



## Gloucester County Institute of Technology

2016-2017

Grade Span 09-12

15-1775-010

GLOUCESTER

GLOUCESTER CO VOCATIONAL


1360 TANYARD ROAD

SEWELL, NJ 08080-9510

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:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)

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**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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	343	344	343
10	321	324	327
11	338	310	314
12	336	338	315
Ungraded	1	0	0
<b>Total</b>	<b>1339</b>	<b>1316</b>	<b>1299</b>

### 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	52%	52%	54%
Male	48%	48%	46%
Economically Disadvantaged Students	14%	14%	10%
Students with Disabilities	13%	11%	10%
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	80.4%
Hispanic	6.2%
Black or African American	5.4%
Asian	3.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	4.2%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1291
Shared Time Students	16
Full Time Equivalent	1299

### 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	99.9%
<i>Other</i>	0.1%



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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	649	97.6	61.60	61.60	54.90	61.6	57.3	Met Target
White	515	97.4	59.80	59.80	63.90	59.8	56	Met Target
Hispanic	39	97.5	64.10	64.10	39.80	64.1	48.7	Met Target
Black or African American	42	97.7	64.30	64.30	35.20	64.3	61.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	92.00	92.00	80.70	92	80	N
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	28	100.0	60.70	60.70	54.90	60.7	68	Met Target†
Female	347	96.4	69.50	69.50	62.20	69.5		
Male	302	99.0	52.70	52.70	48.10	52.7		
Economically Disadvantaged Students	68	98.6	45.60	45.60	36.20	45.6	40.8	Met Target
Non-Economically Disadvantaged Students	581	97.5	63.50	63.50	65.80	63.5		
Students with Disabilities	66	98.5	19.70	19.70	20.50	19.7	23.6	Met Target†
Students without Disabilities	583	97.5	66.40	66.40	61.90	66.4		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	649	97.6	61.60	61.60	57.40	61.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
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
<b>Schoolwide</b>	342	759	759	749	*	*	25%	53%	12%	65%	52%
White	268	758	758	757	*	*	25%	52%	11%	63%	62%
Hispanic	23	765	765	733	0%	0%	*	61%	*	70%	35%
Black or African American	21	750	750	730	*	*	*	*	*	52%	30%
Asian, Native Hawaiian, or Pacific Islander	16	781	781	777	*	*	*	69%	*	100%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	14	756	756	746	0%	0%	*	*	*	64%	48%
Female	199	763	763	756	*	*	24%	58%	*	70%	60%
Male	143	753	753	741	*	*	26%	46%	*	57%	43%
Economically Disadvantaged Students	42	746	746	731	*	*	50%	41%	*	43%	32%
Non-Economically Disadvantaged Students	300	761	761	758	*	*	21%	55%	*	68%	62%
Students with Disabilities	30	725	725	714	*	*	40%	*	0%	13%	13%
Students without Disabilities	312	762	762	754	*	*	23%	*	13%	70%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	342	759	759	752	*	*	25%	53%	12%	65%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	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
<b>Schoolwide</b>	311	753	753	743	9%	10%	22%	45%	14%	59%	46%
White	249	750	750	749	11%	11%	22%	45%	12%	56%	52%
Hispanic	16	748	748	728	*	*	*	*	*	56%	34%
Black or African American	21	765	765	725	0%	0%	*	57%	*	76%	31%
Asian, Native Hawaiian, or Pacific Islander	11	772	772	774	0%	*	*	*	*	82%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	14	764	764	737	*	0%	*	*	*	57%	42%
Female	152	760	760	752	*	*	21%	55%	14%	68%	54%
Male	159	745	745	734	*	*	23%	35%	14%	49%	39%
Economically Disadvantaged Students	26	746	746	726	*	*	*	42%	*	50%	32%
Non-Economically Disadvantaged Students	285	753	753	751	*	*	*	45%	*	59%	54%
Students with Disabilities	37	720	720	704	32%	*	*	*	*	27%	12%
Students without Disabilities	274	757	757	749	6%	*	*	*	*	63%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	311	753	753	745	9%	10%	22%	45%	14%	59%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	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
<b>Schoolwide</b>	282	750	750	736	11%	11%	23%	47%	9%	55%	38%
White	229	750	750	738	12%	12%	22%	45%	9%	54%	40%
Hispanic	18	740	740	731	*	*	*	*	*	44%	34%
Black or African American	12	756	756	728	0%	0%	*	*	*	50%	30%
Asian, Native Hawaiian, or Pacific Islander	10	773	773	756	0%	0%	*	*	*	90%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	13	759	759	731	0%	*	*	*	*	62%	36%
Female	143	761	761	744	*	*	20%	57%	*	69%	46%
Male	139	739	739	729	*	*	26%	35%	*	41%	31%
Economically Disadvantaged Students	22	737	737	729	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	260	752	752	740	*	*	*	*	*	56%	42%
Students with Disabilities	31	727	727	709	*	*	36%	*	0%	23%	12%
Students without Disabilities	251	753	753	741	*	*	21%	*	10%	59%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	282	750	750	737	11%	11%	23%	47%	9%	55%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	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.

