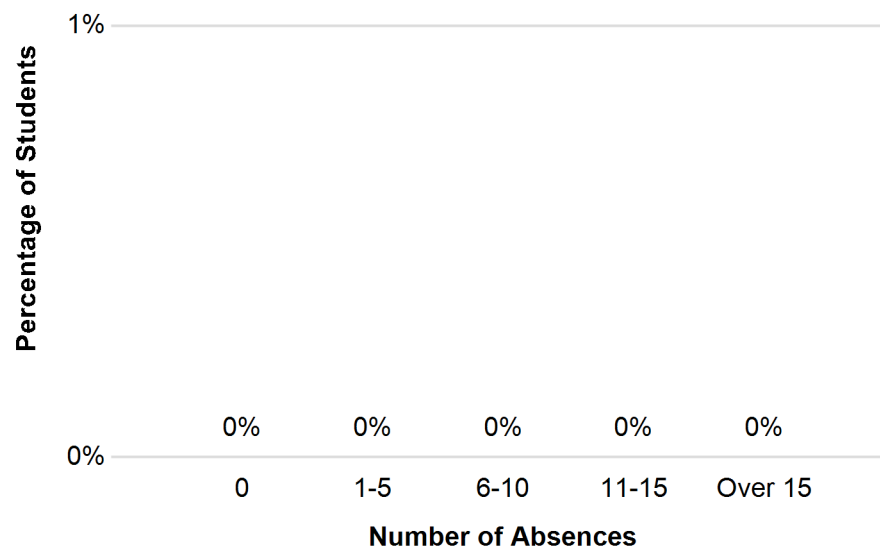
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





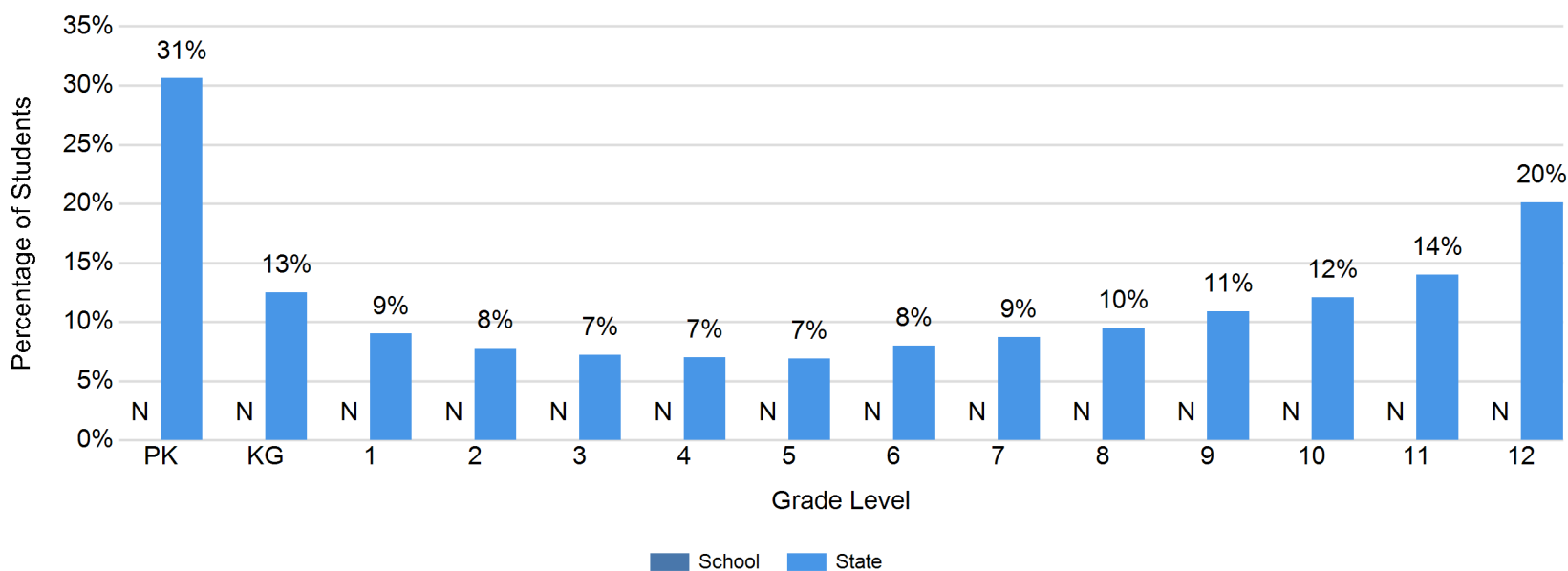


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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.







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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	12
Vandalism	2
Weapons	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	32.47

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.6%
Out-of-School Suspensions	51.9%
Any Suspension	54.5%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





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### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$11,951	\$12,529





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	6	121,048
Average years experience in public schools	6.7	11.8
Average years experience in district	6.7	10.5
Teachers in district for 4 or more years	100%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,533
Average years experience in public schools	14.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	N	171:1
Librarian/Media Specialists		1540:1
Nurses		770:1
Counselors		257:1
Child Study Team		770:1





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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher	100%
Admin	N/A

