



State of New Jersey
2015-2016

Grade Span 09-12

05-0610-040
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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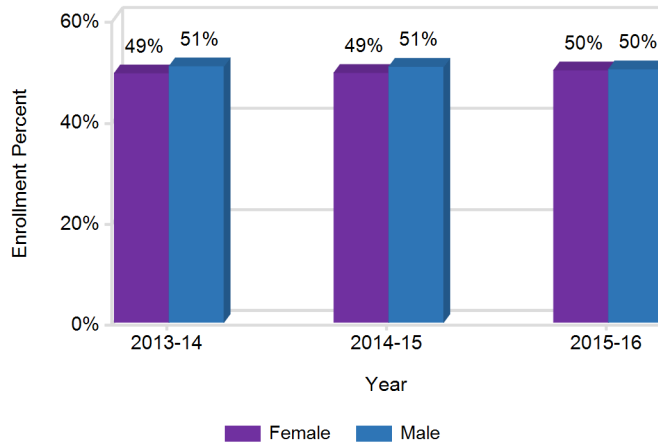
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	213	202	163
Grade 10	235	213	145
Grade 11	221	213	137
Grade 12	170	206	148
UG	0	0	197
Total	839	834	790

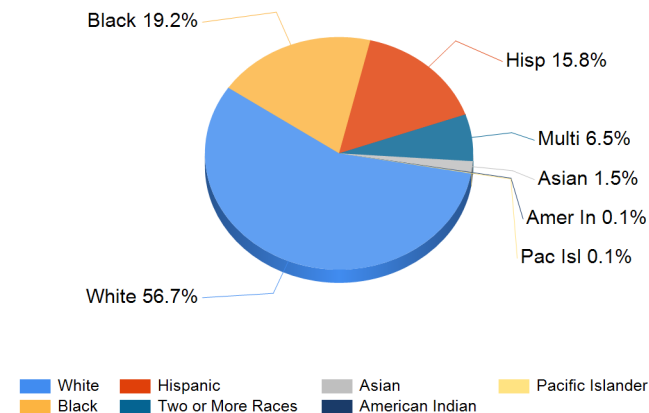
Enrollment by Gender

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



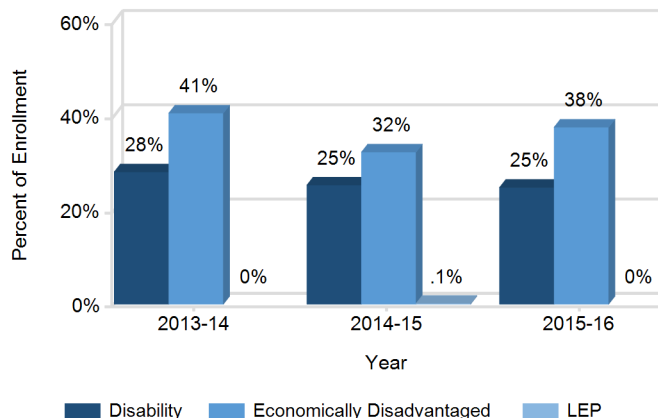
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.3%
Spanish	3.7%
Arabic	0.4%
Gujarati	0.3%
Portuguese	0.3%
Other	0.1%

Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	839	834	790
Full Time Head Count	839	834	790
Shared Time Head Count	0	0	0

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	26%	S	16
Mathematics Met or Exceeded Expectations	13%	S	25

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	298	26%	16	97%	✓	389	13%	25	97%	✓
White	163	28%	13	99%	✓	218	15%	26	98%	✓
African American	56	16%	11	99%	✓	77	8%	28	99%	✓
Hispanic	47	30%	15	95%	✓	57	7%	19	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	74	8%	37	98%	✓	101	4%	53	98%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	108	21%	15	97%	✓	144	12%	30	97%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	211	735	738	760	11%	24%	34%	28%	4%	31%	49%
White	116	735	738	762	13%	20%	33%	31%	3%	35%	58%
African American	47	736	740	748	4%	36%	34%	21%	4%	26%	30%
Hispanic	33	733	732	751	18%	18%	33%	27%	3%	30%	34%
Asian	N	N	N	794	N	N	N	N	N	N	78%
American Indian	S	S	749	777	S	S	S	S	S	S	40%
Two or More Races	S	S	742	765	S	S	S	S	S	S	53%
Students with Disability	S	S	712	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	79	737	738	749	6%	28%	32%	33%	1%	34%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	194	723	733	756	29%	24%	24%	19%	4%	23%	44%
White	108	721	724	758	34%	26%	15%	19%	6%	25%	50%
African American	S	S	735	742	S	S	S	S	S	S	28%
Hispanic	27	727	736	747	19%	26%	26%	30%	N	30%	33%
Asian	S	S	768	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	16	732	735	756	19%	25%	31%	19%	6%	25%	45%
Students with Disability	S	S	701	708	S	S	S	S	S	S	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	70	719	731	743	29%	24%	30%	14%	3%	17%	30%

■ Did Not Yet Meet Expectations
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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	166	718	730	754	30%	32%	24%	15%	N	15%	40%
White	95	715	724	755	33%	33%	22%	13%	N	13%	42%
African American	24	725	734	742	21%	29%	29%	21%	N	21%	30%
Hispanic	38	721	731	748	24%	37%	24%	16%	N	16%	37%
Asian	S	S	745	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	S	S	728	751	S	S	S	S	S	S	39%
Students with Disability	S	S	712	716	S	S	S	S	S	S	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	728	745	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