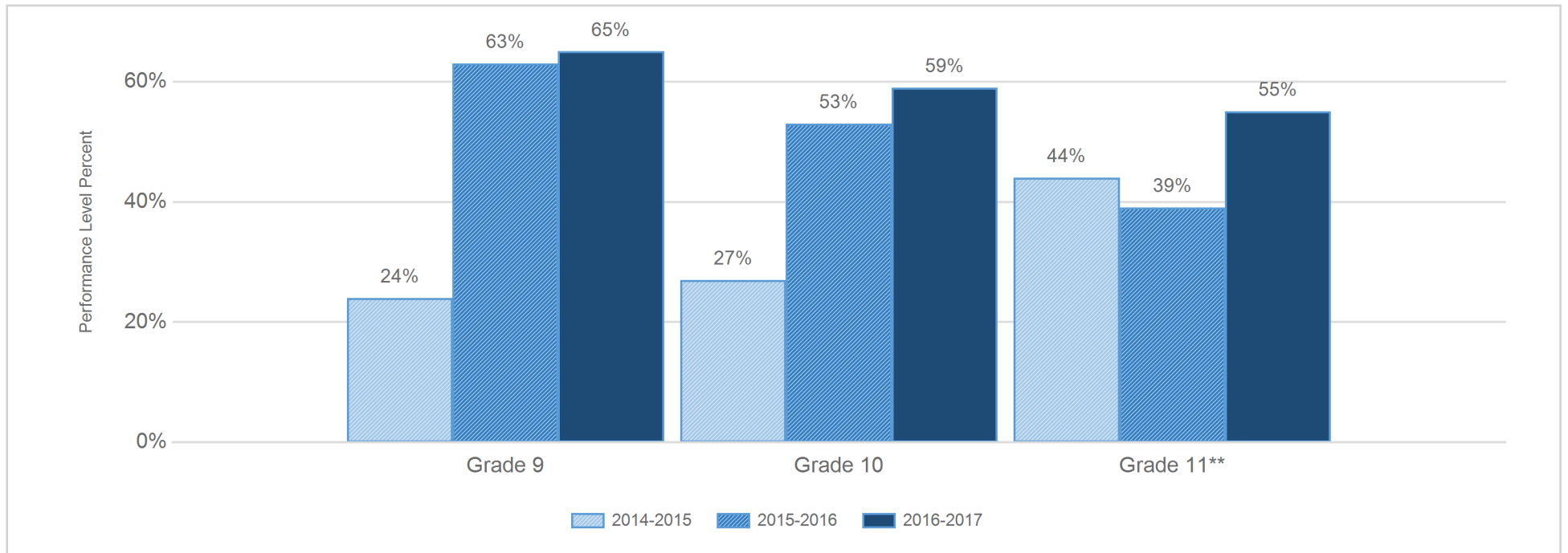


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**English Language Arts/Literacy Assessment - Performance Trends**