#### Master's Degree

Teacher	N
Admin	N

#### Doctoral Degree

Teacher	N
Admin	N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%





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### School General Info

<b>Principal:</b>	Mrs. Askins	<b>Email Address:</b>	<a href="mailto:jaskins@acitech.org">jaskins@acitech.org</a>
<b>Address:</b>	4805 NAWAKWA BLVD MAYS LANDING, NJ 08330	<b>Website:</b>	<a href="http://www.acitech.org">www.acitech.org</a>
<b>Phone:</b>	(609)625-2249	<b>Facebook:</b>	<a href="https://www.facebook.com/Atlantic-County-Institute-of-Technology-1027293677301943/">https://www.facebook.com/Atlantic-County-Institute-of-Technology-1027293677301943/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/ACIT_RedHawks">https://twitter.com/ACIT_RedHawks</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• 1:1 District Chromebook Initiative/Blended learning</li> <li>• Mentoring and counseling programs</li> <li>• Structured Learning Experience/Job Placement</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of ACAHS is to provide a meaningful and measurable learning experience for students who have not been successful in traditional school settings. The ACAHS is specifically designed for students who have experienced attendance, behavior and/or achievement problems. We offer individualized educational programs that include academics, counseling, blended learning, service learning, and work readiness training.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>The well established programs at ACAHS meet the diverse needs of students by employing the whole child approach to education. Every child has an Individualized Program Plan consisting of goals and objectives for: educational and mental health/counseling needs, career development, and college and military readiness. Additionally, ACAHS has established an Advisory Board consisting of professionals from educational services, health care, juvenile justice facilities, and other community agencies.</p>








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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>ACAHS uses a Blended Learning curriculum which utilizes face-to-face instruction with a certified teacher and technology-based instruction that best meets the individual needs of the student. In addition, ACAHS has a new culinary program, service learning programs, art and music options, and structured learning experiences with possible job placement.</p>
 <p><b>Clubs and Activities:</b></p>	<p>ACAHS Students participate in after school mentoring, after school homework and tutoring clubs, weight lifting, yoga and intramural sports. Students can also participate in our senior class advisor or girls groups. Based on sending district approvals, students at the ACAHS are permitted to participate in sports/athletics at their home schools.</p>
 <p><b>Before and After School Programs:</b></p>	<p>ACAHS offers a multi-tiered curriculum as well as after school tutoring in math, science, world languages and English to help support and sustain student achievement across all grade levels. Our after school Homework Hub, staffed by content specialist, provides students with daily supports and assistance. Students can also participate in several after school activities such as: weight lifting, yoga, intramural sports, senior class advisor or girls groups.</p>










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 <b>Staff and Professional Learning:</b>	<p>ACAHS Teachers are involved in the following professional development: Professional Learning Communities (Content Specific), On Demand PD Sessions, curriculum revision advisory teams, a four year induction program for new hires, co-teaching models, special education, PARCC instructional shifts as well as District wide professional development targeting strategic goals. The district also offers specialized professional development for Administration, Guidance, CST, Security and support staff.</p>
 <b>Postsecondary Information:</b>	<p>The school team completes an Individualized Program Plan for each student to determine the likes and dislikes of students as well as their readiness for postsecondary education. Staff assists students to complete required documentation, visit college campuses, and schedules presentations from area schools and military personnel. Special Education students are assisted with transitioning to services provided by the Department of Vocational Rehabilitation Services</p>
 <b>Student Supports and Services:</b>	<p>Tutoring and homework assistance is offered to all students after school in the areas of math, English, science and history. Transportation is provided. ACAHS has a mentoring team to assist all students experiencing difficulty in the areas of academics, behavior, and/or health concerns. The mentoring team believes all students are capable of educational success, acknowledging that interventions and assistance are often needed to facilitate that success.</p>
 <b>Student Health and Wellness:</b>	<p>The School Nurse provides a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. School nurses strive to facilitate positive student responses to normal development, promote health and safety, intervene with actual and potential health problems, provide case management service, and actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy and learning.</p>
 <b>Parent and Community Involvement:</b>	<p>ACAHS has established an Advisory Board consisting of professionals from education services, health care and justice facilities, and other outside agencies who meet several times a year to discuss best practices for educating at-risk students. In addition, ACAHS has developed partnerships with several NJ schools which service at-risk youth and has established an Alternative School Group. This group is a forum for discussing how to best serve students within an alternative school setting.</p>





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#### Facilities:

During the 2016-2017 school year, ACAHS transitioned to the Atlantic County Special Services Campus. This provided upgrades to the entire school, most notably: all new furniture and chromebooks which support a Blended Learning approach, the art, music, gym/weight room, and culinary facilities, as well as additional space for counseling/mentoring and special education services. Additionally, this new space provided an increase in service learning and job placement opportunities.





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Other Information:

The ACAHS utilizes a block schedule that provides four 80 minute classes per day, thus affording learners the opportunity to earn a high school diploma in conjunction with additional industry recognized certifications. Students have the opportunity to work with our SLE Coordinator who assists our students with job readiness, occupational skill development, job placement and ongoing supervision and job coaching in the community. Most recently, ACAHS moved to the Atlantic County Special Services Campus where upgrades were made in the areas of technology, classroom space, cafeteria, gym/fitness room as well as our culinary classroom. Our new classrooms and shared space provides students with an environment conducive to collaboration, team building, 1:1 supports and cross curricular collaboration. The admission committee takes into consideration the records provided, the programs selected, counselor recommendation as well as student interview when determining acceptance into the program.






Atlantic County Institute of Technology  
2016-2017  
Grade Span 09-12

01-0120-010  
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	402	366	380
10	346	314	352
11	328	278	293
12	264	275	268
Ungraded	0	168	170
Total	1340	1401	1463

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	53%	54%	57%
Male	47%	46%	43%
Economically Disadvantaged Students	61%	58%	58%
Students with Disabilities	12%	12%	12%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	37.1%
Hispanic	32.1%
Black or African American	21.6%
Asian	4.6%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	3.9%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	1339	1401	1463
Shared Time Students	1	0	0
Full Time Equivalent	1340	1401	1463

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. All other students are included in Other Languages.