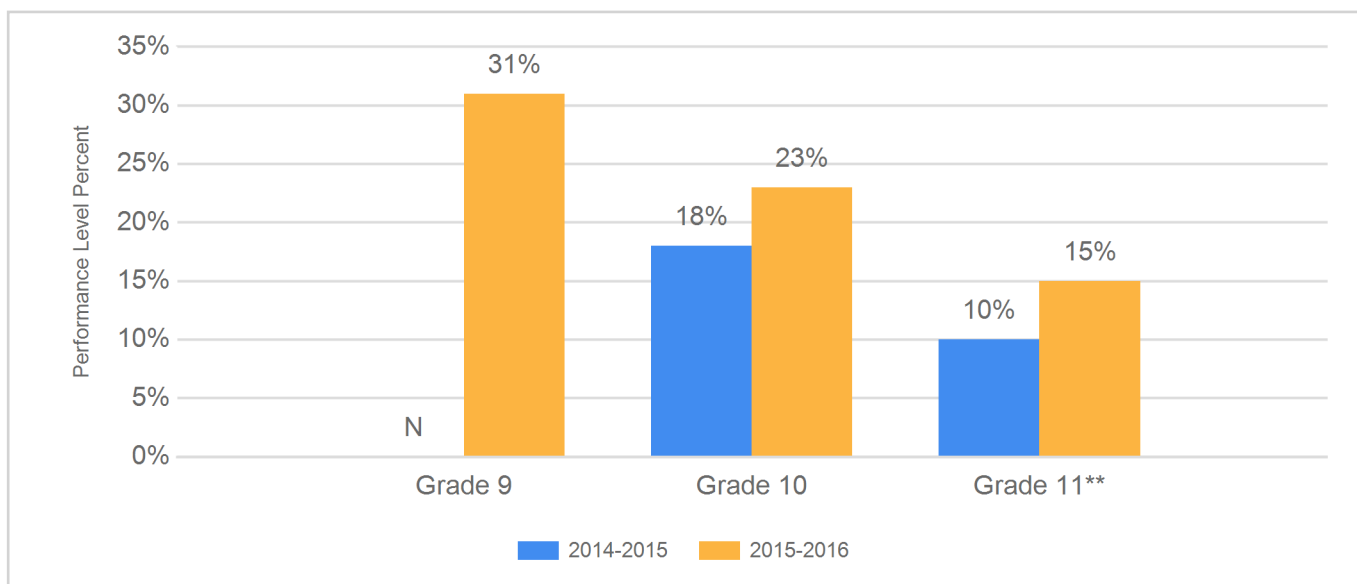
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	208	728	735	741	11%	30%	41%	17%	N	17%	41%
White	112	731	735	743	10%	26%	41%	23%	N	23%	51%
African American	48	724	736	735	10%	42%	35%	13%	N	13%	20%
Hispanic	S	S	728	740	S	S	S	S	S	S	25%
Asian	N	N	N	765	N	N	N	N	N	N	76%
American Indian	S	S	739	751	S	S	S	S	S	S	38%
Two or More Races	S	S	736	741	S	S	S	S	S	S	47%
Students with Disability	S	S	714	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	81	724	734	738	16%	30%	38%	16%	N	16%	23%

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	727	736	S	S	S	S	S	S	27%
White	S	S	726	740	S	S	S	S	S	S	34%
African American	S	S	727	727	S	S	S	S	S	S	9%
Hispanic	S	S	726	731	S	S	S	S	S	S	13%
Asian	S	S	740	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	S	S	727	733	S	S	S	S	S	S	29%
Students with Disability	S	S	S	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	726	729	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	705	735	S	S	S	S	S	S	27%
White	S	S	701	742	S	S	S	S	S	S	31%
African American	S	S	705	712	S	S	S	S	S	S	8%
Hispanic	S	S	708	719	S	S	S	S	S	S	12%
Asian	S	S	721	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	15	705	711	739	40%	33%	13%	13%	N	13%	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	702	715	S	S	S	S	S	S	11%

