NJ SCHOOL PERFORMANCE REPORT

ATLANTIC CITY HIGH SCHOOL
(01-0110-010)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	ATLANTIC CITY
Principal Name	MS. GIL
Address	1400 N ALBANY AVENUE ATLANTIC CITY, NJ 08401-6153
Phone Number	(609)343-7300
Email Address	LGIL@ACBOE.ORG
Website	https://www.acboe.org/achs

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	602	568	518
10	500	460	441
11	411	395	414
12	403	420	461
Total	1,916	1,843	1,834

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	2015-16	2016-17	2017-18
Female	48.3%	48.1%	46.2%
Male	51.7%	51.9%	53.8%
Economically Disadvantaged Students	69.1%	79.1%	80.5%
Students with Disabilities	16.2%	17.4%	18.4%
English Learners	8.1%	8.9%	8.0%
Homeless Students		0.9%	0.9%
Students in Foster Care		0.7%	0.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	16.3%	14.4%	14.0%
Hispanic	35.6%	36.5%	35.4%
Black or African American	27.7%	28.2%	28.1%
Asian	19.3%	20.0%	21.1%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.7%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two or More Races	0.3%	0.2%	0.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,916	1,843	1,834
Shared Time Students	0	0	0
Full Time Equivalent	1,916	1,843	1,834

Enrollment by Home Language

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

Home Language	% of Students
English	56.5%
Spanish	24.0%
Bengali	8.5%
Vietnamese	3.1%
Urdu	1.6%
Other Languages	6.3%

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	922	92.9	26.4	30.8	56.7	25.9	38.1	Not Met
White	116	97.5	49.1	48.4	65.6	49.1	56.2	Met Target†
Hispanic	338	91.6	16.6	*	42.5	15.9	29.2	Not Met
Black or African American	275	90.3	*	16.6	37.3	*	23.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	187	98.0	56.7	65.8	82.3	56.7	63.7	Not Met
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	401	94.0	33.4	*	64.5	33.1		
Male	521	92.0	21.1	*	49.4	20.4		
Economically Disadvantaged Students	776	93.0	22.9	29.4	38.5	*	36	Not Met
Non-Economically Disadvantaged Students	146	92.2	45.2	47.5	67.5	*		
Students with Disabilities	179	91.0	*	*	21.6	*	12.4	Not Met
Students without Disabilities	743	93.3	*	*	63.9	*		
English Learners	126	92.7	*	28.1	27.3	*	18.7	Not Met
Non-English Learners	796	92.9	*	31.7	59.4	*		
Homeless Students	10	83.3	*	10.5	27.7	26.4		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	492	723	723	752	34%	20%	20%	21%	6%	27%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	178	714	714	735	35%	29%	20%	*	*	16%	38%
Black or African American	153	703	703	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	105	752	752	782	15%	*	20%	*	*	60%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	208	732	732	759	25%	20%	20%	26%	9%	35%	63%
Male	284	715	715	744	41%	19%	19%	17%	4%	21%	46%
Economically Disadvantaged Students	415	720	720	733	35%	20%	20%	*	*	24%	34%
Non-Economically Disadvantaged Students	77	735	735	761	26%	16%	18%	*	*	40%	65%
Students with Disabilities	83	689	689	716	*	*	*	*	*	*	15%
Students without Disabilities	409	729	729	758	*	*	*	*	*	*	62%
English Learners	36	686	686	691	*	*	*	*	*	*	*
Non-English Learners	456	726	726	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	443	716	716	749	38%	18%	19%	21%	5%	25%	51%
White	61	743	743	756	*	23%	20%	*	*	43%	58%
Hispanic	169	701	701	733	50%	16%	17%	17%	0%	17%	38%
Black or African American	122	700	700	728	50%	23%	17%	10%	0%	10%	32%
Asian, Native Hawaiian, or Pacific Islander	87	749	749	782	13%	14%	23%	34%	16%	51%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	201	723	723	759	33%	15%	21%	25%	5%	30%	60%
Male	242	710	710	739	42%	21%	17%	17%	4%	21%	42%
Economically Disadvantaged Students	367	711	711	730	41%	*	19%	*	*	21%	34%
Non-Economically Disadvantaged Students	76	741	741	758	25%	*	17%	*	*	46%	59%
Students with Disabilities	94	684	684	707	*	*	*	*	*	*	15%
Students without Disabilities	349	725	725	756	*	*	*	*	*	*	57%
English Learners	58	674	674	684	*	*	*	*	*	*	*
Non-English Learners	385	723	723	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	11	688	688	706	*	*	*	*	*	*	18%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	716	716	736	36%	19%	26%	*	*	19%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	119	717	717	731	37%	15%	27%	*	*	21%	35%
Black or African American	103	708	708	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	36	727	727	759	28%	*	31%	*	*	31%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	136	727	727	745	22%	19%	36%	*	*	23%	48%
Male	155	706	706	728	49%	18%	17%	*	*	15%	31%
Economically Disadvantaged Students	233	717	717	730	34%	*	27%	*	*	19%	33%
Non-Economically Disadvantaged Students	58	711	711	739	47%	*	21%	*	*	17%	42%
Students with Disabilities	72	688	688	708	*	*	*	*	*	*	13%
Students without Disabilities	219	725	725	742	*	*	*	*	*	*	44%
English Learners	28	696	696	702	*	*	*	*	*	*	*
Non-English Learners	263	718	718	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	*	*	*	707	*	*	*	*	*	*	*