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 PARCC/CELS 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	633	98.8	55.00	55.00	43.50	55	39.2	Met Target
White	504	98.4	54.20	54.20	52.40	54.2	39.7	Met Target
Hispanic	38	100.0	55.30	55.30	27.60	55.3	35.5	Met Target
Black or African American	38	100.0	42.10	42.10	21.70	42.1	27.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	26	100.0	84.60	84.60	75.60	84.6	N	N
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	27	100.0	59.30	59.30	44.90	59.3	35.8	N
Female	344	98.0	54.40	54.40	44.10	54.4		
Male	289	99.7	55.70	55.70	42.90	55.7		
Economically Disadvantaged Students	63	98.4	42.90	42.90	25.10	42.9	24.9	Met Target
Non-Economically Disadvantaged Students	570	98.8	56.30	56.30	54.30	56.3		
Students with Disabilities	65	100.0	18.50	18.50	16.50	18.5	13	Met Target
Students without Disabilities	568	98.6	59.10	59.10	48.80	59.1		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	633	98.8	55.00	55.00	45.20	55		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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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
<b>Schoolwide</b>	207	746	746	743	*	9%	43%	45%	*	46%	42%
White	168	746	746	751	*	8%	46%	43%	*	44%	52%
Hispanic	10	752	752	728	0%	0%	*	*	0%	70%	24%
Black or African American	13	733	733	724	*	*	*	*	0%	39%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	12	750	750	741	0%	*	*	*	0%	58%	41%
Female	118	748	748	744	*	*	43%	48%	*	49%	43%
Male	89	743	743	741	*	*	42%	40%	*	42%	40%
Economically Disadvantaged Students	34	745	745	727	*	*	41%	47%	*	47%	23%
Non-Economically Disadvantaged Students	173	746	746	751	*	*	43%	45%	*	46%	52%
Students with Disabilities	33	732	732	714	*	*	42%	*	*	24%	10%
Students without Disabilities	174	749	749	747	*	*	43%	*	*	50%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	207	746	746	745	*	9%	43%	45%	*	46%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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
<b>Schoolwide</b>	299	748	748	734	*	10%	34%	51%	*	53%	30%
White	236	748	748	740	*	9%	37%	49%	*	52%	38%
Hispanic	22	747	747	722	0%	*	*	55%	0%	55%	14%
Black or African American	20	739	739	719	*	*	*	*	0%	35%	*
Asian, Native Hawaiian, or Pacific Islander	14	768	768	758	*	*	*	93%	*	93%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	168	748	748	735	*	8%	38%	51%	*	53%	31%
Male	131	748	748	733	*	13%	31%	50%	*	53%	30%
Economically Disadvantaged Students	28	742	742	721	*	*	50%	36%	*	36%	13%
Non-Economically Disadvantaged Students	271	749	749	740	*	*	33%	52%	*	55%	39%
Students with Disabilities	30	722	722	711	*	43%	*	*	*	10%	*
Students without Disabilities	269	751	751	738	*	7%	*	*	*	58%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	299	748	748	735	*	10%	34%	51%	*	53%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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
<b>Schoolwide</b>	252	740	740	725	*	16%	27%	39%	*	42%	28%
White	200	740	740	731	*	17%	25%	40%	*	43%	33%
Hispanic	18	724	724	710	*	*	*	*	0%	17%	14%
Black or African American	11	741	741	703	*	*	*	*	0%	36%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	130	738	738	725	*	*	34%	35%	*	35%	27%
Male	122	742	742	725	*	*	21%	44%	*	48%	29%
Economically Disadvantaged Students	14	718	718	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	238	741	741	733	*	*	*	*	*	*	35%
Students with Disabilities	12	715	715	692	*	*	*	*	*	17%	*
Students without Disabilities	240	741	741	729	*	*	*	*	*	43%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	252	740	740	726	*	16%	27%	39%	*	42%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "\*\*\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