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 ■ Exceeded Expectations



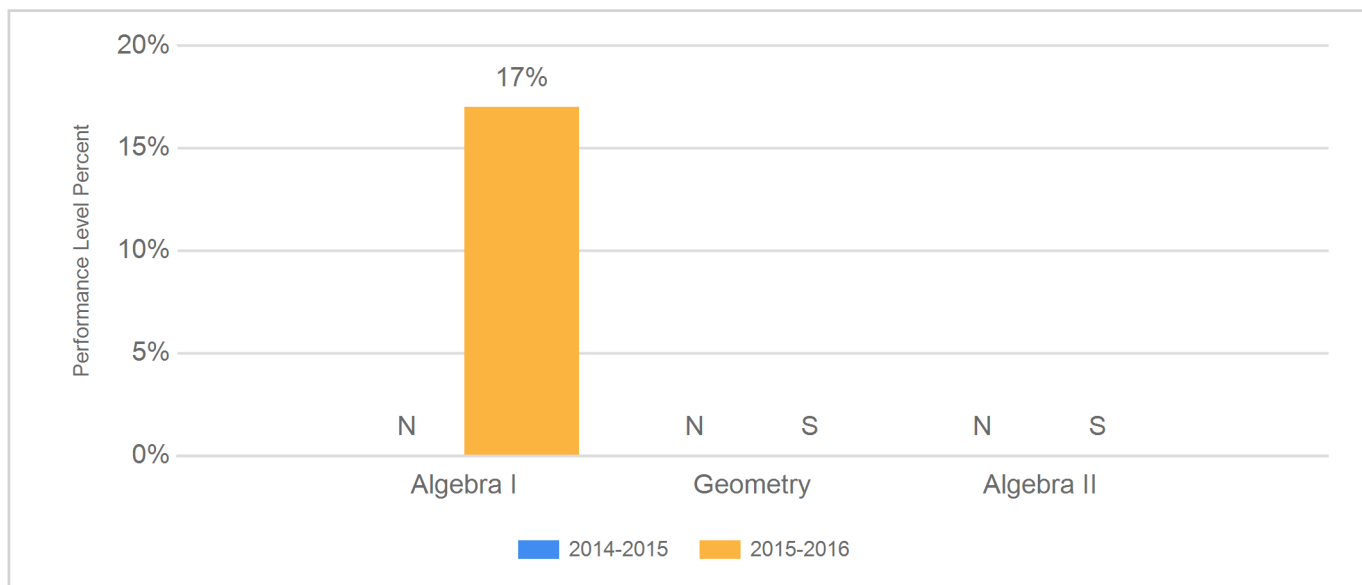
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

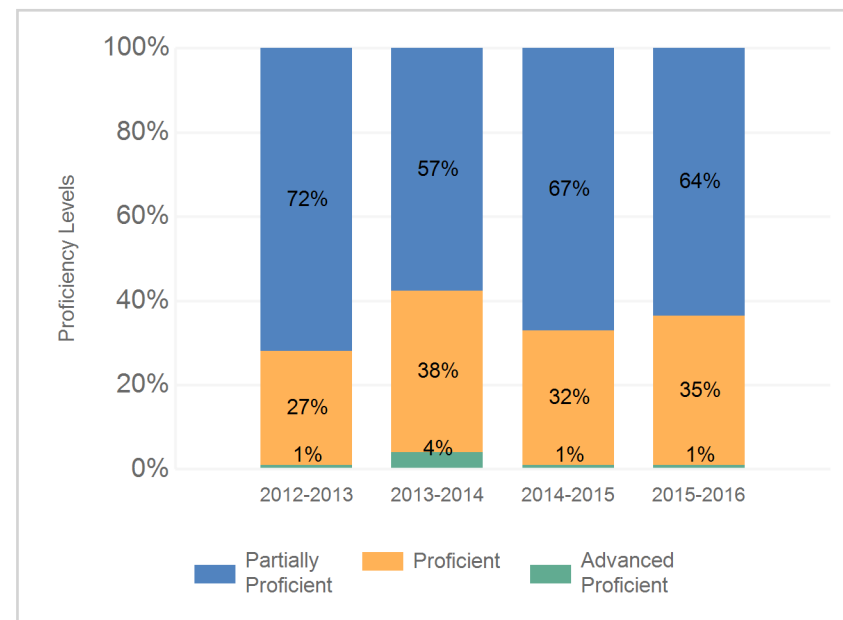
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	1%	35%	64%
White	1%	41%	59%
African American	N	27%	74%
Hispanic	N	28%	72%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	6%	25%	69%
Students with Disability	N	20%	80%
English Language Learners	N	N	N
Economically Disadvantaged Students	N	31%	69%

Proficiency Trends - Biology

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





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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 taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	61.7%	95.5%
Percent of Students Participating in SAT	39.6%	58.0%
Percent of Students Participating in ACT	8.8%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	63%	71%
Math	530	34%	53%
ACT	-	-	-
Reading	22	54%	58%
English	18	69%	74%
Math	22	31%	61%
Science	23	23%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	912	950
SAT	-	-
Reading and Writing	502	537
Math	497	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	990	900	830
SAT	-	-	-
Reading and Writing	560	500	450
Math	540	500	440
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

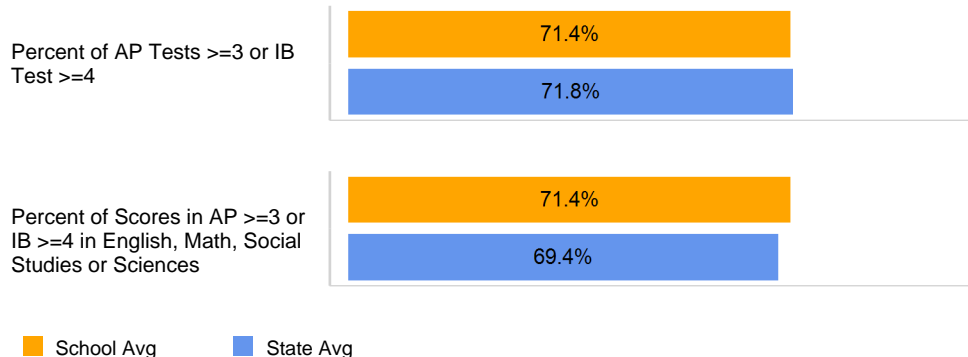


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP English Literature and Composition	10	5
AP World History	24	19
Student AP Tests ≥ 3 and IB Tests ≥ 4		15

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	9.8%	39.1%
One of More Test	7.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	7.4%	26.6%
Participating in Dual Enrollment	100.0%	15.4%