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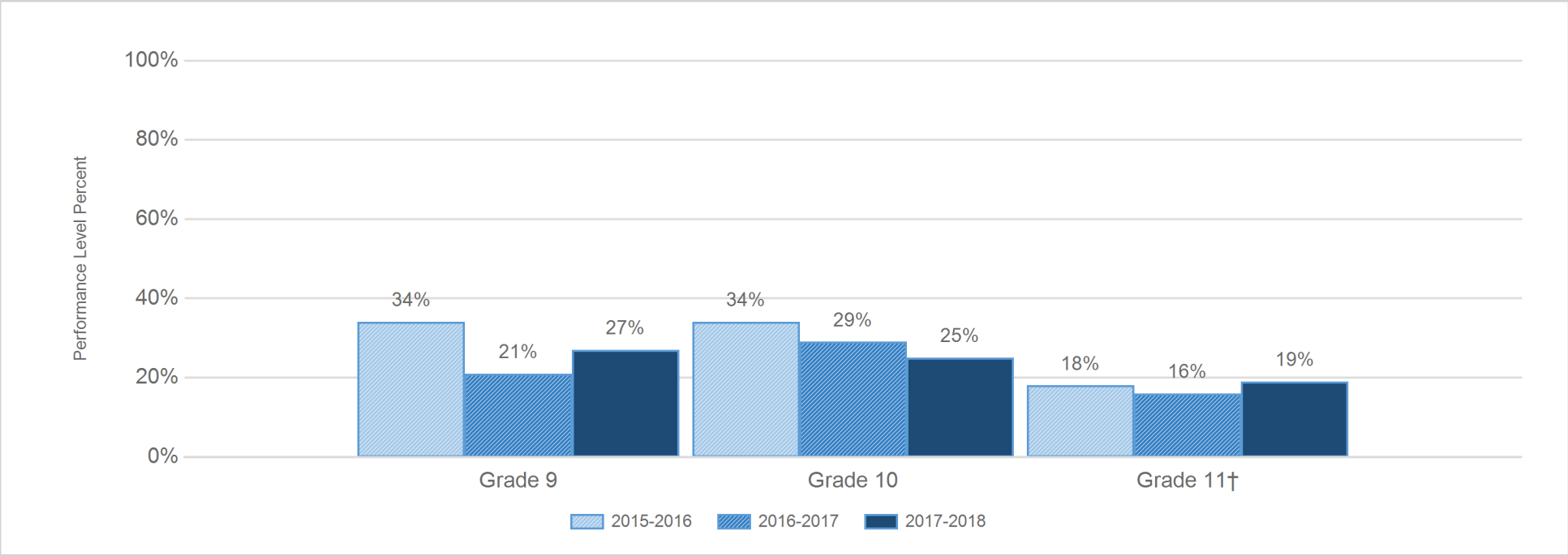
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† 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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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	911	93.4	14.3	22.6	45.0	14.1	21	Not Met
White	110	97.3	20.9	24.7	54.1	20.9	32.6	Not Met
Hispanic	338	91.9	*	18.9	29.2	*	15.5	Not Met
Black or African American	290	91.6	*	*	23.4	*	10.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	167	98.8	39.5	58.2	77.0	39.5	45	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	34.4	53.0	*	**	**
Female	398	93.9	14.3	22.5	46.0	14.2		
Male	513	93.0	14.3	22.7	43.9	14.0		
Economically Disadvantaged Students	780	94.0	12.8	21.9	26.6	*	20.1	Not Met
Non-Economically Disadvantaged Students	131	90.1	22.9	33.1	55.9	*		
Students with Disabilities	183	93.0	*	*	17.1	*	8.6	Not Met
Students without Disabilities	728	93.5	*	*	50.5	*		
English Learners	114	93.7	*	24.8	24.6	*	13.6	Not Met
Non-English Learners	797	93.4	*	21.7	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	464	713	723	746	*	*	*	*	*	*	46%
White	42	726	731	755	*	*	*	*	*	*	57%
Hispanic	179	709	717	730	*	*	*	*	*	*	27%
Black or African American	170	708	712	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	70	730	748	779	16%	23%	39%	23%	0%	23%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	194	716	726	748	*	*	*	*	*	*	48%
Male	270	711	721	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	400	712	723	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	64	721	728	756	*	*	*	*	*	*	57%
Students with Disabilities	122	697	*	716	*	*	*	*	*	*	13%
Students without Disabilities	342	719	730	752	*	*	*	*	*	*	52%
English Learners	61	706	706	710	*	*	*	*	*	*	*
Non-English Learners	403	714	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	371	717	717	735	*	*	*	*	*	*	30%
White	47	726	726	740	*	38%	30%	*	*	19%	37%
Hispanic	157	716	716	723	*	*	*	*	*	*	14%
Black or African American	120	708	708	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	45	735	735	760	*	*	38%	31%	0%	31%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	159	718	718	736	*	*	*	*	*	*	30%
Male	212	717	717	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	312	715	715	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	59	726	726	741	*	*	*	*	*	*	38%
Students with Disabilities	78	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	293	720	720	738	*	*	*	*	*	*	*
English Learners	24	703	703	711	*	*	*	*	*	*	*
Non-English Learners	347	718	718	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	*	*	*	709	*	*	*	*	*	*	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	392	712	712	727	43%	25%	14%	*	*	18%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	119	701	701	710	55%	24%	8%	12%	0%	12%	14%
Black or African American	118	691	691	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	97	743	743	766	*	24%	23%	*	*	44%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	192	711	711	728	43%	24%	17%	*	*	16%	30%
Male	200	713	713	727	43%	26%	12%	*	*	21%	30%
Economically Disadvantaged Students	313	710	710	709	46%	24%	13%	*	*	17%	13%
Non-Economically Disadvantaged Students	79	722	722	736	29%	30%	18%	*	*	23%	37%
Students with Disabilities	54	678	678	693	*	*	*	*	*	*	*
Students without Disabilities	338	717	717	732	*	*	*	*	*	*	*
English Learners	11	687	687	691	*	*	*	*	*	*	*
Non-English Learners	381	713	713	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%