Home Language	% of Students
English	91.0%
Spanish	7.4%
Other	1.8%





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	393	99.0	45.00	45.00	54.90	45	43.6	Met Target
White	139	98.3	41.00	41.00	63.90	41	44.7	Met Target†
Hispanic	143	99.0	46.20	46.20	39.80	46.2	43.4	Met Target
Black or African American	76	100.0	38.10	38.10	35.20	38.1	30.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	29	100.0	75.90	75.90	80.70	75.9	80	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	228	99.1	50.00	50.00	62.20	50		
Male	165	98.8	38.20	38.20	48.10	38.2		
Economically Disadvantaged Students	231	99.2	45.00	45.00	36.20	45	39	Met Target
Non-Economically Disadvantaged Students	162	98.8	45.00	45.00	65.80	45		
Students with Disabilities	26	97.3	11.50	11.50	20.50	11.5	12.6	Met Target†
Students without Disabilities	367	99.2	47.40	47.40	61.90	47.4		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	393	99.0	45.00	45.00	57.40	45		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	429	752	752	749	3%	12%	33%	44%	9%	52%	52%
White	151	749	749	757	7%	13%	27%	41%	12%	53%	62%
Hispanic	153	751	751	733	*	12%	37%	46%	*	50%	35%
Black or African American	93	753	753	730	*	12%	36%	46%	*	53%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	253	756	756	756	*	*	29%	50%	*	61%	60%
Male	176	745	745	741	*	*	39%	35%	*	41%	43%
Economically Disadvantaged Students	263	749	749	731	*	*	38%	41%	*	47%	32%
Non-Economically Disadvantaged Students	166	755	755	758	*	*	24%	48%	*	61%	62%
Students with Disabilities	49	720	720	714	*	*	35%	*	*	12%	13%
Students without Disabilities	380	756	756	754	*	*	33%	*	*	58%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	429	752	752	752	3%	12%	33%	44%	9%	52%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	367	742	742	743	16%	16%	24%	36%	8%	44%	46%
White	130	739	739	749	19%	*	26%	33%	*	40%	52%
Hispanic	136	741	741	728	*	17%	24%	40%	*	46%	34%
Black or African American	69	733	733	725	22%	*	26%	36%	*	38%	31%
Asian, Native Hawaiian, or Pacific Islander	27	785	785	774	0%	*	*	*	48%	78%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	210	747	747	752	10%	17%	24%	41%	8%	49%	54%
Male	157	735	735	734	25%	14%	23%	29%	10%	38%	39%
Economically Disadvantaged Students	211	740	740	726	17%	17%	21%	39%	6%	45%	32%
Non-Economically Disadvantaged Students	156	744	744	751	15%	15%	27%	31%	12%	44%	54%
Students with Disabilities	24	708	708	704	*	*	*	*	*	*	12%
Students without Disabilities	343	744	744	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	367	742	742	745	16%	16%	24%	36%	8%	44%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\*

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	294	730	730	736	20%	25%	25%	26%	4%	30%	38%
White	111	729	729	738	24%	28%	*	26%	*	32%	40%
Hispanic	87	735	735	731	*	18%	33%	30%	*	35%	34%
Black or African American	75	725	725	728	20%	25%	32%	23%	0%	23%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	16	737	737	731	*	*	*	*	*	38%	36%
Female	150	732	732	744	*	*	26%	27%	*	31%	46%
Male	144	728	728	729	*	*	24%	25%	*	29%	31%
Economically Disadvantaged Students	182	731	731	729	*	24%	*	26%	*	29%	32%
Non-Economically Disadvantaged Students	112	729	729	740	*	27%	*	26%	*	32%	42%
Students with Disabilities	46	703	703	709	*	*	*	*	*	*	12%
Students without Disabilities	248	735	735	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	294	730	730	737	20%	25%	25%	26%	4%	30%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