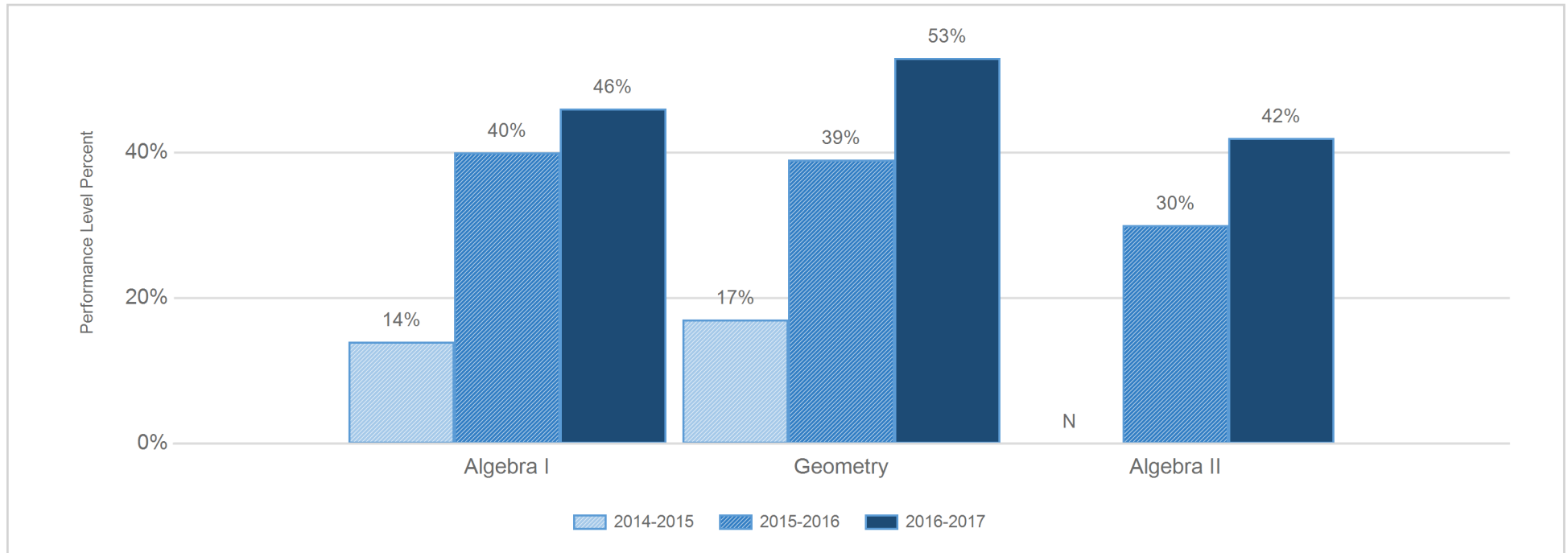


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**Mathematics Assessment – Performance Trends**

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.

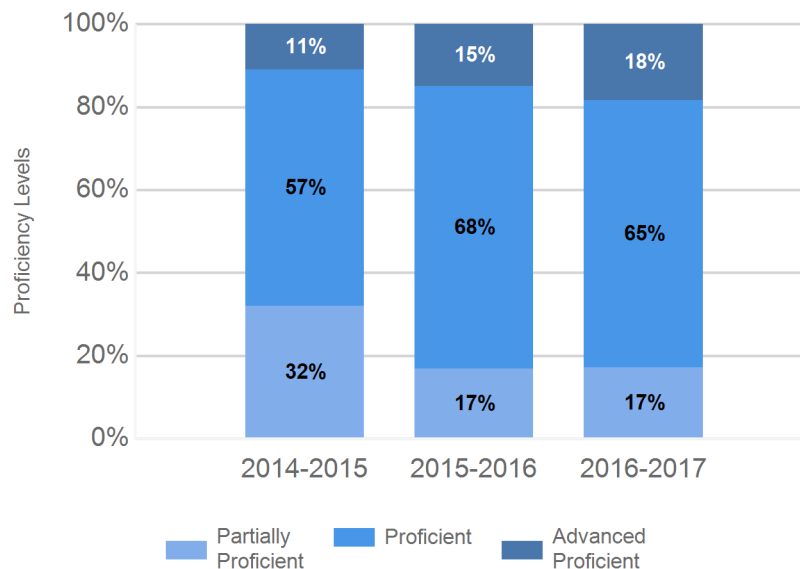
**Biology Assessment - Performance**

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	18%	65%	17%
White	20%	63%	18%
Hispanic	5%	79%	16%
Black or African American	N	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	67%	8%
Economically Disadvantaged Students	5%	63%	32%
Students with Disabilities	10%	48%	42%
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	78.5%	89.4%
Percentage of students taking the SAT	96.2%	70.0%
Percentage of students taking the ACT	15.9%	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	512	481	Varies By Grade	82%	67%
PSAT - Math	504	483	Varies By Grade	61%	49%
SAT - Reading and Writing	586	551	480	92%	77%
SAT - Math	571	552	530	73%	58%
ACT - Reading	24	24	22	70%	65%
ACT - English	23	24	18	84%	79%
ACT - Math	23	24	22	64%	65%
ACT - Science	23	23	23	52%	54%