NJ SCHOOL PERFORMANCE REPORT

ATLANTIC CITY HIGH SCHOOL
(01-0110-010)
Grades Offered: 09-12
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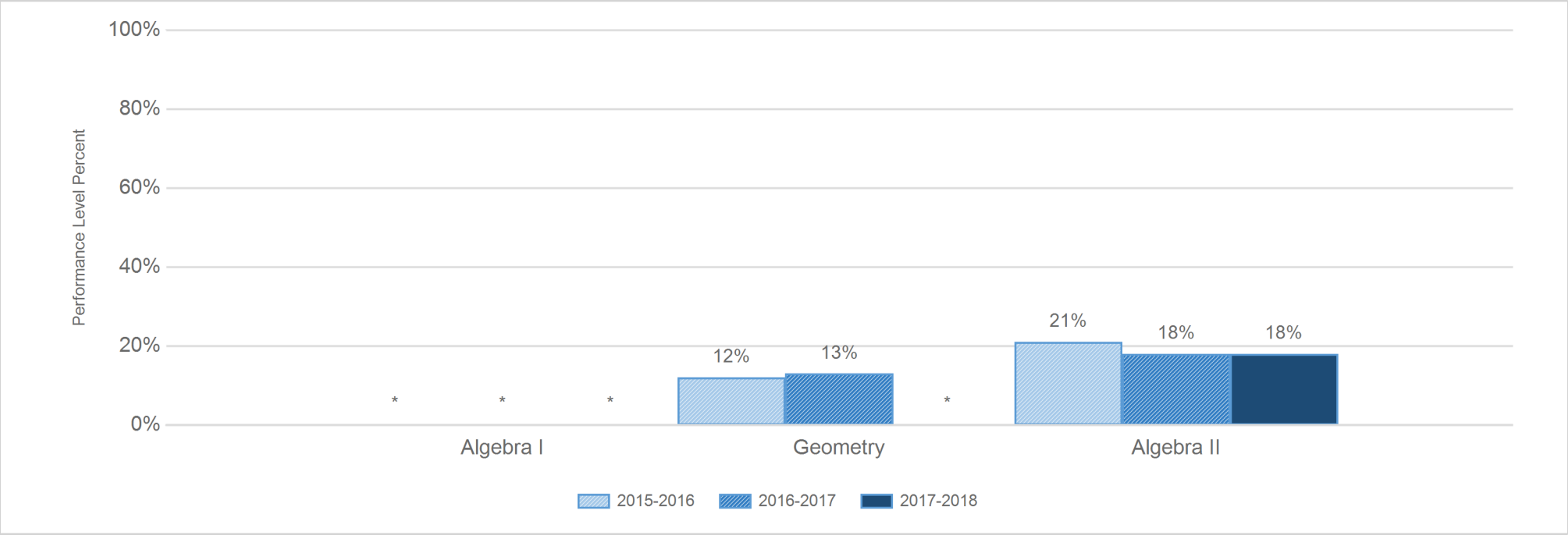
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

NJ SCHOOL PERFORMANCE REPORT

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(01-0110-010)
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2017-2018

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DLM Alternate Assessment - 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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	22.9%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	80	*	*
3-4	47	*	*
5 or more	13	*	*