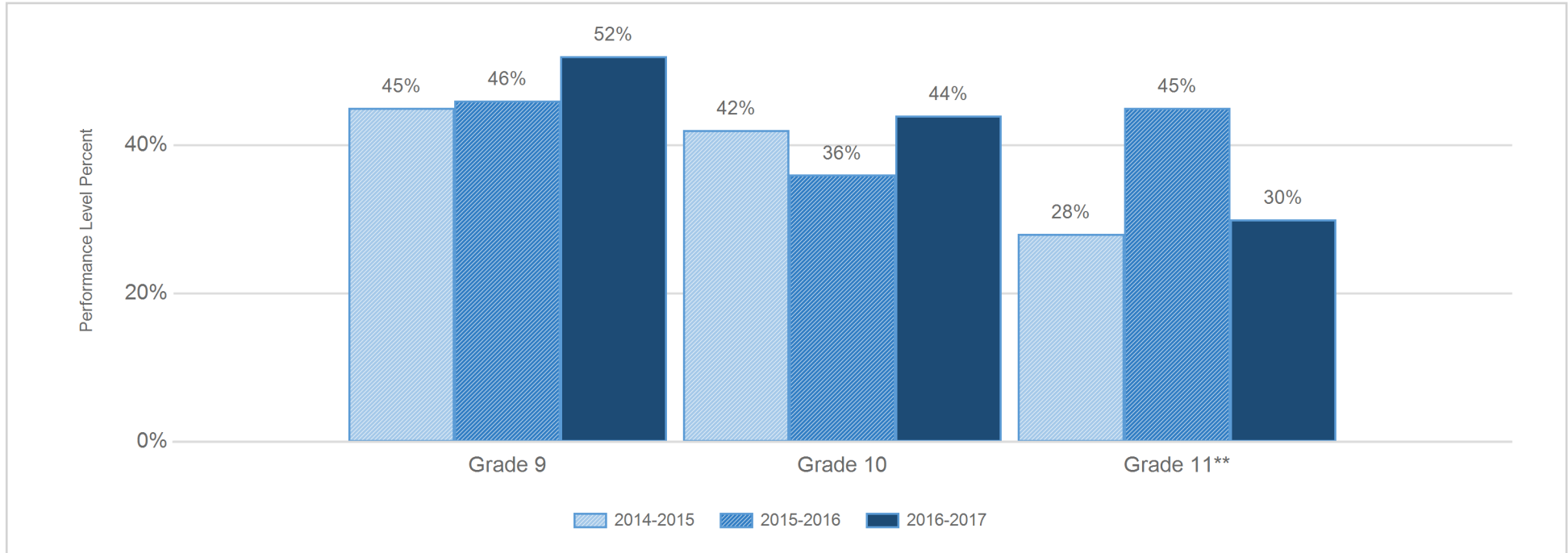


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	391	98.8	24.10	24.10	43.50	24.1	27.3	Met Target†
White	138	98.2	26.10	26.10	52.40	26.1	27.1	Met Target†
Hispanic	144	98.6	18.80	18.80	27.60	18.8	26.2	Not Met
Black or African American	77	100.0	13.00	13.00	21.70	13	17.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	26	100.0	69.20	69.20	75.60	69.2	73.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	225	98.7	20.40	20.40	44.10	20.4		
Male	166	98.8	28.90	28.90	42.90	28.9		
Economically Disadvantaged Students	230	99.0	20.00	20.00	25.10	20	27.1	Not Met
Non-Economically Disadvanatged Students	161	98.5	29.80	29.80	54.30	29.8		
Students with Disabilities	26	97.3	*	*	16.50	*	7.6	Met Target
Students without Disabilities	365	98.9	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	391	98.8	24.10	24.10	45.20	24.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	353	738	738	743	*	24%	41%	30%	*	31%	42%
White	113	739	739	751	*	22%	36%	33%	*	34%	52%
Hispanic	137	738	738	728	*	22%	45%	29%	*	29%	24%
Black or African American	82	734	734	724	*	31%	42%	24%	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	12	748	748	774	0%	*	*	*	0%	42%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	216	737	737	744	*	26%	43%	28%	*	28%	43%
Male	137	739	739	741	*	20%	37%	34%	*	35%	40%
Economically Disadvantaged Students	230	736	736	727	*	27%	40%	29%	*	29%	23%
Non-Economically Disadvantaged Students	123	741	741	751	*	19%	41%	33%	*	34%	52%
Students with Disabilities	49	717	717	714	*	39%	25%	*	*	12%	10%
Students without Disabilities	304	741	741	747	*	21%	43%	*	*	34%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	353	738	738	745	*	24%	41%	30%	*	31%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	370	737	737	734	*	23%	47%	27%	*	28%	30%
White	138	739	739	740	*	20%	44%	33%	*	34%	38%
Hispanic	131	735	735	722	*	24%	53%	22%	*	22%	14%
Black or African American	73	729	729	719	*	32%	51%	*	0%	12%	*
Asian, Native Hawaiian, or Pacific Islander	23	755	755	758	0%	*	*	70%	0%	70%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	214	735	735	735	*	24%	51%	22%	*	22%	31%
Male	156	740	740	733	*	21%	41%	34%	*	35%	30%
Economically Disadvantaged Students	203	735	735	721	*	25%	48%	23%	*	24%	13%
Non-Economically Disadvantaged Students	167	739	739	740	*	20%	46%	32%	*	33%	39%
Students with Disabilities	25	720	720	711	*	*	*	*	*	*	*
Students without Disabilities	345	738	738	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	370	737	737	735	*	23%	47%	27%	*	28%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*





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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	352	716	716	725	34%	29%	21%	17%	0%	17%	28%
White	137	717	717	731	36%	23%	24%	17%	0%	17%	33%
Hispanic	101	716	716	710	29%	34%	21%	17%	0%	17%	14%
Black or African American	80	704	704	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	758	758	761	*	*	*	*	0%	64%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	18	723	723	718	*	*	*	*	0%	22%	25%
Female	187	712	712	725	35%	36%	18%	11%	0%	11%	27%
Male	165	721	721	725	33%	21%	24%	23%	0%	23%	29%
Economically Disadvantaged Students	208	714	714	708	34%	31%	19%	16%	0%	16%	13%
Non-Economically Disadvantaged Students	144	718	718	733	34%	25%	23%	18%	0%	18%	35%
Students with Disabilities	43	680	680	692	*	*	*	*	*	*	*
Students without Disabilities	309	721	721	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	352	716	716	726	34%	29%	21%	17%	0%	17%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