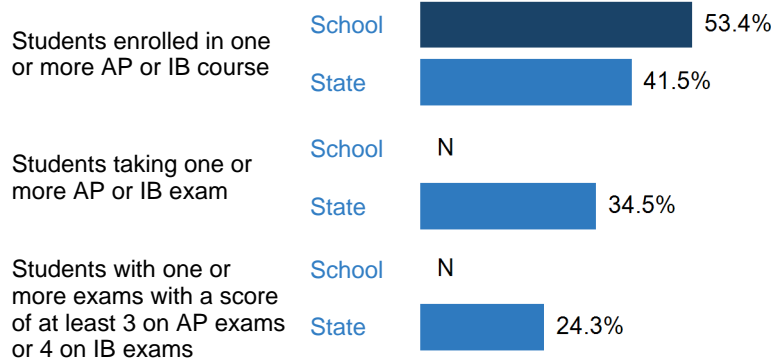
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



**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 Art—History of Art	4	0
AP Biology	74	0
AP Chemistry	33	0
AP English Language and Composition	173	0
AP World History	156	0
Total Exams Taken		0
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

**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.





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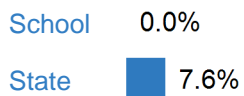
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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**

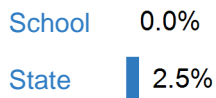
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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	*	*
Human Services	42	42
Information Technology	73	83
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	137	
Total number of credentials earned in all clusters		147

\*\*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	170	135	22	0	0	0	10
10	38	152	119	54	0	0	2
11	1	18	129	124	51	1	39
12	0	6	22	27	62	15	10
Schoolwide	209	311	292	205	113	16	61
Enrolled in AP/IB Course					N	N	N

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	0	0	0	0	338	0
10	0	319	0	0	2	0
11	306	5	0	0	2	3
12	52	34	0	0	0	16
Schoolwide	358	358	0	0	342	19
Enrolled in AP/IB Course	74	33		0	0	0



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**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	0	337	0	0	0	0
10	0	273	0	0	0	0
11	303	5	47	0	0	1
12	3	4	0	0	0	10
Schoolwide	306	619	47	0	0	11
Enrolled in AP/IB Course	156	0	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	224	0	72	41	0	0	0
10	178	0	60	32	0	0	0
11	54	12	20	9	0	0	0
12	9	0	0	0	0	0	0
Schoolwide	465	12	152	82	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	63	12	19	9	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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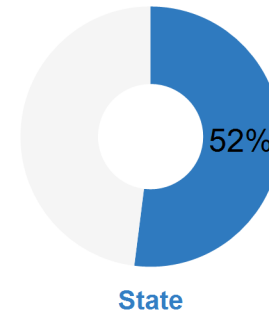
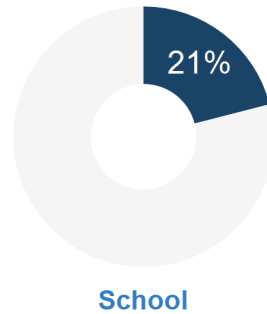
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**Visual and Performing Arts – Course Participation**