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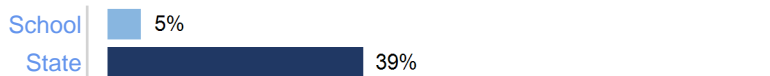
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

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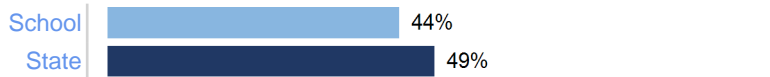
DRAMA



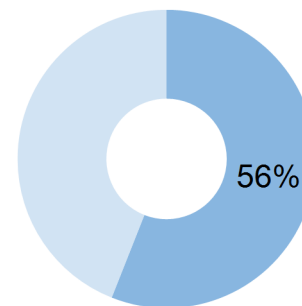
DANCE



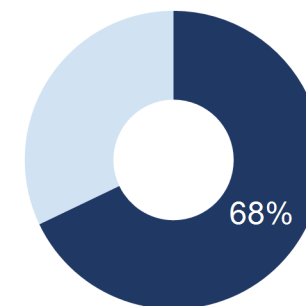
VISUAL ARTS



Any Visual and Performing Arts



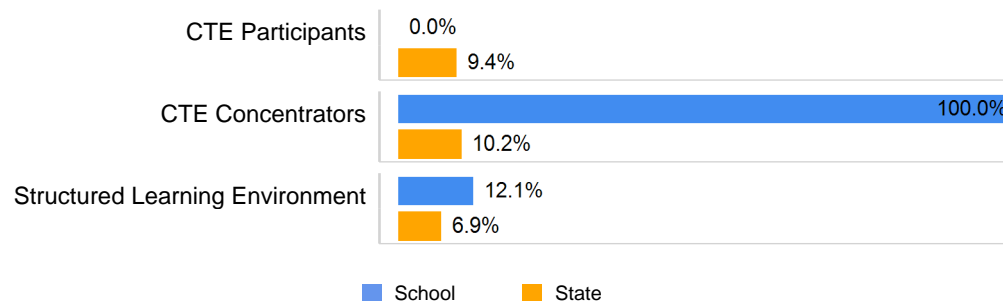
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

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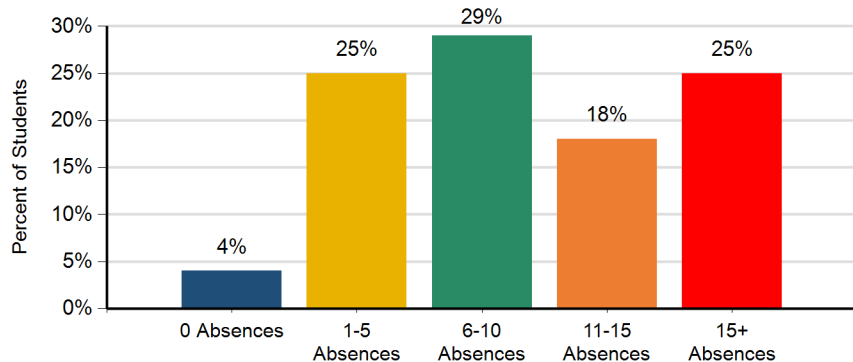
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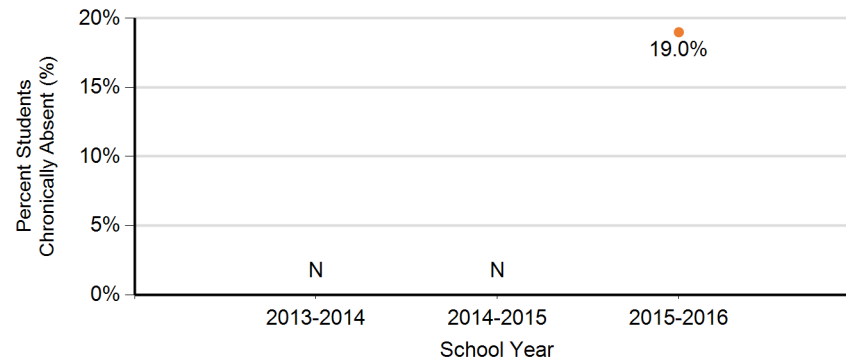
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95.5%	25	81%
White	94.8%	14	
African American	100%	100	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	2	
Two or More Races	S	S	
Students with Disability	93.8%	21	
English Language Learners	N	N	
Economically Disadvantaged Students	95.7%	26	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	0.2%	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.5%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	91%	92%
2014	95%	95%
2015	97%	98%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	57.2%	72.2%	27.8%
White	51.5%	77.9%	22.1%
African American	71.4%	52.0%	48.0%
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	45.1%	82.6%	17.4%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	60.3%	80.5%	19.5%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	264:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	21.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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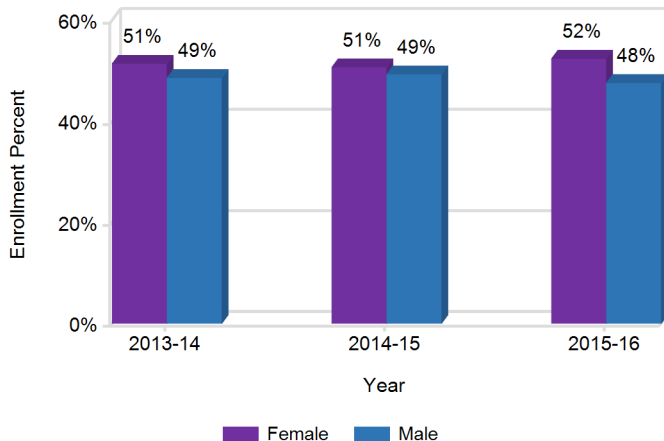
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	303	297	271
Grade 10	320	314	266
Grade 11	310	306	237
Grade 12	286	305	238
UG	3	0	199
Total	1222	1222	1211