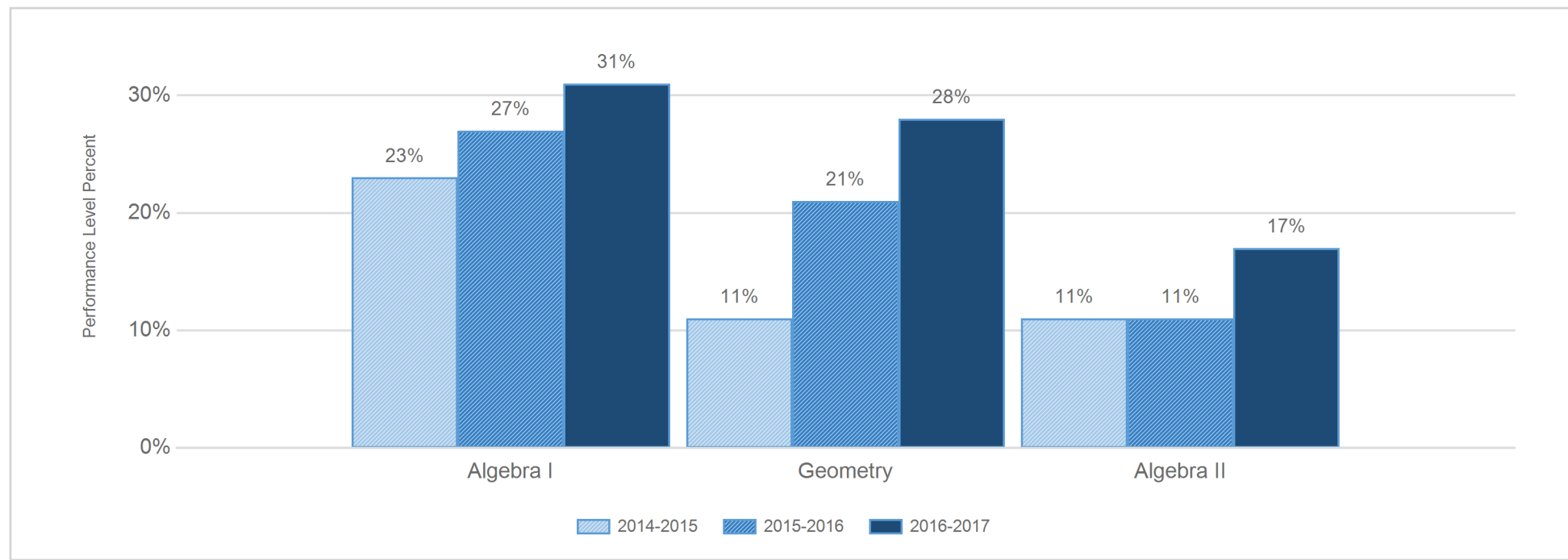


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps 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	N	N

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N





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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

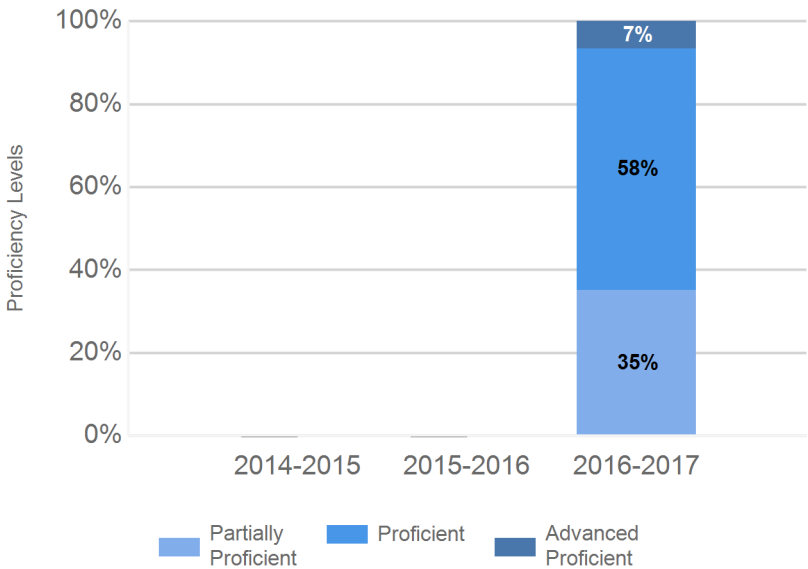
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	58%	35%
White	11%	57%	32%
Hispanic	4%	61%	35%
Black or African American	N	50%	50%
Asian, Native Hawaiian, or Pacific Islander	20%	*	10%
American Indian or Alaska Native	N	*	N
Two or More Races	11%	79%	11%
Economically Disadvantaged Students	6%	54%	40%
Students with Disabilities	N	28%	72%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.







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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

### PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	57.8%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	9.7%	28.3%

### PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	458	481	Varies By Grade	65%	67%
PSAT - Math	452	483	Varies By Grade	35%	49%
SAT - Reading and Writing	530	551	480	73%	77%
SAT - Math	528	552	530	46%	58%
ACT - Reading	22	24	22	54%	65%
ACT - English	22	24	18	69%	79%
ACT - Math	22	24	22	54%	65%
ACT - Science	21	23	23	35%	54%





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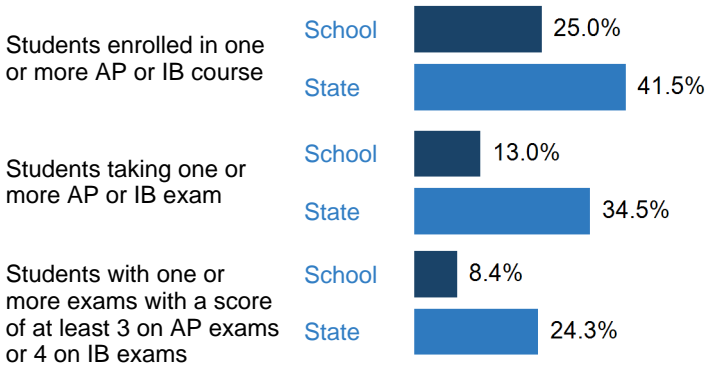
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	41	14
AP Calculus AB	16	13
AP Calculus BC	4	4
AP Chemistry	21	15
AP Computer Science A	20	10
AP English Language and Composition	0	19
AP English Literature and Composition	86	21
AP Physics 1	0	10
AP Physics B	18	0
AP Statistics	29	17
AP U.S. History	10	7
Total Exams Taken		130
Exams with scores of at least 3 on AP exams or 4 on IB exams		84





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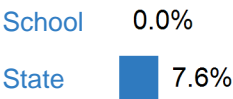
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

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



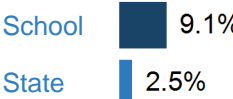
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	52	52
Health Science	114	114
Information Technology	124	124
Transportation, Distribution & Logistics	20	20
Total non-duplicated number of students**	310	
Total number of credentials earned in all clusters		310

\*\*Students may earn credentials in more than one Career Cluster





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	311	88	0	0	0	0	29
10	1	280	78	5	0	0	11
11	0	7	285	46	1	1	0
12	0	1	7	68	24	28	0
Schoolwide	312	376	370	119	25	29	40
Enrolled in AP/IB Course					20	29	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	65	0	0	0	346	17
10	0	360	0	0	3	62
11	287	7	0	1	34	12
12	30	7	0	31	16	25
Schoolwide	382	374	0	32	399	116
Enrolled in AP/IB Course	41	21		0	18	0