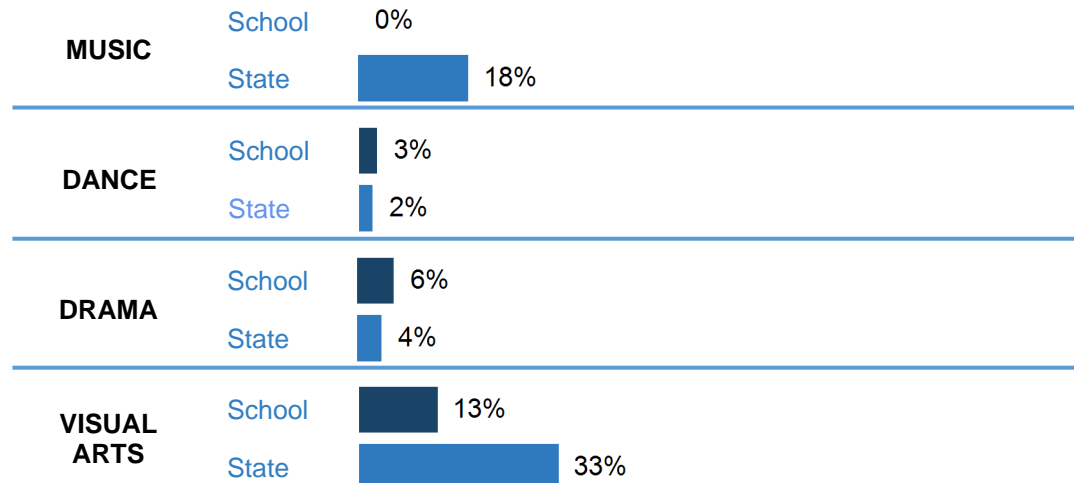
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	97.8%	90.5%	99.1%	91.8%	99.1%	N	Met Goal	97.9%	N	Met Goal
White	97.2%	94.5%	98.9%	95.1%	98.9%	N	Met Goal	97.8%	N	Met Goal
Hispanic	100.0%	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	100.0%	83.4%	*	85.3%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	100.0%	91.9%	100.0%	93.7%	100.0%	**	**	100.0%	**	**
Economically Disadvantaged Students	100.0%	83.9%	100.0%	85.6%	100.0%	N	Met Goal	93.9%	89.0%	Met Target
Students with Disabilities	95.5%	78.8%	100.0%	82.1%	100.0%	N	Met Goal	96.6%	N	Met Goal
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	97.8%	-
2016	99.1%	99.1%
2015	97.9%	97.9%

**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	0.2%	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	65.7%	32.2%	67.8%
White	63.6%	31.9%	68.1%
Hispanic	50%	30%	70%
Black or African American	64.3%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	100%	50%	50%
Economically Disadvantaged Students	45.5%	46.7%	53.3%
Students with Disabilities	36.1%	53.9%	46.2%
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	66%	36.7%	63.3%	76.4%	23.6%	68.1%	31.9%
White	64.5%	39.7%	60.3%	73.7%	26.3%	67%	33%
Hispanic	77.8%	35.7%	64.3%	100%	0%	92.9%	7.1%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	60.4%	56.3%	43.8%	90.6%	9.4%	81.3%	18.8%
Students with Disabilities	19.6%	90%	10%	100%	0%	100%	0%
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**

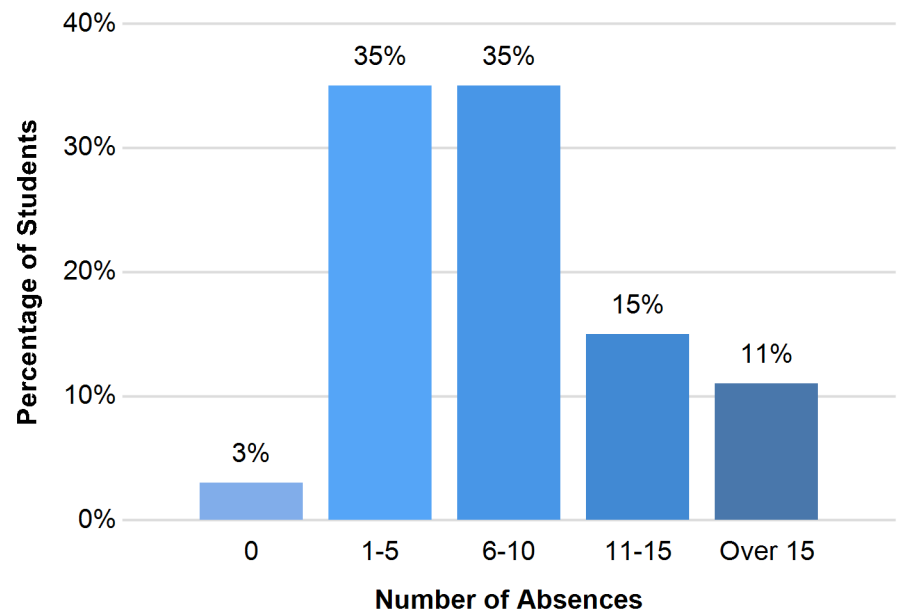
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	14.30	Met Target
White	6.50	14.30	Met Target
Hispanic	11.10	14.30	Met Target
Black or African American	6.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	20.00	14.30	Not Met
Economically Disadvantaged Students	14.30	14.30	Met Target
Students with Disabilities	6.30	14.30	Met Target
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.