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2017-2018

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

NJ SCHOOL PERFORMANCE REPORT

ATLANTIC CITY HIGH SCHOOL
(01-0110-010)
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2017-2018

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	60.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	14.5%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	422	478	Grade 10: 430 Grade 11: 460	40%	62%
PSAT 10/NMSQT - Math	428	478	Grade 10: 480 Grade 11: 510	25%	42%
SAT - Reading and Writing	512	542	480	58%	72%
SAT - Math	509	543	530	42%	54%
ACT - Reading	21	24	22	45%	62%
ACT - English	19	24	18	55%	78%
ACT - Math	21	24	22	45%	62%
ACT - Science	20	23	23	25%	53%

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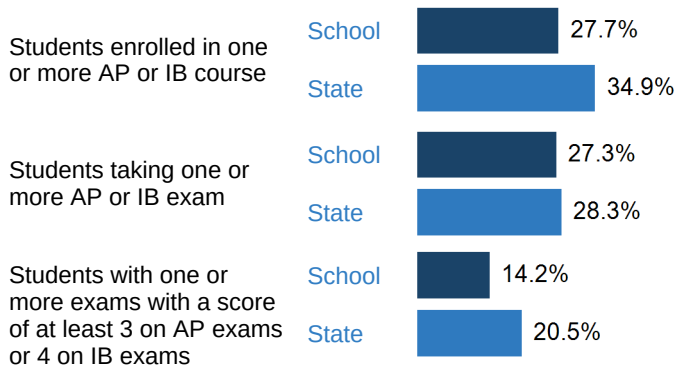
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

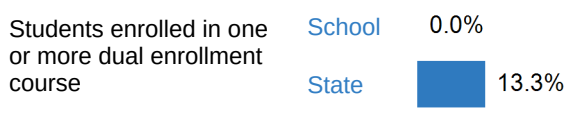
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	25
AP Calculus AB	29	29
AP Calculus BC	14	13
AP Chemistry	10	10
AP English Language and Composition	122	122
AP English Literature and Composition	27	26
AP Environmental Science	50	50
AP French Language and Culture	14	14
AP Government	21	0
AP Latin (Virgil, Catullus and Horace)	1	1
AP Macroeconomics	0	26
AP Microeconomics	0	24
AP Music Theory	0	7
AP Physics 1	17	16
AP Physics C	8	0
AP Physics C: Mechanics	0	8

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	20	20
AP Spanish Language	10	10
AP Statistics	62	62
AP Studio Art—Drawing Portfolio	0	4
AP U.S. Government and Politics	0	20
AP U.S. History	138	62
Total Exams taken		549
Exams with scores of at least 3 on AP exams or 4 on IB exams		266

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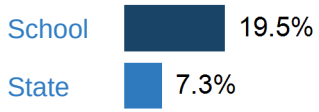
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

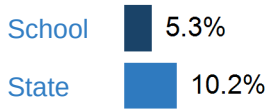
Career and Technical Education Participation

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

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



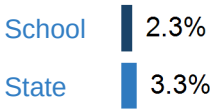
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	93		
Arts, AV Technology & Communications	159		
Finance	19		
Hospitality & Tourism	98		
Manufacturing	87		
Total (All Clusters)	456	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	344	124	6	0	0	0	87
10	52	272	27	27	1	9	107
11	21	42	182	69	33	30	60
12	14	14	63	21	56	61	48
Total	431	452	278	117	90	100	302
Enrolled in AP/IB Course					43	62	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	306	12	11	137	3	26
10	135	177	17	47	4	29
11	33	76	16	58	94	84
12	23	15	17	30	70	33
Total	497	280	61	272	171	172
Enrolled in AP/IB Course	26	10		50	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	404	68	0	0	0	41
10	36	375	0	0	1	25
11	7	387	0	37	3	22
12	15	71	26	64	16	91
Total	462	901	26	101	20	179
Enrolled in AP/IB Course	0	138	0	20		21
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	246	68	25	9	0	0	0
10	206	58	20	14	0	0	0
11	144	37	17	13	0	0	0
12	37	18	12	2	0	0	0
Total	633	181	74	38	0	0	0
Enrolled in AP/IB Course	10	14	0	1	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	133	31	11	8	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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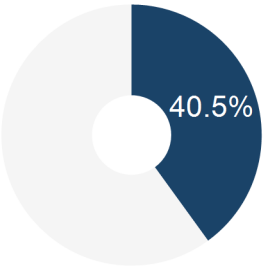
Visual and Performing Arts – Course Participation

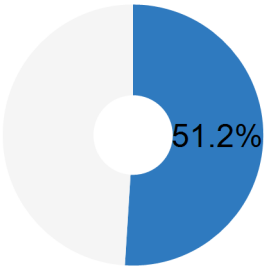
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