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	428	0	0	0	0	0
10	1	374	0	0	0	0
11	0	212	0	0	0	116
12	0	7	0	0	151	41
Schoolwide	429	593	0	0	151	157
Enrolled in AP/IB Course	0	10	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	338	90	0	0	0	0	0
10	257	96	0	0	0	0	0
11	32	45	0	0	0	0	0
12	9	2	0	0	0	0	0
Schoolwide	636	233	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	83	47	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N





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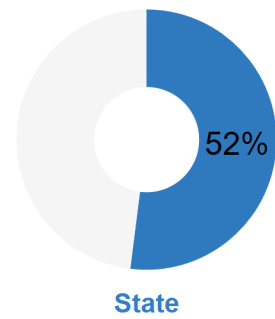
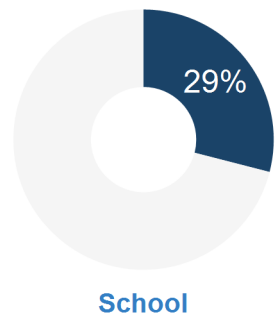
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Visual and Performing Arts – Course Participation

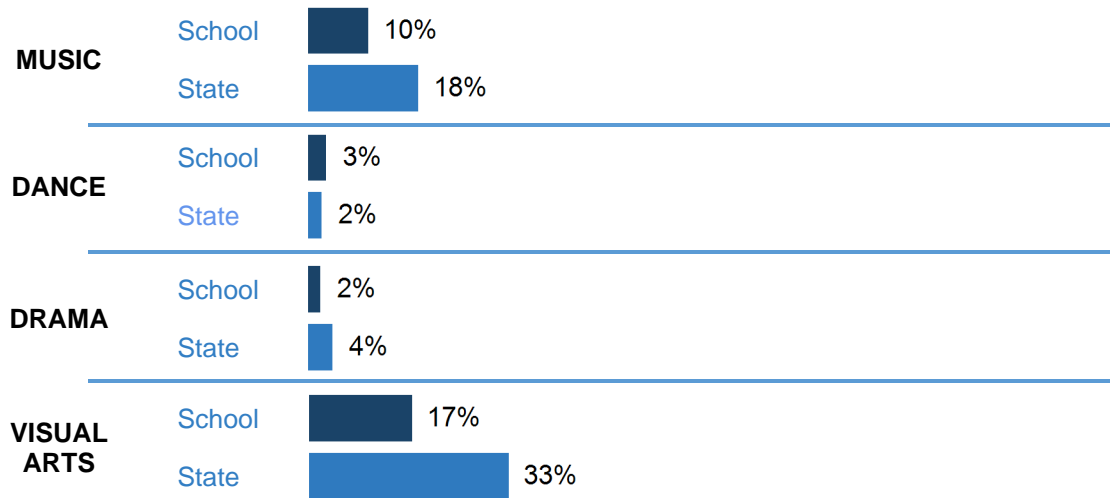
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:







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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.7%	90.5%	99.0%	91.8%	99.0%	N	Met Goal	98.8%	N	Met Goal
White	98.3%	94.5%	98.8%	95.1%	98.8%	N	Met Goal	96.9%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	100.0%	83.4%	98.3%	85.3%	98.3%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	98.8%	83.9%	98.4%	85.6%	98.4%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	96.1%	78.8%	94.7%	82.1%	94.7%	N	N	N	N	N
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	98.7%	-
2016	99.0%	99.0%
2015	98.1%	98.8%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.1%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students





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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	67.5%	43.4%	56.6%
White	64.4%	39.2%	60.8%
Hispanic	65.5%	57.9%	42.1%
Black or African American	64.8%	41.3%	58.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	85%	23.5%	76.5%
Economically Disadvantaged Students	65.7%	47.8%	52.2%
Students with Disabilities	39.1%	83.3%	16.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	65.7%	49.3%	50.7%	81.8%	18.2%	76.9%	23.2%
White	61.2%	46.9%	53.1%	81.3%	18.8%	75%	25%
Hispanic	63.6%	53.1%	46.9%	77.6%	22.5%	77.6%	22.5%
Black or African American	71.4%	52.5%	47.5%	82.5%	17.5%	77.5%	22.5%
Asian, Native Hawaiian, or Pacific Islander	93.8%	40%	60%	93.3%	6.7%	86.7%	13.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.2%	53.9%	46.2%	82.9%	17.1%	78.6%	21.4%
Students with Disabilities	41.7%	80%	20%	100%	0%	93.3%	6.7%
English Learners	N	N	N	N	N	N	N





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

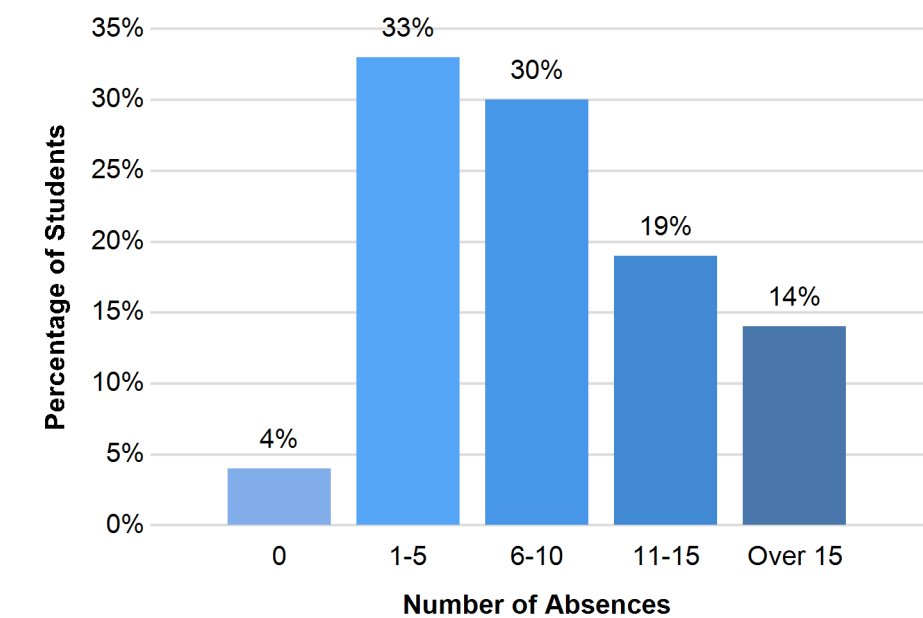
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.40	14.30	Met Target
White	14.00	14.30	Met Target
Hispanic	6.60	14.30	Met Target
Black or African American	11.10	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	14.00	14.30	Met Target
Economically Disadvantaged Students	10.80	14.30	Met Target
Students with Disabilities	17.20	14.30	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





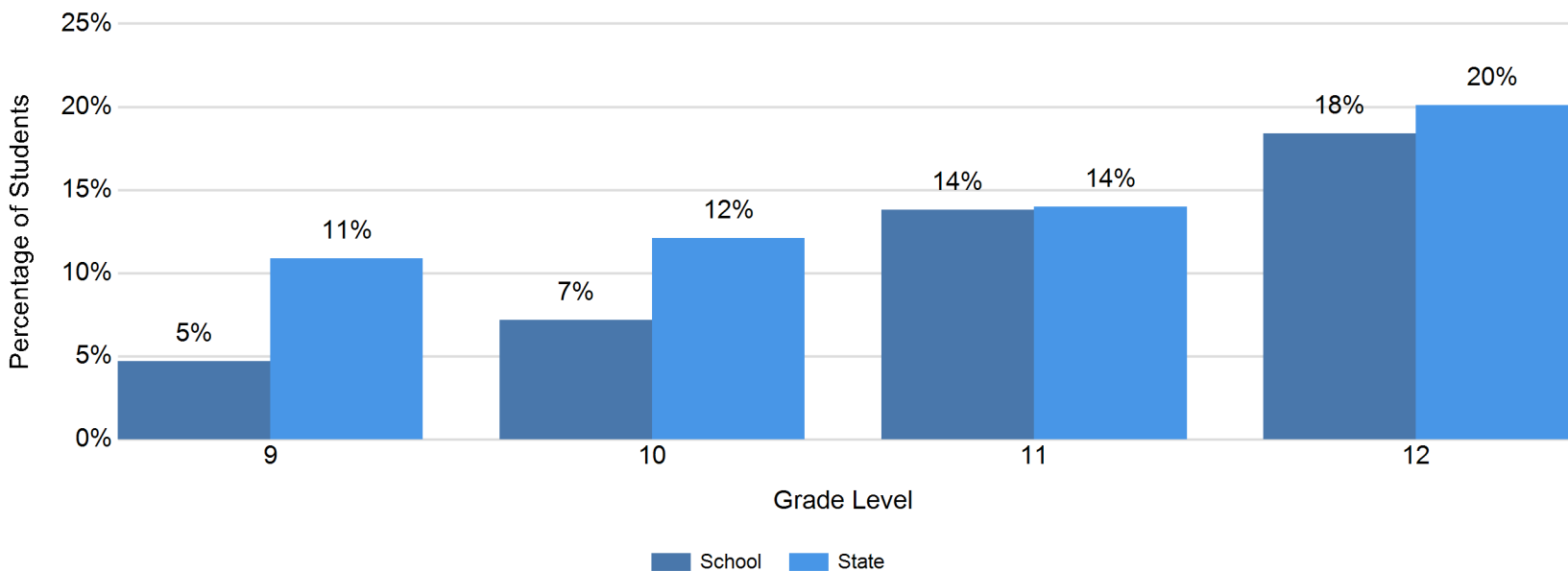


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.







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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:50AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	11
Vandalism	2
Weapons	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	1.78

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	4.6%
Any Suspension	4.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	324.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$11,951	\$12,529





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	116	121,048
Average years experience in public schools	7.1	11.8
Average years experience in district	6.9	10.5
Teachers in district for 4 or more years	56%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,533
Average years experience in public schools	14.4	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	67%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	163:1	171:1
Librarian/Media Specialists		1540:1
Nurses		770:1
Counselors		257:1
Child Study Team		770:1





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

- 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
- Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

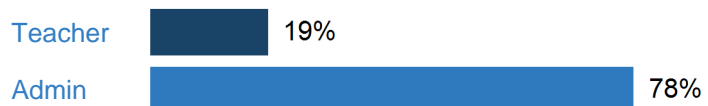
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

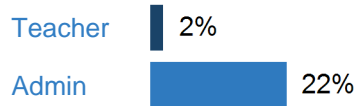
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%





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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.6	17.5%
Mathematics Proficiency	48.7	17.5%
Graduation - 4-Year	94.4	25.0%
Graduation - 5-Year	94.9	25.0%
Chronic Absenteeism	61.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.2
Summative Rating: Percentile rank of Summative Score		80.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
White	50.3	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	85.2	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
Black or African American	81.0	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	No	Met Target†	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	87.4	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
Students with Disabilities	69.5	No	Met Target†	Met Target	Not Met	N	N	No
English Learners	**	No	**	**	**	N	N	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





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School General Info

Principal:	Mr. Wilson	Email Address:	<a href="mailto:cwilson@acitech.org">cwilson@acitech.org</a>
Address:	5080 ATLANTIC AVENUE MAYS LANDING, NJ 08330-2024	Website:	<a href="https://www.acitech.org">https://www.acitech.org</a>
Phone:	(609)625-2249	Facebook:	<a href="https://www.facebook.com/Atlantic-County-Institute-of-Technology-1027293677301943/">https://www.facebook.com/Atlantic-County-Institute-of-Technology-1027293677301943/</a>
		Twitter:	<a href="https://twitter.com/ACIT_RedHawks">https://twitter.com/ACIT_RedHawks</a>

School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• 1:1 District Chromebook Initiative</li> <li>• National Blue Ribbon School, US News and World Report Bronze Level School</li> <li>• Articulation and Dual Enrollment Agreements with multiple colleges and universities</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>For over four decades, the Atlantic County Institute of Technology (ACIT) has been preparing students with the academic and technical skills needed to successfully enter the world of work or continue their education at the college level. ACIT is the most comprehensive technical education facility in Atlantic County, and it is the school of choice for a diverse student body. The enrollment continues to grow and we now have a full time student body of approximately 1600 students.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>ACIT has been recognized for preparing students for college and career success by earning a National Blue Ribbon School designation in 2008, and by US News &amp; World Report “America’s Best High Schools,” as a Bronze Level School for the past six years.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>ACIT offers an innovative curriculum that combines academic instruction, career technical education, internships, and structured work experiences designed to bridge the gap between classroom learning and workplace skills. Honors, AP and Dual Credit college courses in English, history, the sciences, and math are offered. These curriculum components are coupled with enriching out-of-the-classroom experiences such as field trips, job shadowing, paid internships and co-ops.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Golf (Co-ed), Soccer (Boys &amp; Girls), Softball (Girls), Volleyball (Boys &amp; Girls)</p> <p>ACIT also provides an opportunity for students to be involved in interscholastic athletics and an array of extra-curricular activities. The ACIT “Red Hawk” athletics program started in 2011 and has grown over the past seven years to now offer varsity sports in Basketball, Baseball, Softball, Cross Country, Soccer, Volleyball, Bowling and Cheerleading and Golf.</p>
 <div>Clubs and Activities:</div>	<p>ACIT offers numerous school-based clubs and organizations such as Skills U.S.A., Health Occupations Students of America (H.O.S.A.), Student Council, Technology Students of America (TSA), Robotics, Performing Arts and many other school and community service organizations. Students have the opportunity to compete in regional, state and national competitions. ACIT also offers SLE opportunities such as internships, volunteering, pre-apprenticeships and cooperative education opportunities.</p>
 <div>Before and After School Programs:</div>	<p>ACIT offers a multi- tiered curriculum as well as after school tutoring in math, science, world languages and English to help support and sustain student achievement across all grade levels. SAT boot camps are offered throughout the school year and a “Jump Start” enrichment program is also available. Our after school Homework Hub, staffed by content specialists, provides students with daily supports and assistance.</p>










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 <p>Staff and Professional Learning:</p>	<p>ACIT Teachers are involved in the following professional development: Professional Learning Communities (Content Specific), On Demand PD Sessions, curriculum revision teams, a four year induction program for new hires, co-teaching models, special education, PARCC instructional shifts as well as District wide professional development targeting strategic goals. The district also offers specialized professional development for Administration, Guidance, CST, Security and support staff.</p>
 <p>Postsecondary Information:</p>	<p>Class of 2017 - 46% attended a 4 year college, 36% attended a 2 year college, 6% entered the military, 6% entered the workforce, 3% attended trade school, and 3% were undecided. ACIT offers the SAT Boot Camp, a free week long SAT tutoring service 3 times during the course of the school year. ACIT also provides ongoing support to students/families during their four years with regard to the college application process as well as applying for financial aid and scholarships.</p>
 <p>Student Supports and Services:</p>	<p>Tutoring and homework assistance is offered to all students in the areas of math, English, Spanish, French, physics and chemistry. Transportation is provided. ACIT has an I&amp;RS and Child Study Team to assist all students experiencing difficulty in the areas of academics, behavior, and/or health concerns. These teams believe all students are capable of educational success, acknowledging that interventions and assistance are often needed to facilitate that success.</p>
 <p>Student Health and Wellness:</p>	<p>ACIT School Nurse's provide a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. School nurses strive to facilitate positive student responses to normal development, promote health and safety, intervene with actual and potential health problems, provide case management service, and actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy and learning.</p>
 <p>Parent and Community Involvement:</p>	<p>The Red Hawks Family School Association (FSA) is a non profit organization made up of parents and community members. Its vision is to foster a healthy school community and support students through fundraising events and to provide scholarship opportunities.</p>






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<div><div>Climate Surveys:</div></div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>ACIT sends out a school climate survey to our staff, students, and parents each year requesting their feedback on our facilities, school community, extra curricular activities, school safety, student achievement, student support services, curriculum as well as many other topics. Historically, our feedback from stakeholders has been very positive. The results from our surveys are shared with our faculty, Board of Education, parents/guardians as well as during Title I Information Sessions.</p>
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Other Information:

The Atlantic County Institute of Technology utilizes an A/B block schedule that provides four 80 minute classes per day, thus affording learners the opportunity to earn a high school diploma in conjunction with additional certifications and training in their chosen career and technical field. Additionally, the schedule enables participation in dual and concurrent enrollment courses so students can earn college credits prior to high school graduation. The foundation of ACIT provides a direct pathway to career-readiness for graduates inviting the opportunity for Advisory Board members and business partners to consult and counsel students and staff on industry-relevant technology, training, and trends. Most recently, ACIT embarked upon a large scale renovation of several areas of the building including the addition of a makerspace area which includes 3-D printers, laser cutters, a CNC machine and drones. This space provides students with an environment conducive to design, experimentation and cross curricular collaboration. ACIT uses several different media and marketing outlets which relay a consistent brand geared toward the high school freshman who has an interest vocational technical areas that lead to career readiness for Atlantic County residents. The admissions process includes an online application during which students select a first and second choice program of the 14 offerings. Middle school counselors are then required to submit applicable data in support of the applicant, including report cards, standardized test scores, and discipline and attendance records. Completed applications are then reviewed by a committee for acceptance. Yearly, ACIT receives approximately 1000 applicants for 450 incoming freshman seats. The applicant pool is dynamic and shaped by over 30 sending schools, both public and private. The committee takes into consideration the records provided, the programs selected and counselor recommendation to determine acceptance.