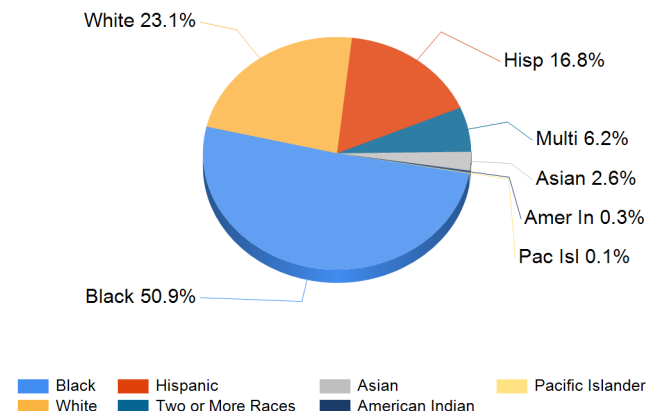
Enrollment by Gender

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



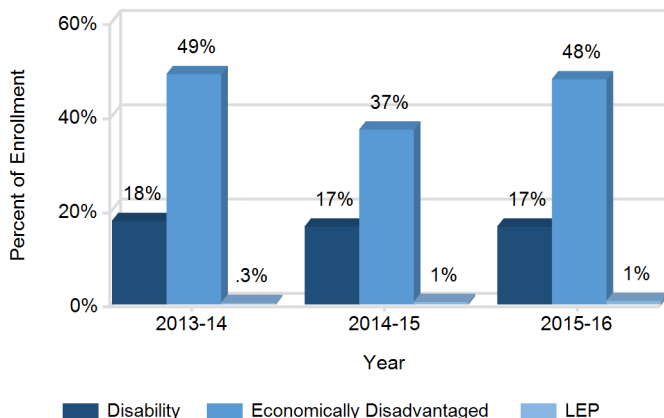
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.2%
Spanish	4.9%
Turkish	1.1%
Portuguese	0.8%
Urdu	0.4%
Other	1.7%

Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	1222	1222	1211
Full Time Head Count	1222	1222	1211
Shared Time Head Count	0	0	0

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	42%	S	27
Mathematics Met or Exceeded Expectations	23%	S	49

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	439	42%	27	98%	✓	558	23%	49	98%	✓
White	94	34%	17	96%	✓	119	27%	43	97%	✓
African American	229	43%	30	100%	✓	290	21%	47	100%	✓
Hispanic	66	43%	26	97%	✓	97	22%	49	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	34	44%	15	96%	✓	36	14%	17	96%	✓
Students with Disability	49	4%	34	97%	✓	85	8%	65	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	217	40%	28	99%	✓	282	24%	55	99%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	318	741	738	760	6%	19%	40%	31%	4%	35%	49%
White	77	743	738	762	7%	14%	47%	27%	5%	33%	58%
African American	157	740	740	748	6%	20%	36%	34%	4%	38%	30%
Hispanic	50	732	732	751	8%	30%	42%	18%	2%	20%	34%
Asian	S	S	S	794	S	S	S	S	S	S	78%
American Indian	S	S	749	777	S	S	S	S	S	S	40%
Two or More Races	23	744	742	765	9%	17%	30%	39%	4%	44%	53%
Students with Disability	S	S	712	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	145	738	738	749	8%	21%	38%	30%	3%	33%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	301	739	733	756	14%	17%	31%	32%	6%	39%	44%
White	58	731	724	758	16%	31%	26%	22%	5%	28%	50%
African American	159	739	735	742	13%	17%	30%	34%	6%	40%	28%
Hispanic	55	740	736	747	15%	9%	36%	35%	6%	40%	33%
Asian	S	S	768	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	S	S	735	756	S	S	S	S	S	S	45%
Students with Disability	S	S	701	708	S	S	S	S	S	S	11%
English Language Learners	S	S	S	718	S	S	S	S	S	S	4%
Economically Disadvantaged Students	151	736	731	743	16%	17%	34%	27%	6%	33%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	284	737	730	754	8%	30%	30%	29%	4%	33%	40%
White	65	737	724	755	9%	28%	29%	29%	5%	34%	42%
African American	150	736	734	742	9%	29%	29%	29%	3%	33%	30%
Hispanic	43	740	731	748	9%	26%	35%	23%	7%	30%	37%
Asian	S	S	745	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	S	S	728	751	S	S	S	S	S	S	39%
Students with Disability	49	715	712	716	31%	31%	25%	14%	N	14%	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	132	733	728	745	11%	30%	29%	27%	4%	30%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



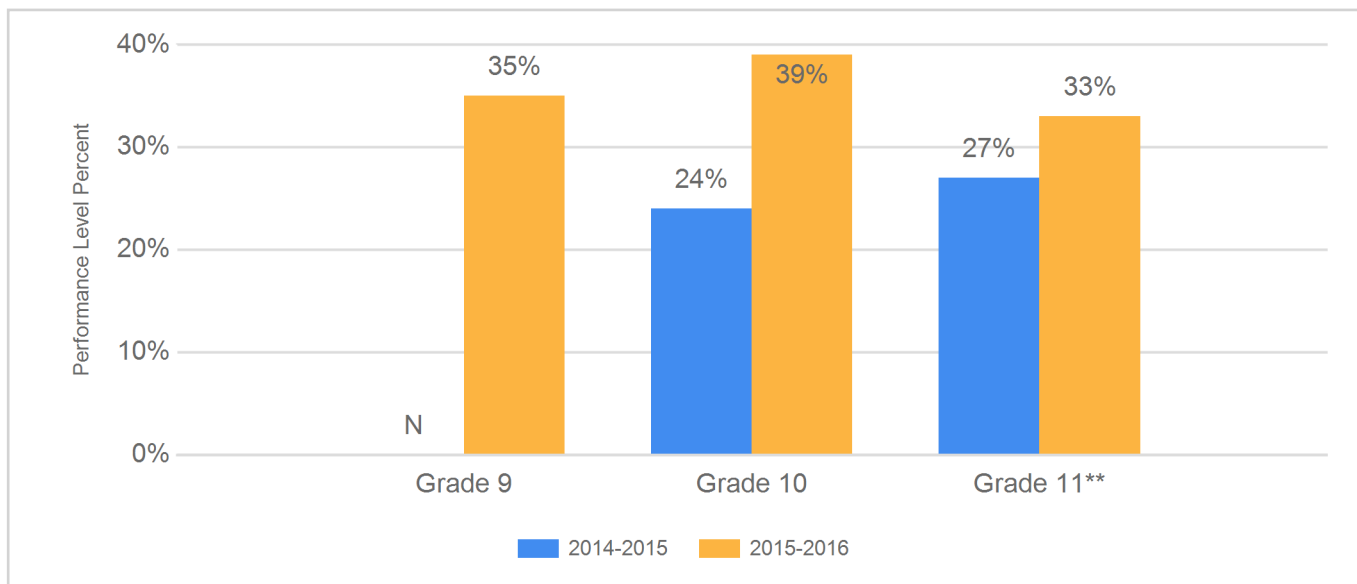
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	333	739	735	741	9%	21%	30%	40%	0%	40%	41%
White	79	741	735	743	10%	19%	28%	43%	N	43%	51%
African American	168	739	736	735	7%	22%	32%	39%	1%	39%	20%
Hispanic	54	730	728	740	15%	30%	26%	30%	N	30%	25%
Asian	S	S	S	765	S	S	S	S	S	S	76%
American Indian	S	S	739	751	S	S	S	S	S	S	38%
Two or More Races	22	747	736	741	5%	9%	41%	46%	N	46%	47%
Students with Disability	51	712	714	715	31%	43%	14%	12%	N	12%	10%
English Language Learners	S	S	S	731	S	S	S	S	S	S	9%
Economically Disadvantaged Students	175	738	734	738	7%	25%	29%	38%	1%	38%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	284	730	727	736	5%	35%	41%	17%	2%	19%	27%
White	64	733	726	740	3%	28%	45%	22%	2%	23%	34%
African American	147	728	727	727	7%	38%	40%	14%	1%	15%	9%
Hispanic	46	732	726	731	2%	39%	35%	24%	N	24%	13%
Asian	S	S	740	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	S	S	727	733	S	S	S	S	S	S	29%
Students with Disability	S	S	S	713	S	S	S	S	S	S	5%
English Language Learners	S	S	S	715	S	S	S	S	S	S	6%
Economically Disadvantaged Students	136	728	726	729	7%	38%	42%	12%	2%	14%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	705	735	S	S	S	S	S	S	27%
White	S	S	701	742	S	S	S	S	S	S	31%
African American	S	S	705	712	S	S	S	S	S	S	8%
Hispanic	S	S	708	719	S	S	S	S	S	S	12%
Asian	S	S	721	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	S	S	711	739	S	S	S	S	S	S	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	706	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	702	715	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



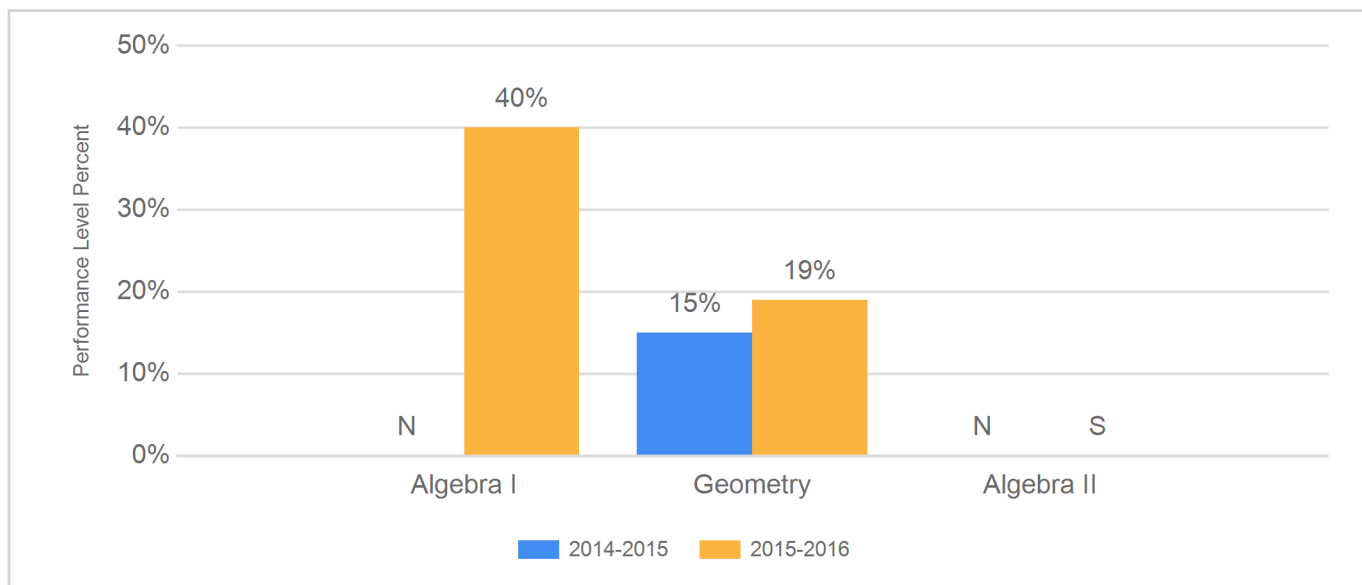
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

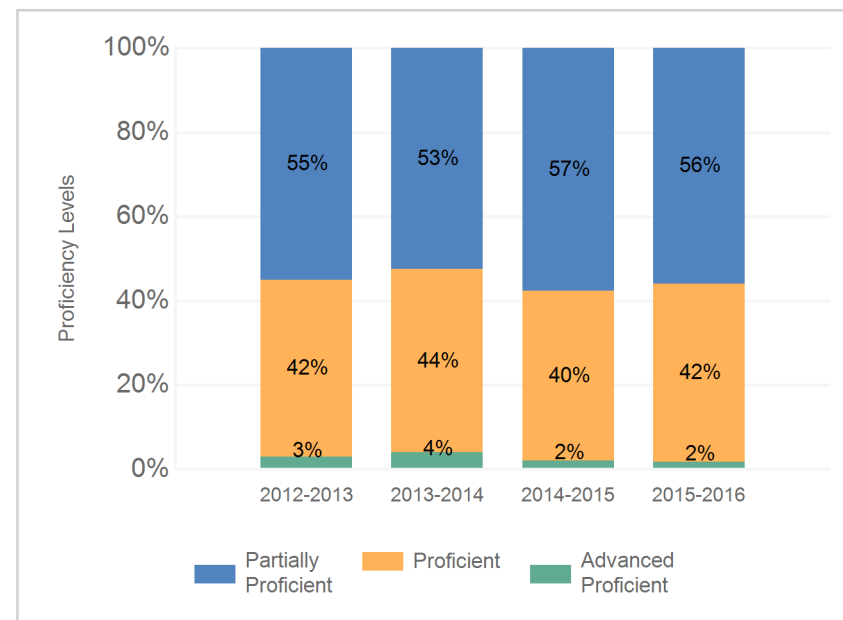
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	2%	42%	56%
White	3%	39%	57%
African American	1%	41%	58%
Hispanic	N	40%	60%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	5%	55%	41%
Students with Disability	N	13%	87%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	47%	53%

Proficiency Trends - Biology

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





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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 taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	58.3%	95.5%
Percent of Students Participating in SAT	49.7%	58.0%
Percent of Students Participating in ACT	13.0%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	57%	71%
Math	530	25%	53%
ACT	-	-	-
Reading	22	32%	58%
English	18	58%	74%
Math	22	29%	61%
Science	23	13%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	905	950
SAT	-	-
Reading and Writing	488	537
Math	483	538
ACT	-	-
Reading	S	23
English	18	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	990	890	820
SAT	-	-	-
Reading and Writing	540	490	435
Math	525	480	430
ACT	-	-	-
Reading	S	S	S
English	21	19	14
Math	S	S	S
Science	S	S	S



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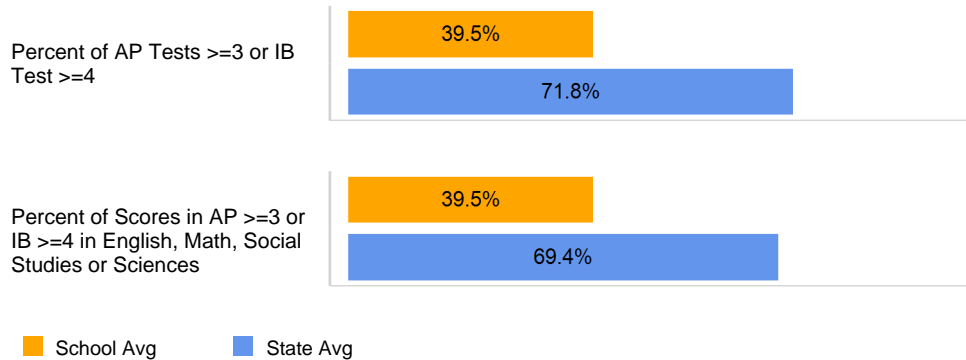
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WESTAMPTON TWP, NJ 08060-9614

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	1
AP Chemistry	0	1
AP English Literature and Composition	28	26
AP World History	17	17
Student AP Tests ≥ 3 and IB Tests ≥ 4		17

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	9.5%	39.1%
One of More Test	9.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	9.1%	26.6%
Participating in Dual Enrollment	100.0%	15.4%



State of New Jersey
2015-2016

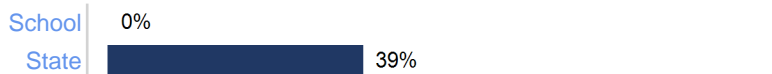
Grade Span 09-12

05-0610-030
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



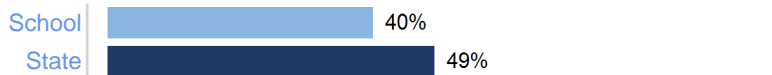
DRAMA



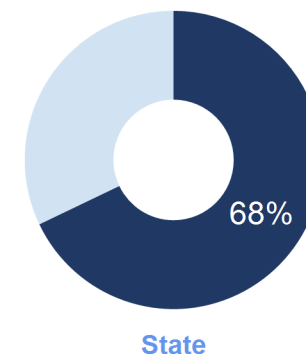
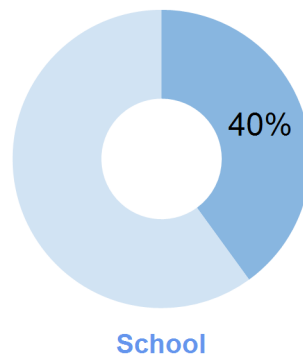
DANCE



VISUAL ARTS

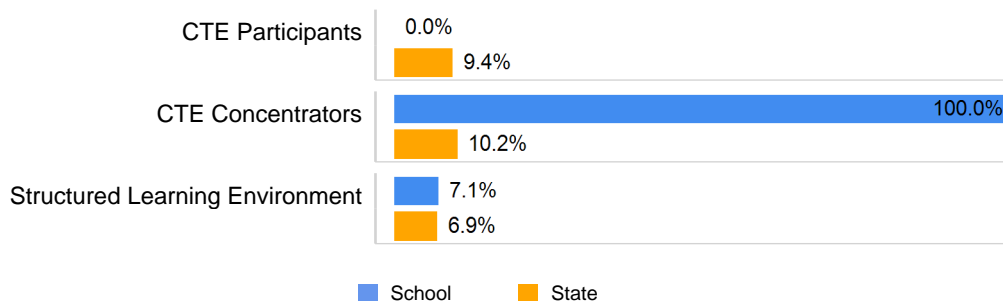


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

05-0610-030

BURLINGTON

BURLINGTON CO VOCATIONAL

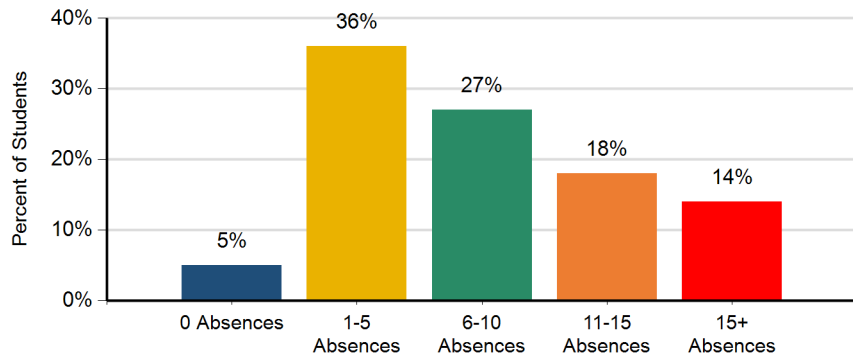
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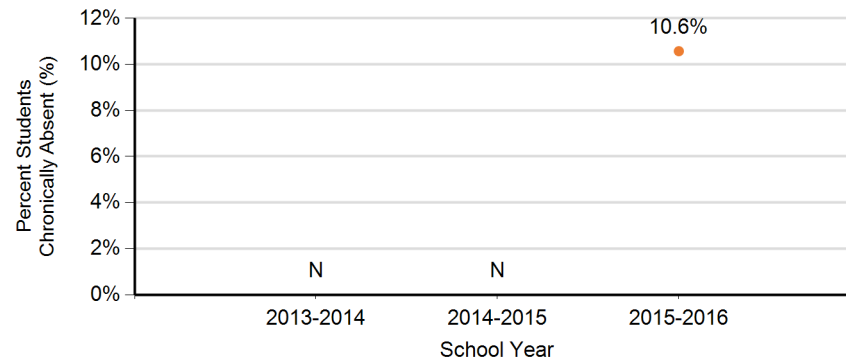
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98.3%	45	81%
White	97.4%	29	
African American	98.6%	36	
Hispanic	100%	100	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	93.8%	19	
English Language Learners	N	N	
Economically Disadvantaged Students	98.4%	43	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	0.5%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey
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Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	97%
2014	95%	96%
2015	97%	98%
2016	98%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	68.3%	62.0%	38.0%
White	49.2%	77.4%	22.6%
African American	76.8%	55.0%	45.0%
Hispanic	61.4%	74.1%	25.9%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	55.1%	85.2%	14.8%
English Language Learners	S	S	S
Economically Disadvantaged Students	66.4%	60.6%	39.4%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 22 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	13:1
Administrator	303:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	8.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%