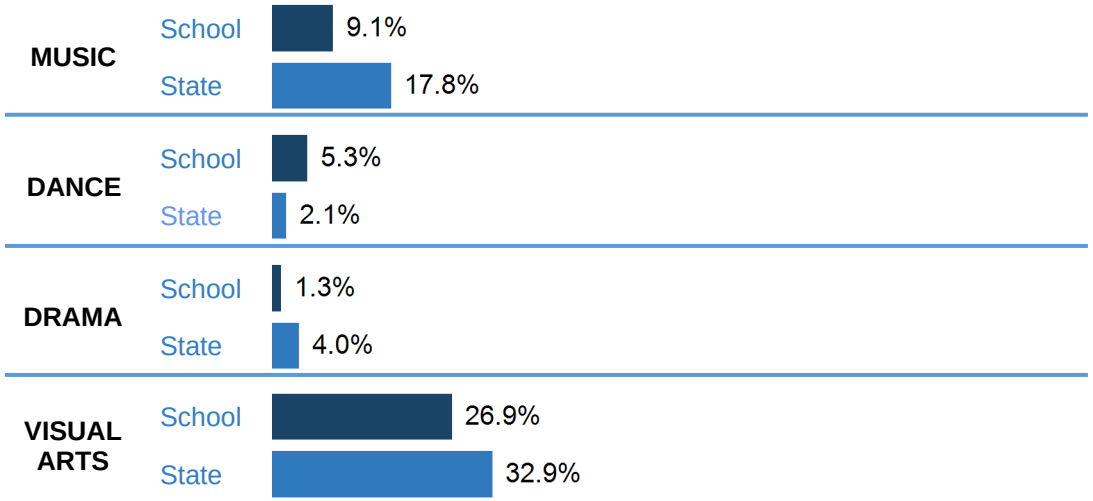


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	81.1%	90.9%	86.0%	92.4%	80.5%	75.8%	Met Target	82.5%	77.7%	Met Target
White	89.4%	95.0%	*	95.7%	*	86.8%	Met Target	88.4%	86.8%	Met Target
Hispanic	77.2%	84.8%	85.6%	87.3%	79.4%	65.8%	Met Target	79.3%	75.9%	Met Target
Black or African American	73.3%	84.2%	77.0%	86.8%	68.7%	70.9%	Not Met	75.7%	68.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	93.1%	97.0%	98.9%	97.7%	95.5%	N	Met Goal	95.2%	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	77.4%	84.6%	84.7%	87.0%	78.6%	73.5%	Met Target	81.2%	74.7%	Met Target
Students with Disabilities	75.9%	80.1%	79.5%	83.5%	71.8%	67.9%	Met Target	76.8%	64.4%	Met Target
English Learners	72.9%	75.8%	82.5%	81.8%	73.7%	73.2%	Met Target	81.3%	78.1%	Met Target
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	97.3%	97.0%
Substitute Competency Test	0.5%	0.2%
Portfolio Appeals Process	0.5%	0.9%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	1.8%	1.8%

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
2018	81.1%	-
2017	80.5%	86.0%
2016	76.1%	82.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	3.0%	1.2%
2016-2017	2.4%	1.1%
2015-2016	3.1%	1.2%

NJ SCHOOL PERFORMANCE REPORT

ATLANTIC CITY HIGH SCHOOL
(01-0110-010)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	55.7%	32.2%	67.8%
White	73.6%	22.6%	77.4%
Hispanic	38%	59.6%	40.4%
Black or African American	44%	29.5%	70.5%
Asian, Native Hawaiian, or Pacific Islander	83%	20.5%	79.5%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	53.4%	34.3%	65.7%
Students with Disabilities	24.6%	47.1%	52.9%
English Learners	35%	85.7%	14.3%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	64.1%	47.6%	52.4%	86.1%	13.9%	82.5%	17.5%
White	77.5%	27.3%	72.7%	74.5%	25.5%	63.6%	36.4%
Hispanic	48.9%	72.7%	27.3%	87.9%	12.1%	87.9%	12.1%
Black or African American	56.4%	57.9%	42.1%	86%	14%	86%	14%
Asian, Native Hawaiian, or Pacific Islander	86%	32.4%	67.6%	93.2%	6.8%	89.2%	10.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	61.1%	54.7%	45.3%	91.1%	8.9%	89.4%	10.6%
Students with Disabilities	32.1%	83.3%	16.7%	94.4%	5.6%	83.3%	16.7%
English Learners	44.4%	83.3%	16.7%	100%	0%	91.7%	8.3%

NJ SCHOOL PERFORMANCE REPORT

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

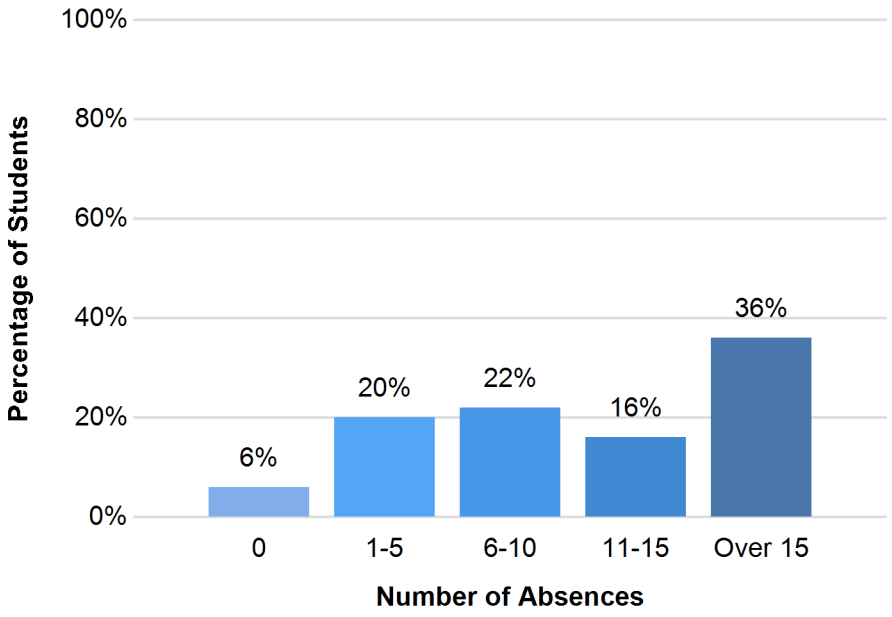
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	599	31.4	14.9	Not Met
White	81	30.3	14.9	Not Met
Hispanic	241	35.5	14.9	Not Met
Black or African American	237	43.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	33	8.2	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	508	33.2	14.9	Not Met
Students with Disabilities	158	42.1	14.9	Not Met
English Learners	33	23.1	14.9	Not Met

Days Absent

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



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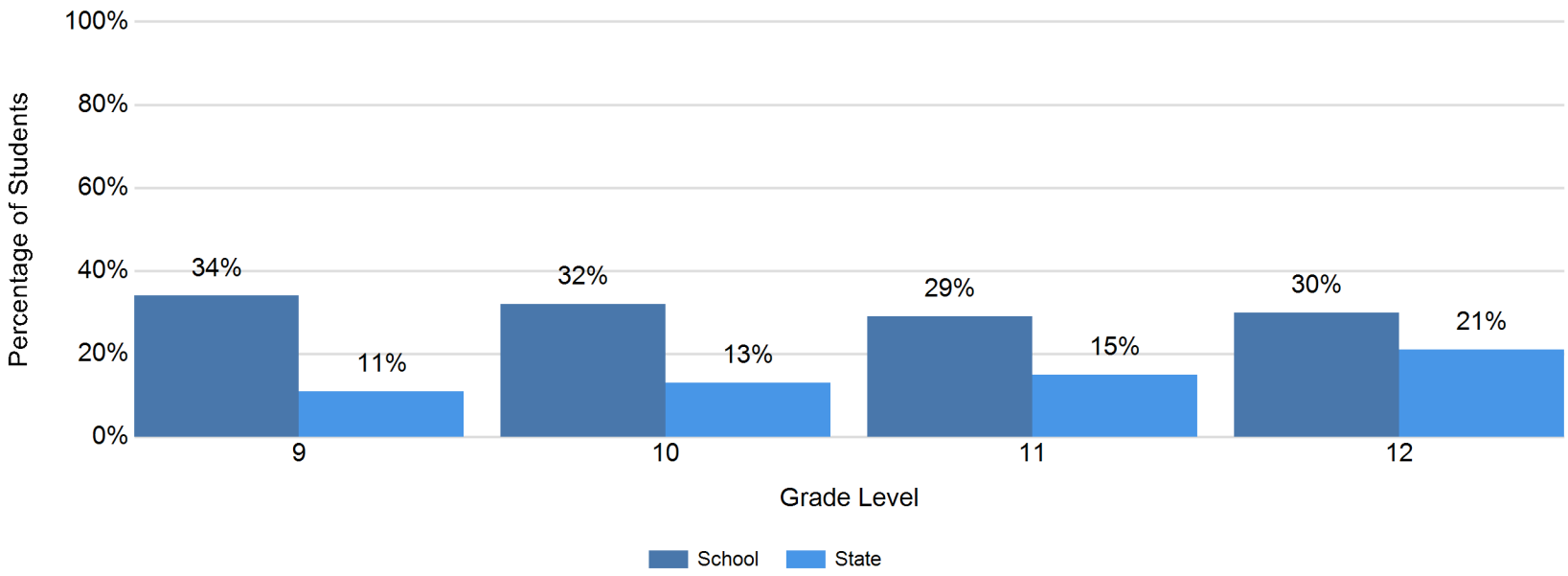
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	116
Weapons	5
Vandalism	11
Substances	19
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	166
Incidents Per 100 Students Enrolled	9.05

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	1	1
Gender	0	7	7
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	208		208

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	177	9.7%
Out-of-School Suspensions	195	10.6%
Any Suspension	196	10.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
2124

NJ SCHOOL PERFORMANCE REPORT

ATLANTIC CITY HIGH SCHOOL
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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. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,412	$16,669	$18,081

NJ SCHOOL PERFORMANCE REPORT

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	152	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	14.4	10.7
Teachers in district for 4 or more years	92.1%	75.5%

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	31	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	87.1%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	306:1	224:1
Teachers to Administrators	25:1	21:1
Students to Librarians/Media Specialists		992:1
Students to Nurses		631:1
Students to Counselors		347:1
Students to Child Study Team		434:1

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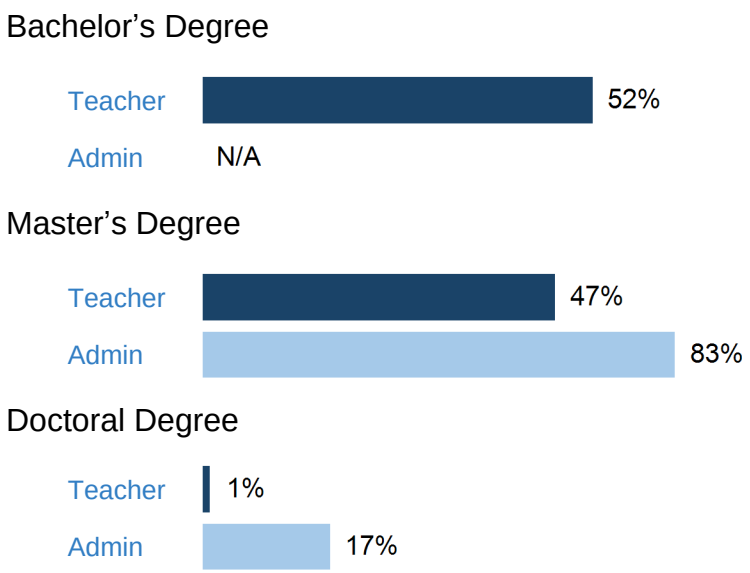
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	82.4%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	46.7%	50.0%
Male	53.3%	50.0%
White	72.4%	50.0%
Hispanic	9.2%	16.7%
Black or African American	15.8%	33.3%
Asian	0.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.0%	0.0%

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

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	Yes		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	11.46	15.0%
Mathematics Proficiency	19.20	15.0%
Graduation Rate - 4-Year	11.75	20.0%
Graduation Rate - 5-Year	10.92	20.0%
Progress Towards English Language Proficiency (coming 2018)	11.82	20.0%
Chronic Absenteeism	8.33	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	12.33	n/a
Summative Rating: Percentile rank of Summative Score	6.30	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	13.55	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	12.77	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	8.85	8.94	Yes	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	15.66	8.94	No	Not Met	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	20.11	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	16.77	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	43.05	8.94	No	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

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

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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.

Highlights:	• Atlantic City High School has partnerships and articulation agreements with local colleges • Atlantic City High School offers 19 Advanced Placement Programs • Navy ROTC Unit awarded the Distinguished Unit with Academic Honors Award
Mission, Vision, Theme:	The Mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners. What makes Atlantic City High School unique is our diverse student population with over 25 languages spoken.
Awards, Recognition, Accomplishments:	The Atlantic City High School has received academic excellence awards in competitions including the Merck State Science day, DECA, G.A.T.E, NJ Science League, National Merit Scholarship and Latin competitions. The NJROTC unit was awarded the Distinguished Unit with Academic Honors Award and is in the top 10% of units nationwide. Our Newcomer Student Center and ELL Program is recognized by the State of NJ as a model program.

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Courses, Curriculum, Instruction:	The Atlantic City High School is comprised of a vibrant and diverse learning community. It is our mission to provide a rigorous and high quality education to our students so that they are college and career ready upon graduation. The academic offerings at ACHS include 19 AP courses, 27 honors and college prep and CTE courses. We are proud of our partnership and articulation agreements with local colleges including the Tomorrow's Teachers program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) The Atlantic City High School athletic programs provide student athletes with the opportunity to develop their full potential in an environment that promotes academics and leadership. Students experience opportunities to play at the collegiate level and many receive academic scholarships to top universities. The Boy's Basketball team made it to the NJSIAA South Group VI sectional finals and our track team received several awards including the 1st place in triple jump in NJSIAA and CAL in the female category.
Clubs and Activities:	The Mission of the Atlantic City High School clubs is to empower our students to develop their leadership, service, and social skills. ACHS offers 23 after school clubs focusing on academic and community service. The academic clubs that compete in state competitions include the science league, math club, G.A.T.E, mock trial, DECA, and world language teams. The Leo, Key, and Hope 4 AC clubs focus on community service and have partnerships with the Boys & Girls Club of AC.

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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.

Before and After School Programs:	At ACHS we offer free afterschool tutoring in all subject areas for all students grades 9-12 and is overseen by 20 teachers. We also offer free SAT and ACT prep programs for all students. The credit recovery program targets all student subgroups and is focused on increasing graduation rate. The Restorative Practices program helps students to increase academic performance and improve behavior through group circle discussions.
Staff and Professional Learning:	The Administration and Faculty at Atlantic City High School work in Professional Learning Communities to achieve the school's SMART goals and are characterized by shared purpose and responsibility for student learning. Teachers receive PD in edConnect to create high quality assessments, how to use PARCC results for benchmark planning, SGO development and data tracking, All Things Google, and the use of formative assessments for instructional planning.
Postsecondary Information:	Students that graduate from Atlantic City High School are attending four year (45%) and two year (40%) institutions, while others enroll in the military (5%) or enter the workforce (10%). The school hosts annual Senior Information and FAFSA Night as well as provide students with one on one support. The school administers the PSAT and provides SAT/ACT tutoring to every student free of charge. Students from ACHS attend a variety of colleges such as YALE, Duke, Princeton, UPenn, and Rutgers.

NJ SCHOOL PERFORMANCE REPORT

ATLANTIC CITY HIGH SCHOOL
(01-0110-010)
Grades Offered: 09-12
2017-2018

Report Key:
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Student Supports and Services:	The Atlantic City High School provides instruction designed to meet the unique needs of ELL and students with disabilities. The ESL program is considered a State of NJ model program. Students in the Read 180 and System 44 programs receive instruction in reading/writing skills. For students who are struggling, ACHS has an IR&S team that meets and reviews data to develop interventions in educational, behavioral,counseling, and referrals for Special Ed. evaluations and services.
Student Health and Wellness:	All the State health screenings are conducted by the nurses in coordination with the PE Teachers. Students are required to participate in Physical Fitness testing, including height and weight monitoring,and BMI screening. The Student Assistance Center and AtlantiCare Teen Center provides the students with mindfulness and meditation, Make A Move, Teen fit, Woman2Woman and Man2Man mentoring ,RAP, anger management, substance abuse counseling and mediation programs.
Parent and Community Involvement:	The Mission of the Atlantic City High School Parent Advisory Committee is to encourage and provide opportunities for parents to get involved in forums to discuss topics and participate in Parent Center sponsored activities. The ACHS has a Parental Involvement Policy and School-Parent compact. Parents have access to their child's SIS portal and receive information via robo calls and Living Tree. ACHS has many booster clubs including NJROTC and athletic booster clubs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Inventory provides information regarding staff, parent,and student perceptions about the school climate, leadership, environment, collaboration, teaching and instruction, and parental involvement. The Quality School Review (QSR) is also used to survey staff to identify the strengths and needs of students. Data collected from both surveys is used to develop the Annual School Plan (ASP) and school SMART goals.
Facilities:	The Atlantic City High School is a state of the art facility that includes a 750 seat theatre, 50,000 volume library, TV studio, Radio Broadcasting station, distance learning lab, olympic size swimming pool, 2000 seat gym, 5000 seat stadium with synthetic turf. All programs are supported by science labs, garden, greenhouse, dance studio, band room, woodshop, culinary kitchen, clothing and textiles lab, computer labs, and over 1,700 chromebooks and 800 desktops.
School Safety:	In order to assure that our students feel safe, the Atlantic City High School administration, security, and staff take many measures to ensure the safety of the students. The school is equipped with a multi camera surveillance system, an electronic visitor monitoring system, an outside security booth to monitor visitors, metal detectors, and 23 safety officers on school grounds. The school also sponsors safety programs with the local police Chaplain and SRO officers.

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Other Information:	The Atlantic City High School is a comprehensive and diverse high school that offers a rigorous academic curriculum, including AP, honors and college prep courses, that prepare students to be college and career ready upon graduation. While academics are the main focus, participation in athletics, the arts, and after school clubs and activities provide an enriching and rewarding high school experience for our students. The Atlantic City High School Choice Program is proud to offer the Fine and Performing Arts Academy and the Navy NJROTC Interdistrict Public School Choice Programs. The Fine and Performing Arts Academy includes Dance, Theatre, TV Production, Radio, Visual Arts, and Music. Our Award winning accredited NJROTC program emphasizes citizenship and leadership development through hands on experiential learning and community service. All programs are housed in state of the art locations throughout the school. The New Jersey Department of Education awarded the ACHS with the Model Program Designation for the ESL Newcomer Center. Our partnerships and articulation agreements with local colleges benefit our students by encouraging them to participate in classes for which they can receive dual credit, such as the Tomorrow's Teachers and Culinary Arts program. The school day structure includes eight 42 minutes periods that run from 7:45am to 2:10pm with an additional ninth period for academic tutoring and Restorative Practices. Students receive breakfast, lunch, and dinner during the school day. We are also proud of our community partnerships between ACHS, Sodexo, Boys & Girls Club of AC, The Coalition for Safe Communities, The Southern Community Food bank for the Campus Kitchens program, and many other local organizations. Our Campus Kitchens has been named as a model program and has delivered over 12,000 meals.