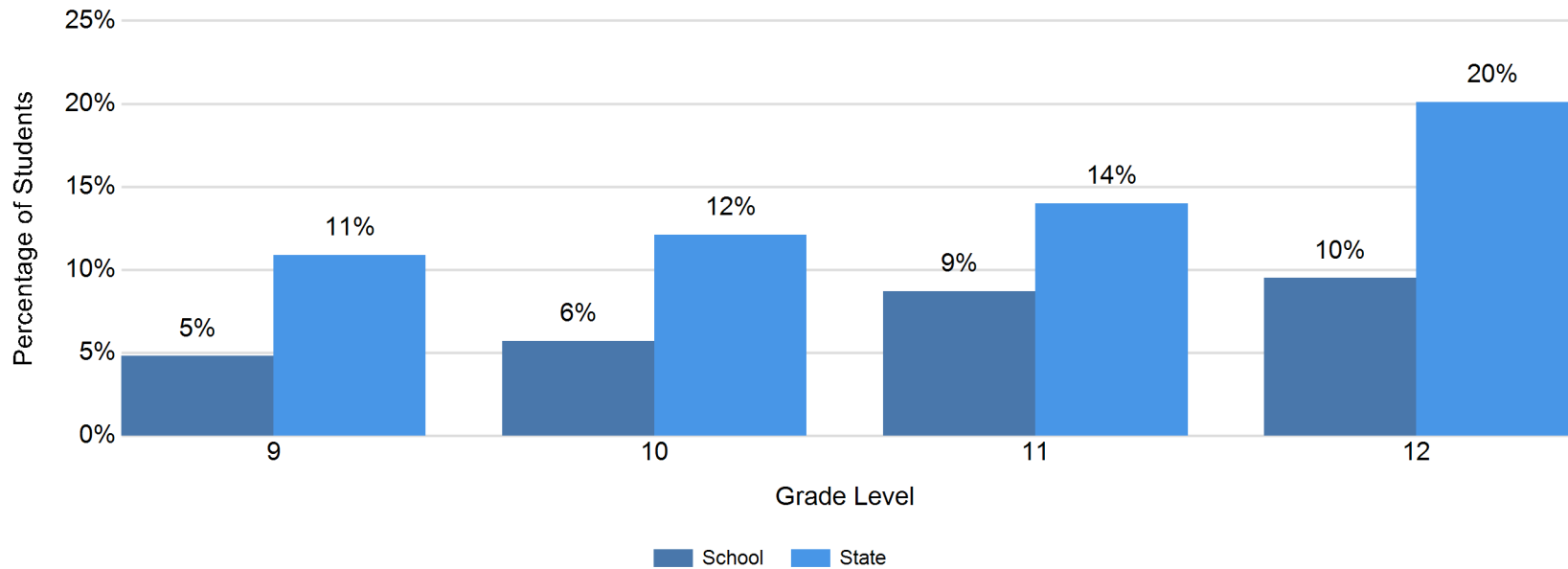


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**Chronic Absenteeism by Grade**

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	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	1 Hrs. 54 Mins.

**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	4
Vandalism	1
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.54

**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	1.8%
Out-of-School Suspensions	3.3%
Any Suspension	5.1%

**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	384.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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 (2015-2016)	\$860	\$13,048	\$13,908



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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**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	94	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	82%	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	7	9,506
Average years experience in public schools	13.3	15.9
Average years experience in district	12.6	11.6
Administrators in district for 4 or more years	86%	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	14:1	14:1
Administrators	186:1	186:1
Librarian/Media Specialists		N
Nurses		1299:1
Counselors		325:1
Child Study Team		433:1



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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.

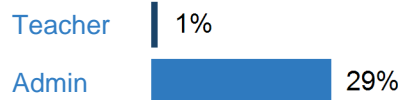
**Bachelor's Degree**



**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	95%	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	97%



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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	79.9	17.5%
Mathematics Proficiency	92.1	17.5%
Graduation - 4-Year	98.3	25.0%
Graduation - 5-Year	85.3	25.0%
Chronic Absenteeism	73.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		87.0
<b>Summative Rating:</b> Percentile rank of Summative Score		93.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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	Cut-off Score for Targeted Support and Improvement	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	87.0	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	78.7	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	Met Target†	N	Not Met	**	**	No
Economically Disadvantaged Students	87.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Target	No
Students with Disabilities	92.3	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Met Goal	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Dundee	<b>Email Address:</b>	<a href="mailto:jdundee@gcecnj.org">jdundee@gcecnj.org</a>
<b>Address:</b>	1360 TANYARD ROAD SEWELL, NJ 08080-9510	<b>Website:</b>	<a href="http://www.gcit.org">www.gcit.org</a>
<b>Phone:</b>	(856)468-1445	<b>Facebook:</b>	<a href="https://www.facebook.com/gcit.go">https://www.facebook.com/gcit.go</a>
		<b>Twitter:</b>	<a href="https://twitter.com/GCITCheetahs">https://twitter.com/GCITCheetahs</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.

<p>Highlights:</p>	<ul style="list-style-type: none"> <li>• GCIT has articulation agreements with RCGC allowing students to earn up to 60 college credits before graduation.</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>It is the mission of the Gloucester County Vocational-Technical School District to enable students to become: Life-long learners Positive contributors to the community Problem solvers Productive workers Ethical decision-makers</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>A New Jersey Department of Education Star School winner, Best Practice Award winner, National Service-Learning Leader, Tech Prep Grant winner, SkillsUSA medal winners, FCCLA first place winner, FBLA award winner, FFA first place winner, AWS Welding Society winner, Habitat for Humanity partner, highest county HSPA scores, highest county SAT verbal scores, national, state, and local acclaim . .</p>








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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Allied Health, Engineering, Finance and Information Technology, Construction, Culinary, Cosmetology, Transportation and Performing Arts. GCIT has articulation agreements with Rowan College at Gloucester County for up to 30 dual credits for most programs. All students have the opportunity to register for College Prep, Honors, or College Level courses. We are a state of the art facility with 21st century technology throughout our building and access online textbooks for all courses.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Golf (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Volleyball (Boys &amp; Girls)</p> <p>Tri-County Conference Sportsmanship Award winner, numerous conference and state technical championships</p>
 <p><b>Clubs and Activities:</b></p>	<p>HOSA, DECA, SkillsUSA, FCCLA, Robotics, Thespian, FBLA, NHS &amp; NTHS, KeyClub</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Peer to Peer coaching, Instructional Coaches, Targeted Professional Learning Communities</p>
 <p><b>Postsecondary Information:</b></p>	<p>Premier partnership with Rowan College at Gloucester County and Rowan University. HESAA planning presentations. Academy Placement 4 YEAR COLLEGE = 77% 2 YEAR COLLEGE = 18% MILITARY = 2% FULL TIME EMPLOYMENT = 1% UNDECIDED = 2% Schools of Placement 4 YEAR COLLEGE = 36% 2 YEAR COLLEGE = 35% APPRENTICESHIP = 2% MILITARY = 0% FULL TIME EMPLOYMENT = 20% UNDECIDED = 7% Totals Overall 4 YEAR COLLEGE = 52% 2 YEAR COLLEGE = 28%</p>
 <p><b>Student Supports and Services:</b></p>	<p>Child Study Team, School Based Youth Services, I &amp; RS Team, Support tutoring</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Physical Education classes, access to aquatics and fitness center, fitness for life curriculum</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>District Advisory Committee, Career Theme Advisory Committees, Partnerships with various unions, hospitals, businesses, post secondary institutions</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>NJ DOE climate survey, share results with district personnel and community</p>
 <p>Facilities:</p>	<p>378,000 sq ft, used for administration, technical and technological purposes. 3 commercial kitchens, aquatics center, fitness center, smartboards in every classroom, 8 computer labs, media center, retail store, 2 engineering labs</p>



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School of choice, block scheduling, 100% wifi enabled building, SRO located on campus



Other Information: