



**BURLINGTON COUNTY INST OF TECH - Medford**  
**2016-2017**  
**Grade Span 09-12**

05-0610-040  
 BURLINGTON  
 BURLINGTON CO VOCATIONAL  
 10 HAWKIN RD  
 MEDFORD, NJ 08055-9412

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

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

### Navigating through the reports:

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

### Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	202	163	141
10	213	145	149
11	213	137	133
12	206	148	137
Ungraded	0	197	198
Total	834	790	758

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	49%
Male	51%	50%	51%
Economically Disadvantaged Students	32%	38%	38%
Students with Disabilities	25%	25%	25%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			3%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	56.5%
Black or African American	18.9%
Hispanic	16.4%
Asian	0.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7.1%

Enrollment by Home Language

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

Home Language	% of Students
English	96.2%
Spanish	3.3%
Other	0.5%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	758
Shared Time Students	0
Full Time Equivalent	758



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	384	98.5	31.50	36.50	54.90	31.5	28.9	Met Target
White	214	97.7	29.90	35.20	63.90	29.9	30.2	Met Target†
Hispanic	60	100.0	35.00	35.00	39.80	35	32.3	Met Target
Black or African American	79	98.7	38.00	37.50	35.20	38	19.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	29	100.0	13.70	35.30	54.90	13.7	26.8	Not Met
Female	181	96.8	35.40	40.40	62.20	35.4		
Male	203	100.0	28.10	32.10	48.10	28.1		
Economically Disadvantaged Students	151	98.7	22.50	32.40	36.20	22.5	24.2	Met Target†
Non-Economically Disadvantaged Students	233	98.3	37.40	40.00	65.80	37.4		
Students with Disabilities	100	96.2	15.00	13.10	20.50	15	11.7	Met Target
Students without Disabilities	284	99.3	37.30	42.00	61.90	37.3		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	384	98.5	31.50	*	57.40	31.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	13	100.0	30.80	*	53.50	30.8		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	189	740	741	749	11%	20%	34%	30%	5%	35%	52%
White	106	739	740	757	*	17%	33%	30%	*	36%	62%
Hispanic	30	743	742	733	*	*	50%	*	*	33%	35%
Black or African American	38	740	741	730	*	29%	*	37%	*	42%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	15	738	745	746	0%	*	*	*	*	20%	48%
Female	90	745	744	756	*	18%	34%	31%	*	40%	60%
Male	99	735	738	741	*	21%	33%	29%	*	31%	43%
Economically Disadvantaged Students	67	730	739	731	*	25%	37%	19%	*	21%	32%
Non-Economically Disadvantaged Students	122	745	743	758	*	16%	32%	36%	*	43%	62%
Students with Disabilities	49	721	721	714	*	27%	33%	*	*	16%	13%
Students without Disabilities	140	746	746	754	*	17%	34%	*	*	42%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	189	740	*	752	11%	20%	34%	30%	5%	35%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	730	734	743	*	23%	29%	25%	*	29%	46%
White	111	726	732	749	23%	*	30%	23%	*	25%	52%
Hispanic	31	732	731	728	*	*	*	36%	*	39%	34%
Black or African American	41	737	736	725	*	24%	24%	24%	*	34%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	14	733	738	737	*	*	*	*	*	*	42%
Female	94	738	743	752	*	*	33%	26%	*	32%	54%
Male	105	723	726	734	*	*	26%	25%	*	26%	39%
Economically Disadvantaged Students	85	730	734	726	*	24%	37%	21%	*	25%	32%
Non-Economically Disadvantaged Students	114	730	735	751	*	23%	24%	28%	*	32%	54%
Students with Disabilities	51	709	706	704	*	33%	*	*	*	14%	12%
Students without Disabilities	148	737	741	749	*	20%	*	*	*	34%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	199	730	*	745	*	23%	29%	25%	*	29%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

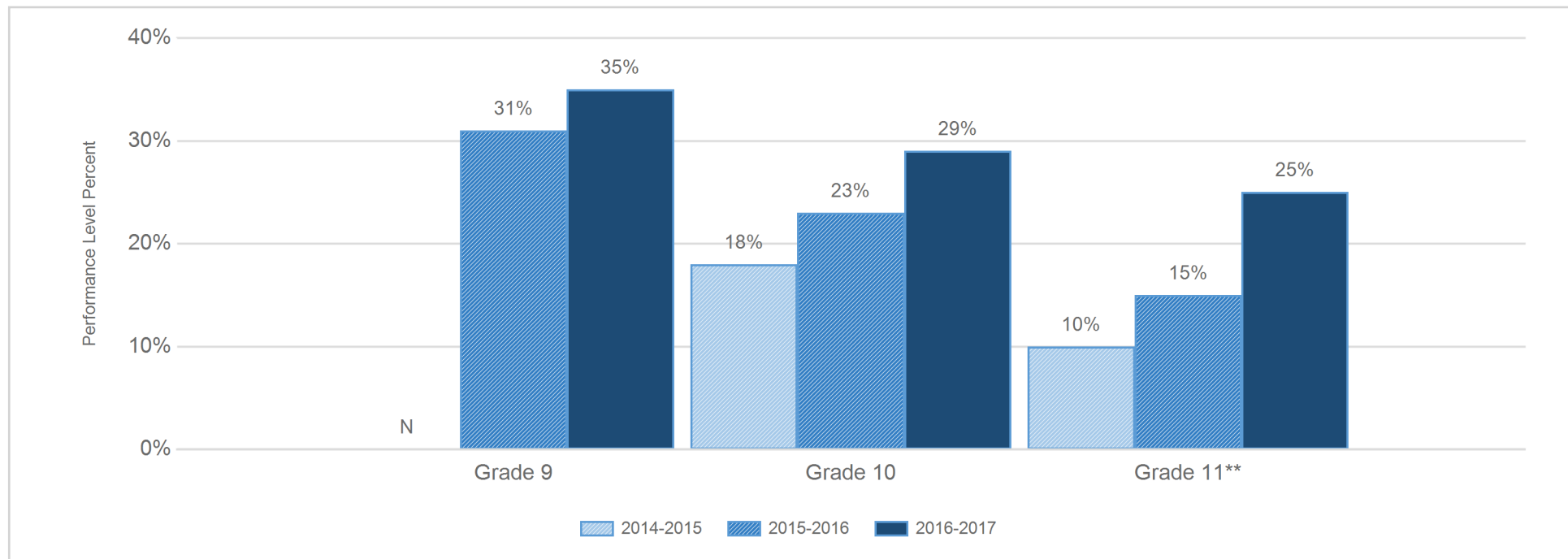
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	725	741	736	28%	22%	25%	*	*	25%	38%
White	99	719	727	738	34%	27%	19%	*	*	19%	40%
Hispanic	26	743	751	731	*	*	39%	42%	0%	42%	34%
Black or African American	36	728	748	728	*	*	36%	*	*	22%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	13	727	744	731	*	*	*	*	*	31%	36%
Female	82	736	750	744	*	24%	29%	*	*	34%	46%
Male	97	715	733	729	*	21%	22%	*	*	17%	31%
Economically Disadvantaged Students	57	724	742	729	28%	*	26%	*	*	25%	32%
Non-Economically Disadvantaged Students	122	725	741	740	28%	*	25%	*	*	25%	42%
Students with Disabilities	48	700	706	709	*	27%	*	*	*	13%	12%
Students without Disabilities	131	734	750	741	*	21%	*	*	*	29%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	179	725	*	737	28%	22%	25%	*	*	25%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

## English Language Arts/Literacy Assessment - Performance Trends

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



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





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	382	98.0	20.20	25.10	43.50	20.2	16	Met Target
White	213	97.3	21.10	25.70	52.40	21.1	18.3	Met Target
Hispanic	60	100.0	15.00	22.30	27.60	15	10.6	Met Target
Black or African American	80	100.0	22.50	23.40	21.70	22.5	11.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	27	93.1	14.80	33.80	44.90	14.5	13.5	Met Target
Female	182	97.4	18.10	23.70	44.10	18.1		
Male	200	98.5	22.00	26.60	42.90	22		
Economically Disadvantaged Students	159	98.8	14.50	21.50	25.10	14.5	15.2	Met Target†
Non-Economically Disadvantaged Students	223	97.4	24.20	28.30	54.30	24.2		
Students with Disabilities	99	97.1	*	*	16.50	*	7.8	Met Target†
Students without Disabilities	283	98.3	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	382	98.0	20.20	*	45.20	20.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	13	100.0	23.10	*	39.90	23.1		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.





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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	181	737	741	743	*	30%	24%	34%	*	35%	42%
White	100	740	741	751	*	29%	23%	36%	*	38%	52%
Hispanic	28	733	740	728	*	*	*	*	*	29%	24%
Black or African American	39	737	740	724	*	31%	*	39%	0%	39%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	14	731	743	741	*	*	*	*	0%	21%	41%
Female	85	737	741	744	*	32%	26%	31%	*	33%	43%
Male	96	738	741	741	*	29%	23%	37%	*	38%	40%
Economically Disadvantaged Students	73	730	738	727	*	36%	23%	23%	*	26%	23%
Non-Economically Disadvantaged Students	108	742	743	751	*	27%	25%	41%	*	42%	52%
Students with Disabilities	49	718	720	714	*	45%	22%	*	*	10%	10%
Students without Disabilities	132	745	746	747	*	25%	25%	*	*	45%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	181	737	*	745	*	30%	24%	34%	*	35%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	187	721	727	734	*	*	*	*	*	*	30%
White	104	721	725	740	17%	40%	31%	12%	0%	12%	38%
Hispanic	26	723	728	722	*	*	*	*	*	*	14%
Black or African American	36	719	727	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	15	710	727	733	*	*	*	*	*	*	32%
Female	86	722	728	735	*	*	*	*	*	*	31%
Male	101	720	727	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	65	719	726	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	122	722	728	740	*	*	*	*	*	*	39%
Students with Disabilities	51	709	712	711	*	*	*	*	*	*	*
Students without Disabilities	136	725	731	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	187	721	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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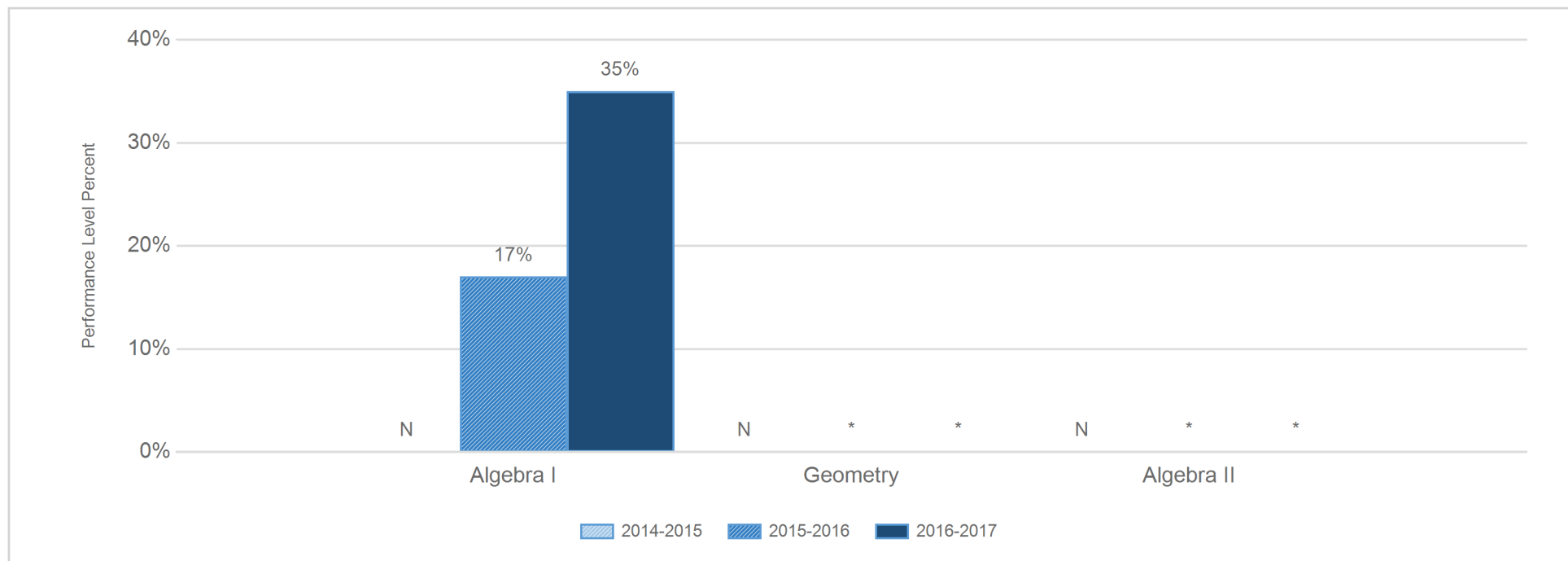
**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	191	705	707	725	*	*	*	*	*	*	28%
White	107	705	707	731	*	*	*	*	*	*	33%
Hispanic	32	703	703	710	*	*	*	*	*	*	14%
Black or African American	38	704	709	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	13	707	704	718	*	*	*	*	*	*	25%
Female	91	706	709	725	*	*	*	*	*	*	27%
Male	100	703	706	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	78	701	704	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	113	707	710	733	*	*	*	*	*	*	35%
Students with Disabilities	47	686	686	692	*	*	*	*	*	*	*
Students without Disabilities	144	711	713	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	191	705	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

# Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

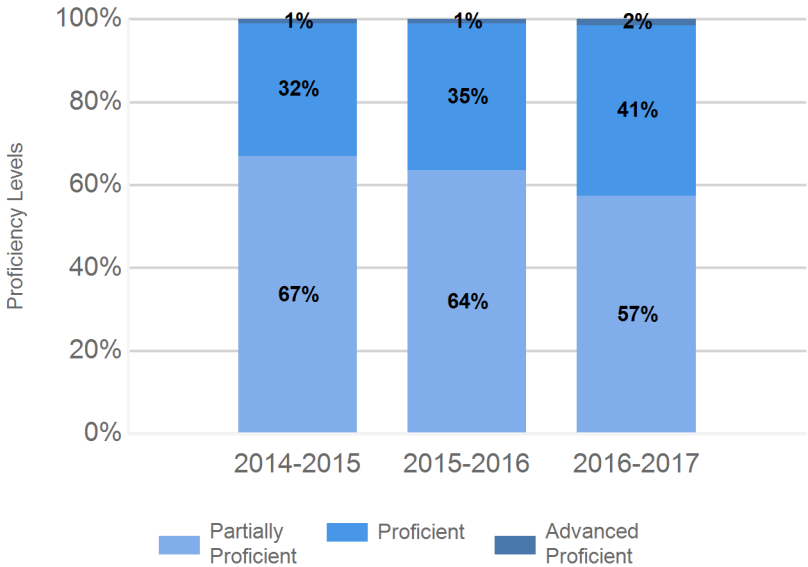
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	41%	57%
White	1%	42%	57%
Hispanic	7%	32%	61%
Black or African American	N	44%	57%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	42%	*
Economically Disadvantaged Students	3%	36%	61%
Students with Disabilities	2%	15%	83%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	65.2%	89.4%
Percentage of students taking the SAT	65.0%	70.0%
Percentage of students taking the ACT	10.9%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	449	481	Varies By Grade	47%	67%
PSAT - Math	437	483	Varies By Grade	15%	49%
SAT - Reading and Writing	509	551	480	67%	77%
SAT - Math	497	552	530	29%	58%
ACT - Reading	21	24	22	47%	65%
ACT - English	21	24	18	67%	79%
ACT - Math	21	24	22	47%	65%
ACT - Science	21	23	23	33%	54%





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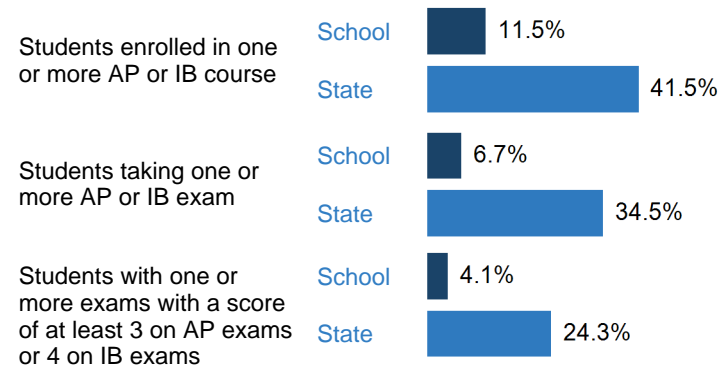
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



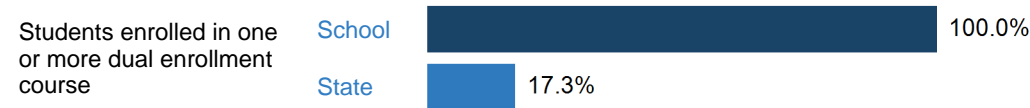
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	6	2
AP English Language and Composition	6	7
AP English Literature and Composition	12	1
AP U.S. History	0	1
AP World History	16	14
Total Exams Taken		25
Exams with scores of at least 3 on AP exams or 4 on IB exams		15

Dual Enrollment Coursework - Participation

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





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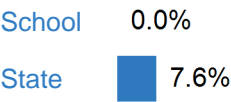
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

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



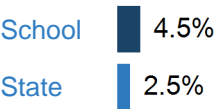
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Information Technology	12	12
Total non-duplicated number of students**	12	
Total number of credentials earned in all clusters		12

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	205	7	6	0	0	0	0
10	1	16	193	1	0	0	0
11	0	157	7	3	0	0	24
12	0	0	0	12	4	15	23
Schoolwide	206	180	206	16	4	15	47
Enrolled in AP/IB Course					N	N	N

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	15	0	0	192	0	0
10	193	12	0	2	1	0
11	6	160	0	1	9	0
12	2	15	0	2	20	0
Schoolwide	216	187	0	197	30	0
Enrolled in AP/IB Course	0	6		0	0	0



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

**Social Studies and History - Course Participation**

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	193	0	0	0	0
10	4	200	0	0	0	0
11	108	22	0	0	0	0
12	100	7	0	0	0	0
Schoolwide	212	422	0	0	0	0
Enrolled in AP/IB Course	16	0	0	0	0	0

**World Languages - Course Participation**

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	30	0	0	0	0	0	0
10	9	0	0	0	0	0	0
11	70	0	0	0	0	0	5
12	76	0	0	0	0	0	21
Schoolwide	185	0	0	0	0	0	26
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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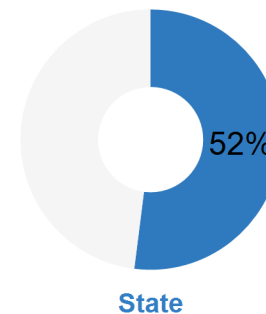
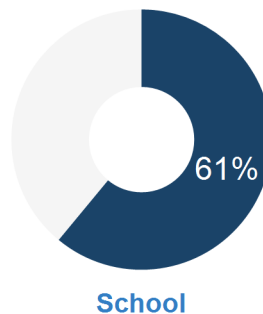
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Visual and Performing Arts – Course Participation

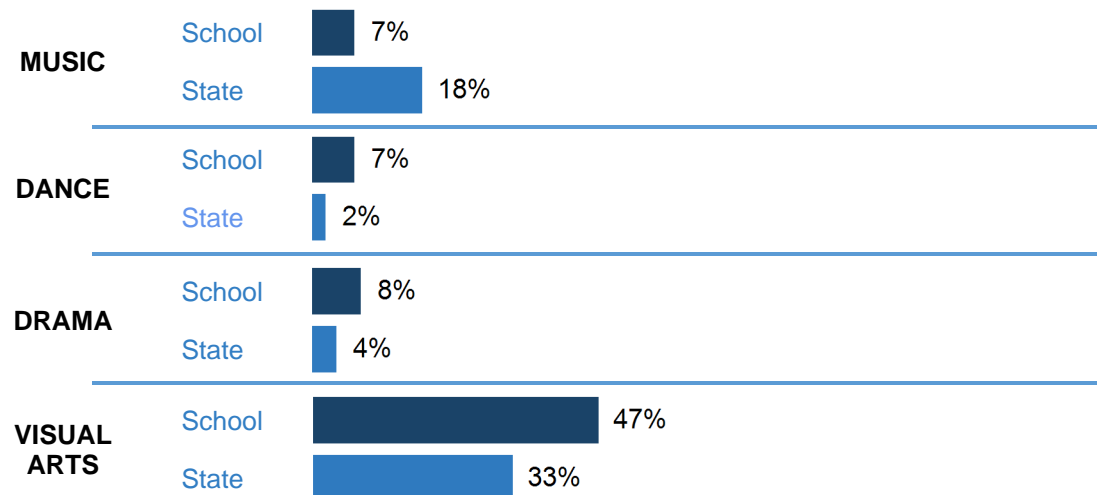
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.3%	90.5%	96.0%	91.8%	95.5%	N	Met Goal	97.6%	N	Met Goal
White	96.3%	94.5%	95.7%	95.1%	94.8%	95.0%	Not Met	99.3%	N	Met Goal
Hispanic	100.0%	84.3%	96.6%	86.3%	96.6%	N	Met Goal	96.0%	N	Met Goal
Black or African American	100.0%	83.4%	100.0%	85.3%	100.0%	N	Met Goal	92.1%	95.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	95.2%	83.9%	96.8%	85.6%	95.7%	N	Met Goal	95.7%	N	Met Goal
Students with Disabilities	97.8%	78.8%	95.8%	82.1%	93.8%	95.0%	Not Met	100.0%	N	Met Goal
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.3%	-
2016	95.5%	96.0%
2015	96.6%	97.6%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0%	1.1%
2014-2015	0.7%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	51.4%	63%	37%
White	42.9%	66.7%	33.3%
Hispanic	63.2%	70.8%	29.2%
Black or African American	70.4%	42.1%	57.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	0%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	49.2%	70%	30%
Students with Disabilities	39%	81.3%	18.8%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	53.7%	66%	34%	80.6%	19.4%	79.6%	20.4%
White	38.7%	67.4%	32.6%	76.7%	23.3%	76.7%	23.3%
Hispanic	61.5%	75%	25%	100%	0%	81.3%	18.8%
Black or African American	81%	61.8%	38.2%	79.4%	20.6%	82.4%	17.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.8%	66.7%	33.3%	83.3%	16.7%	85.4%	14.6%
Students with Disabilities	34.9%	66.7%	33.3%	66.7%	33.3%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

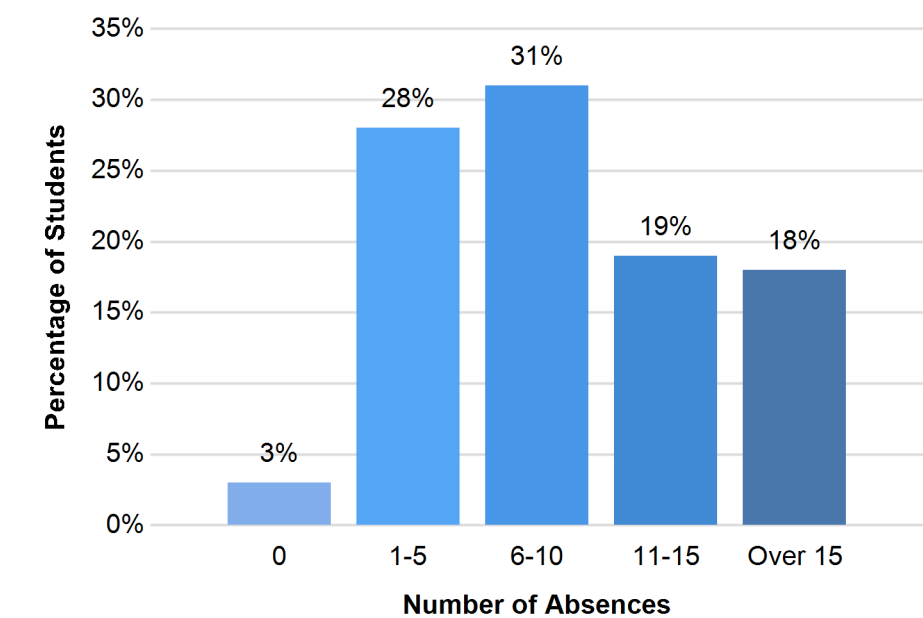
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.50	14.30	Met Target
White	11.60	14.30	Met Target
Hispanic	17.20	14.30	Not Met
Black or African American	8.50	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	20.40	14.30	Not Met
Economically Disadvantaged Students	17.40	14.30	Not Met
Students with Disabilities	11.20	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



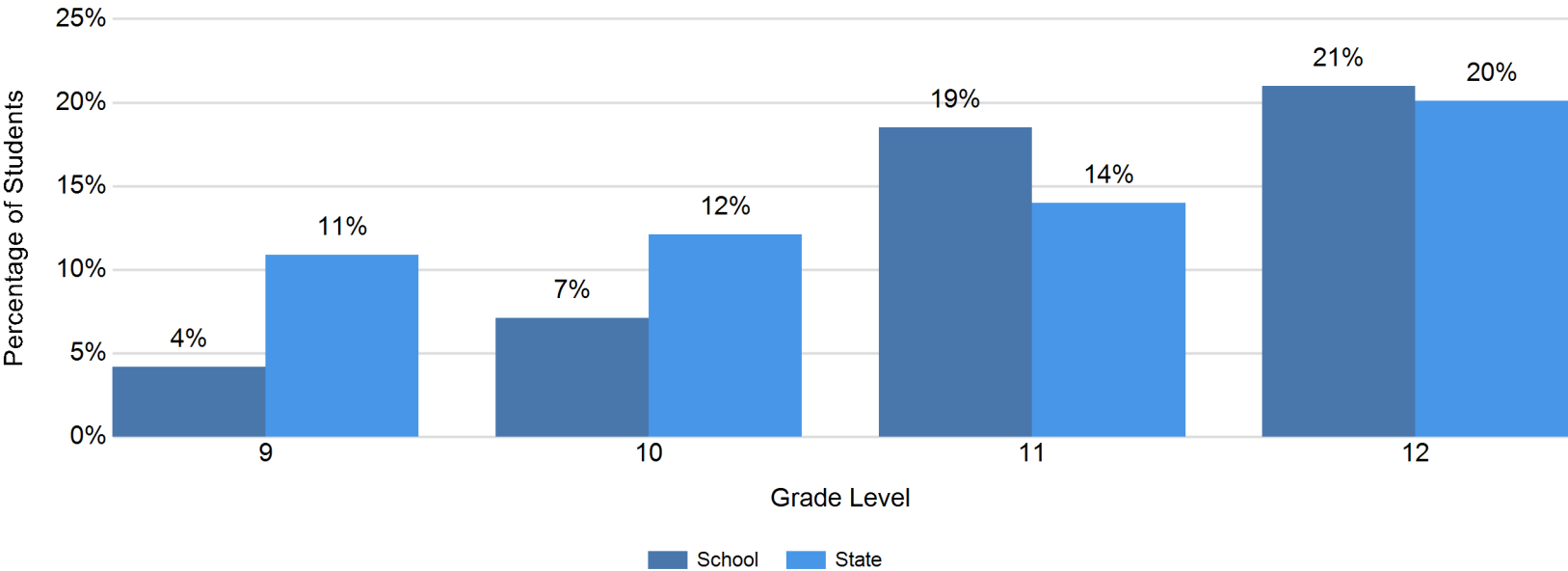


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	3
Weapons	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.30

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	11.6%
Out-of-School Suspensions	7.8%
Any Suspension	19.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	51.3 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$15,970	\$16,548



BURLINGTON COUNTY INST OF TECH - Medford

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BURLINGTON

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

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	68	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	78%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	190:1	139:1
Librarian/Media Specialists		975:1
Nurses		975:1
Counselors		195:1
Child Study Team		278:1



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

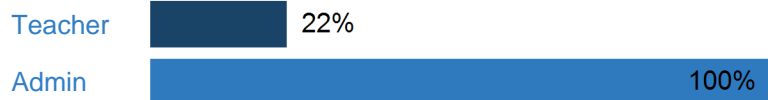
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	21.8	17.5%
Mathematics Proficiency	35.5	17.5%
Graduation - 4-Year	79.4	25.0%
Graduation - 5-Year	86.2	25.0%
Chronic Absenteeism	48.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		58.7
<b>Summative Rating:</b> Percentile rank of Summative Score		61.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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





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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	58.7	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	44.2	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	62.9	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Black or African American	79.1	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	Not Met	Met Target	Not Met	**	**	No
Economically Disadvantaged Students	65.0	6.2	No	Met Target†	Met Target†	Not Met	Met Goal	Met Goal	No
Students with Disabilities	79.6	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. PARKER	<b>Email Address:</b>	<a href="mailto:mparker@burlcoschools.org">mparker@burlcoschools.org</a>
<b>Address:</b>	10 HAWKIN RD MEDFORD, NJ 08055-9412	<b>Website:</b>	<a href="http://www.burlcoschools.org">http://www.burlcoschools.org</a>
<b>Phone:</b>	(609)654-0200	<b>Facebook:</b>	<a href="https://www.facebook.com/pg/Burlington-County-Institute-of-Technology-194099172381">https://www.facebook.com/pg/Burlington-County-Institute-of-Technology-194099172381</a>
		<b>Twitter:</b>	<a href="https://twitter.com/BCITTWEETS">https://twitter.com/BCITTWEETS</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• BCIT-Medford is a county vocational institution that provides a career focus in 21 areas of which many were upgraded.</li> <li>• Our students can earn industry based certifications and college level credits at BCIT.</li> <li>• BCIT-Medford has two academies: Electronic &amp; Computer Engineering and the Academy of Performing Arts.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>BCIT Mission Statement: To respond to societal needs through the development of career and technical education programs To support community-wide social, cultural, counseling and career and technical education training programs To position students for success in mastering the New Jersey Student Learning Standards in Grades 9 through 12 in a safe, secure, and caring environment</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>During the 2016-2017 school year, 100% of our seniors in HVAC, Performing Arts: Theatre and Dance, Pre-engineering, Sports Medicine, Cosmetology and Welding Technology met the requirements for their corresponding certifications.</p>







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### School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>The school strives to challenge its students and continues to do so through offering the following Honors and AP courses: Honors English 9 - 12, Honors Algebra I, Honors Algebra II, Honors Geometry, Calculus, Honors Biology, Honors Chemistry, Physics, Honors US I &amp; II, Honors World History, AP Language and Composition, AP Literature, AP World History, and AP Chemistry. We also offer CAP courses for all of our Honors classes as well as Dual Enrollment with RCBC.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls)</p> <p>BCIT's athletic program is a member of both the county athletic league (BCSL) as well as the state-wide vocational-technical athletic league (NJTAC). Approximately 200 students participate on a sports team at some level each school year. In addition to the sports selected above, we also offer JV and Varsity level cheerleading.</p>
 <b>Clubs and Activities:</b>	<p>BCIT-Medford offers the following Student Groups and Activities: Building Men, Honor Guard, Gay Straight Alliance, Interact, Int. Thespian Society, Jaguar Band, Honor Societies, Peanut Butter Club, Performing Arts Club, Robotics, SkillsUSA, Stage Crew, Students Against Bullying, Student Council, Table Top Game Club, Tech Crew, Teen Writer's Guild, Vo-TAG, Women Of Tomorrow, Yearbook.</p>
 <b>Before and After School Programs:</b>	<p>BCIT-Medford provides our students Homework Club three times a week. During this session, certified teachers provide support in the areas of Mathematics, Language Arts and Science depending on the assigned day.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Our focus for the 2017-18 school year is literacy and the use of data to inform instruction. Teachers receive regular, comprehensive instruction in district initiatives and goals. In addition, our teacher leaders provide in-service opportunities in a variety of areas including technology, assessment, literacy and mathematics. Our district calendar includes a number of half-day sessions that enable department and schoolwide collaboration that is focused on district goals and sustained.</p>
 <p><b>Postsecondary Information:</b></p>	<p>During the 2016-2017 school year, 100% of our seniors in HVAC, Performing Arts: Theatre and Dance, Pre-engineering, Sports Medicine, and Welding Technology met the requirements for their corresponding certifications. The Class of 2016 earned over \$1,000,000 in scholarships; 60% are attending a two-year college and 20% are attending a four-year college. Other graduates pursue the military; apprenticeship; or immediate employment.</p>
 <p><b>Student Supports and Services:</b></p>	<p>We provide English Language Services through a push-in/pull-out model to support our ELLs in the content areas. We offer a complete child study team and provide support services/resources for all students. Various course offerings allow for proper educational settings to address the needs of all learners. Flexible grouping, progress-monitoring, additional push-in teachers, blended learning resources, and targeted instruction are in place to meet students' varying levels in math and literacy</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our students participate in board approved curriculum during Freshmen Health that covers parts of nutrition, and mental health. Some volunteer clubs and activities address student growth and development in wellness by discussing real life situations that occur in the students' lives. Also, our school nurse distributes informational pamphlets and handouts to students as they come into her office promoting Health and Wellness. We also have a counselor certified in Applied Positive Psychology.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>In addition, parents of Title I eligible students are invited to regular meetings to highlight initiatives and solicit feedback from stakeholders. We also contract with Penn Literacy Network to offer events that assist parents in supporting struggling readers from home. Business and industry leaders participate in the Program Advisory Committee meetings held twice/year to advise on the curriculum and equipment used in the career majors. Parent advisory committees also meet quarterly.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents

The Medford campus regularly seeks feedback from all stakeholders. This year's climate survey showed that almost all stakeholders consider the Medford Campus to be excellent and are proud their child attends our school. In addition, most parents believe that staff members encourage students to respect one another's differences.



Facilities:

BCIT-Medford is a 350,000 sq/ft facility that has 21 CTE shops. The campus has recently renovated our Allied Health Professions and Cosmetology labs. The Welding CTE at Medford has been enlarged and equipped additional equipment and virtual reality welding simulators. The Medford campus also has five recently renovated science labs; three computer labs and a Technology Lounge that is available to our students and staff.




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School Narrative

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<div><div>Other Information:</div></div>	<p>In technical and academic classrooms, BCIT Medford has the latest advanced technology and equipment, such as drone technology, virtual welders, and access to over 350 Chromebooks. In addition, our classrooms have multiple computer stations, digital document cameras, and LCD projectors. The Medford Campus has a computer lab, ten mobile carts, a high-tech lounge, and a library outfitted with brand new, large screen PCs. Our CTE areas are equipped with equipment and tools that are current in industry today. Our students graduate from BCIT-Medford with the desired academics to enter post-secondary institutions or the required industry certifications to become active members of the workforce.</p>
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**BURLINGTON COUNTY INST OF TECH - Westhampton**  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

**Navigating through the reports:**

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

**Other Resources:**

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





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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	297	271	254
10	314	266	273
11	306	237	246
12	305	238	226
Ungraded	0	199	192
Total	1222	1211	1191

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	52%	54%
Male	49%	48%	46%
Economically Disadvantaged Students	37%	48%	49%
Students with Disabilities	17%	17%	16%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	50.3%
White	21.2%
Hispanic	17.5%
Asian	2.7%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7.9%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1191
Shared Time Students	0
Full Time Equivalent	1191

Enrollment by Home Language

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

Home Language	% of Students
English	91.5%
Spanish	4.8%
Other	3.8%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	608	97.5	39.60	36.50	54.90	39.6	44.3	Not Met
White	129	93.5	44.20	35.20	63.90	43.5	36.3	Met Target
Hispanic	109	99.1	34.90	35.00	39.80	34.9	44.3	Not Met
Black or African American	302	99.4	37.40	37.50	35.20	37.4	45	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.20	80.70	60.1	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	53	96.4	47.20	35.30	54.90	47.2	45.9	Met Target
Female	343	96.6	43.20	40.40	62.20	43.2		
Male	265	98.6	35.10	32.10	48.10	35.1		
Economically Disadvantaged Students	306	98.4	37.30	32.40	36.20	37.3	41.6	Met Target†
Non-Economically Disadvantaged Students	302	96.6	42.00	40.00	65.80	42		
Students with Disabilities	90	95.8	11.10	13.10	20.50	11.1	7.9	Met Target
Students without Disabilities	518	97.8	44.60	42.00	61.90	44.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students  
† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	304	742	741	749	7%	16%	39%	35%	4%	39%	52%
White	61	741	740	757	*	21%	26%	36%	*	43%	62%
Hispanic	61	741	742	733	*	18%	41%	30%	*	33%	35%
Black or African American	145	741	741	730	*	15%	41%	35%	*	37%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	32	749	745	746	*	*	44%	41%	*	44%	48%
Female	174	744	744	756	*	17%	39%	36%	*	40%	60%
Male	130	741	738	741	*	15%	39%	34%	*	37%	43%
Economically Disadvantaged Students	154	743	739	731	*	13%	42%	34%	*	37%	32%
Non-Economically Disadvantaged Students	150	742	743	758	*	19%	35%	36%	*	40%	62%
Students with Disabilities	45	720	721	714	*	*	*	*	*	*	13%
Students without Disabilities	259	746	746	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	315	737	734	743	15%	19%	26%	35%	5%	40%	46%
White	69	742	732	749	*	16%	25%	35%	*	45%	52%
Hispanic	49	731	731	728	*	*	27%	33%	*	37%	34%
Black or African American	164	736	736	725	*	20%	29%	33%	*	37%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	22	742	738	737	*	*	*	55%	0%	55%	42%
Female	172	745	743	752	8%	*	26%	40%	*	46%	54%
Male	143	728	726	734	24%	*	26%	29%	*	33%	39%
Economically Disadvantaged Students	157	736	734	726	*	18%	29%	34%	*	38%	32%
Non-Economically Disadvantaged Students	158	739	735	751	*	20%	23%	35%	*	42%	54%
Students with Disabilities	46	703	706	704	50%	28%	*	*	0%	13%	12%
Students without Disabilities	269	743	741	749	9%	17%	*	*	6%	45%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	275	752	741	736	8%	11%	24%	48%	10%	58%	38%
White	54	742	727	738	*	*	28%	37%	*	43%	40%
Hispanic	53	755	751	731	*	*	25%	51%	*	62%	34%
Black or African American	141	753	748	728	*	11%	25%	50%	*	58%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	18	757	744	731	*	*	*	56%	*	72%	36%
Female	141	759	750	744	*	*	23%	51%	*	65%	46%
Male	134	745	733	729	*	*	25%	45%	*	51%	31%
Economically Disadvantaged Students	140	750	742	729	*	*	26%	43%	*	53%	32%
Non-Economically Disadvantaged Students	135	755	741	740	*	*	22%	53%	*	63%	42%
Students with Disabilities	38	714	706	709	*	*	26%	*	0%	13%	12%
Students without Disabilities	237	758	750	741	*	*	24%	*	11%	65%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

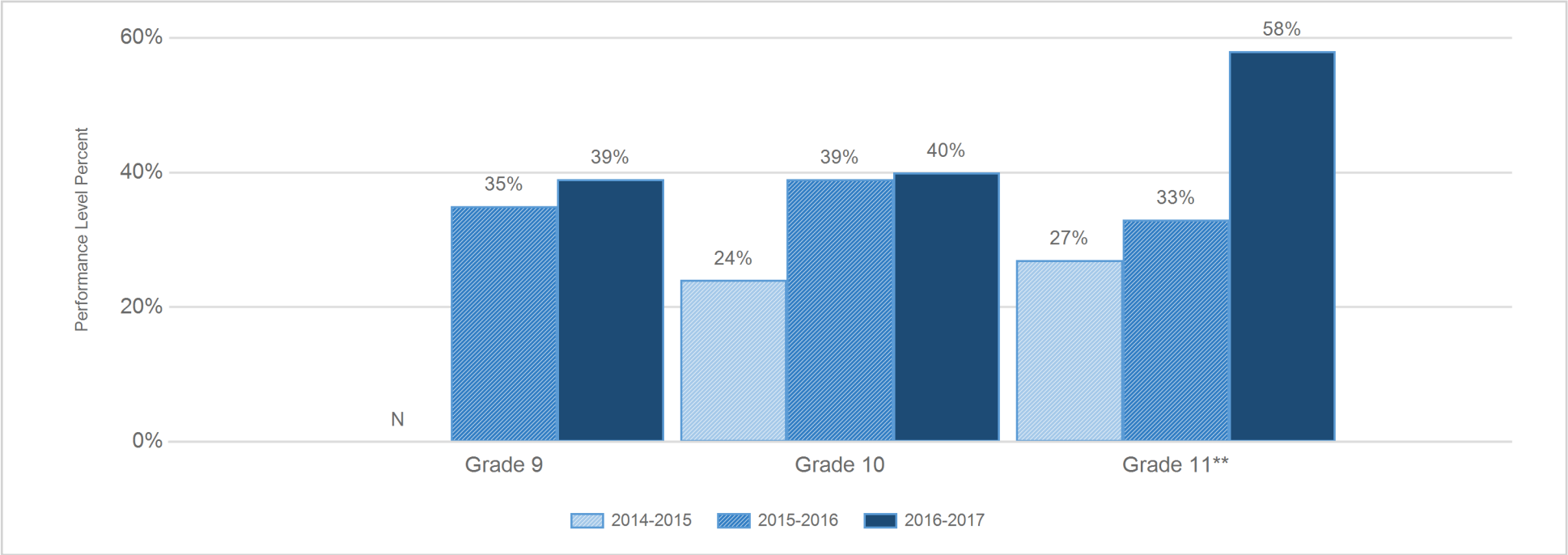


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	602	97.0	28.20	25.10	43.50	28.2	25.9	Met Target
White	122	91.8	33.60	25.70	52.40	32.5	29.6	Met Target
Hispanic	110	98.2	26.30	22.30	27.60	26.3	24.5	Met Target
Black or African American	301	98.7	23.60	23.40	21.70	23.6	23.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	46.70	75.60	42.9	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	53	98.2	43.40	33.80	44.90	43.4	17.2	Met Target
Female	340	96.1	26.80	23.70	44.10	26.8		
Male	262	98.2	30.20	26.60	42.90	30.2		
Economically Disadvantaged Students	306	97.8	25.10	21.50	25.10	25.1	26.6	Met Target†
Non-Economically Disadvanatged Students	296	96.2	31.50	28.30	54.30	31.5		
Students with Disabilities	88	91.8	*	*	16.50	*	11.8	Met Target†
Students without Disabilities	514	97.9	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.





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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	309	743	741	743	6%	20%	34%	37%	3%	40%	42%
White	57	743	741	751	*	23%	28%	42%	*	44%	52%
Hispanic	64	744	740	728	*	23%	36%	33%	*	39%	24%
Black or African American	151	741	740	724	*	21%	37%	32%	*	34%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	32	748	743	741	*	*	*	53%	*	59%	41%
Female	174	743	741	744	*	21%	36%	36%	*	39%	43%
Male	135	744	741	741	*	20%	31%	37%	*	42%	40%
Economically Disadvantaged Students	160	742	738	727	*	19%	38%	34%	*	37%	23%
Non-Economically Disadvantaged Students	149	744	743	751	*	22%	29%	40%	*	43%	52%
Students with Disabilities	43	722	720	714	*	37%	26%	*	0%	16%	10%
Students without Disabilities	266	746	746	747	*	18%	35%	*	4%	44%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	280	732	727	734	*	32%	39%	21%	*	22%	30%
White	55	734	725	740	*	38%	27%	29%	*	31%	38%
Hispanic	48	731	728	722	*	27%	46%	*	*	19%	14%
Black or African American	147	729	727	719	8%	34%	41%	17%	0%	17%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	22	739	727	733	0%	*	46%	*	0%	32%	32%
Female	146	732	728	735	*	32%	41%	21%	*	21%	31%
Male	134	732	727	733	*	33%	37%	22%	*	23%	30%
Economically Disadvantaged Students	143	729	726	721	*	37%	34%	20%	*	20%	13%
Non-Economically Disadvantaged Students	137	734	728	740	*	27%	45%	23%	*	24%	39%
Students with Disabilities	37	716	712	711	*	*	*	*	*	*	*
Students without Disabilities	243	734	731	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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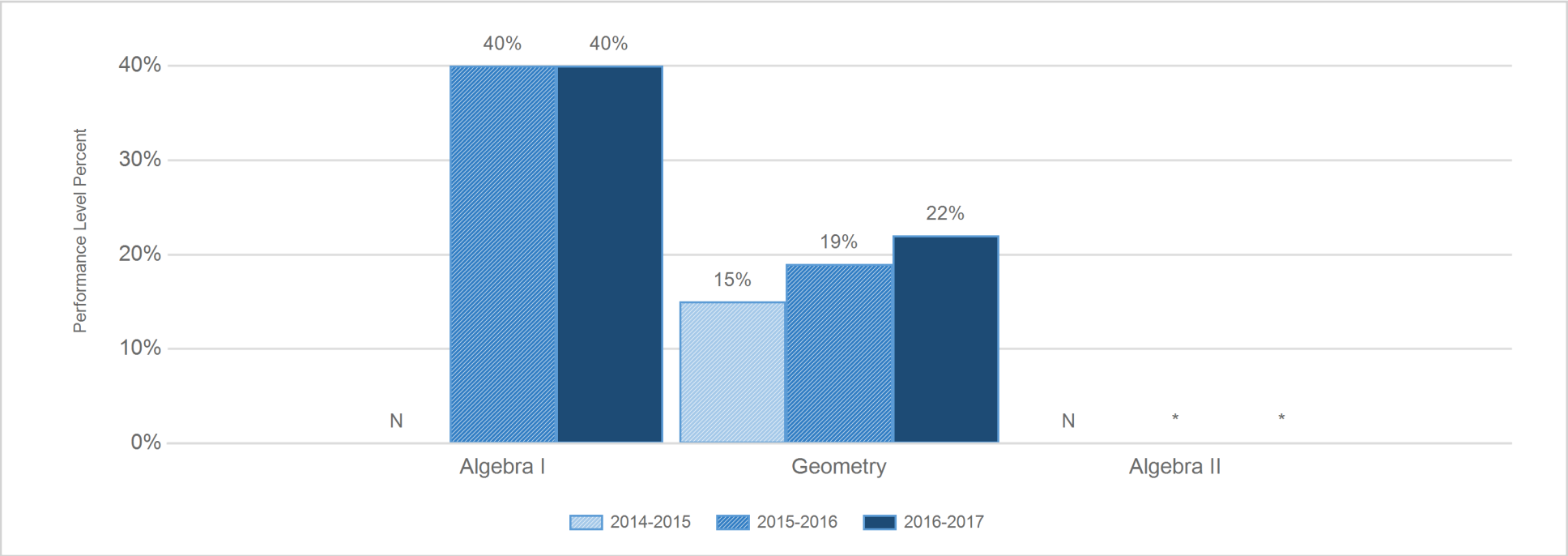
**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	251	709	707	725	*	*	*	*	*	*	28%
White	55	712	707	731	*	*	*	*	*	*	33%
Hispanic	41	703	703	710	*	*	*	*	*	*	14%
Black or African American	131	711	709	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	18	703	704	718	*	*	*	*	*	*	25%
Female	136	710	709	725	*	*	*	*	*	*	27%
Male	115	708	706	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	128	706	704	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	123	713	710	733	*	*	*	*	*	*	35%
Students with Disabilities	48	685	686	692	*	*	*	*	*	*	*
Students without Disabilities	203	715	713	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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

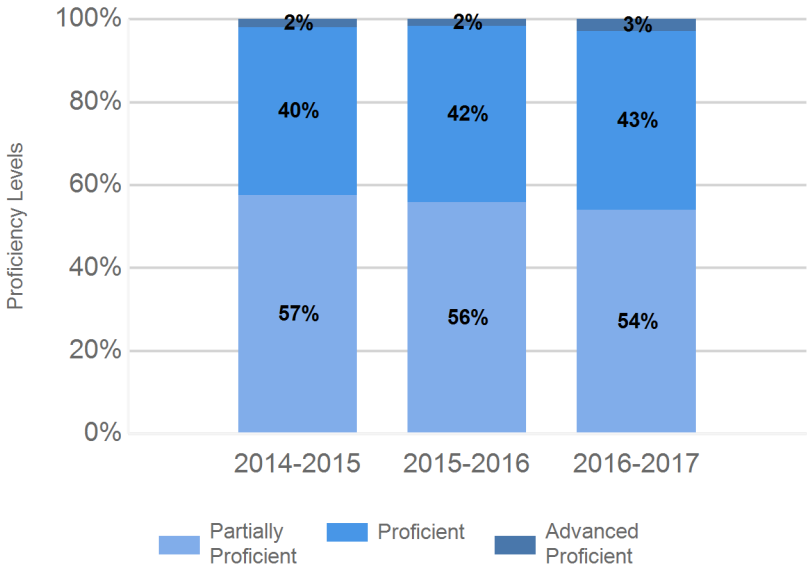
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	3%	43%	54%
White	4%	57%	39%
Hispanic	2%	34%	64%
Black or African American	3%	39%	59%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	*	*
Two or More Races	5%	40%	55%
Economically Disadvantaged Students	1%	41%	58%
Students with Disabilities	N	16%	84%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





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

**PSAT/SAT/ACT - Participation**

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	74.6%	89.4%
Percentage of students taking the SAT	82.3%	70.0%
Percentage of students taking the ACT	7.5%	28.3%

**PSAT/SAT/ACT - Performance**

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	462	481	Varies By Grade	56%	67%
PSAT - Math	452	483	Varies By Grade	29%	49%
SAT - Reading and Writing	496	551	480	53%	77%
SAT - Math	488	552	530	28%	58%
ACT - Reading	21	24	22	53%	65%
ACT - English	19	24	18	59%	79%
ACT - Math	20	24	22	29%	65%
ACT - Science	20	23	23	29%	54%



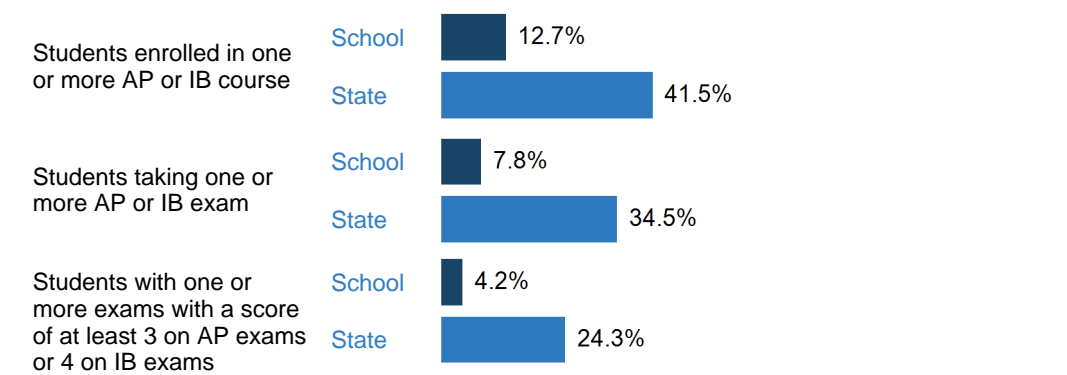
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



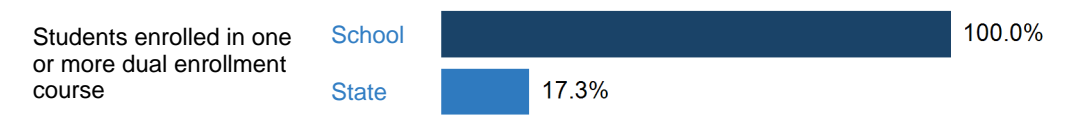
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	12	2
AP English Language and Composition	29	21
AP English Literature and Composition	17	8
AP World History	23	16
Total Exams Taken		47
Exams with scores of at least 3 on AP exams or 4 on IB exams		26

Dual Enrollment Coursework - Participation

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





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BURLINGTON CO VOCATIONAL

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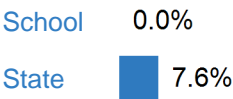
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

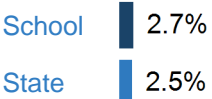
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Information Technology	15	15
Total non-duplicated number of students**	15	
Total number of credentials earned in all clusters		15

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





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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	326	0	65	0	0	0	0
10	14	61	272	0	0	0	1
11	0	220	5	45	9	8	20
12	1	1	5	31	10	61	3
Schoolwide	341	282	347	76	19	69	24
Enrolled in AP/IB Course					N	N	N

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	0	25	284	0	0
10	308	23	0	2	0	2
11	6	278	0	1	12	29
12	2	15	2	2	30	7
Schoolwide	318	316	27	289	42	38
Enrolled in AP/IB Course	0	12		0	0	0



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**Social Studies and History - Course Participation**

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	305	0	0	0	0
10	9	312	0	4	0	0
11	266	24	0	7	0	0
12	7	10	0	5	0	0
Schoolwide	282	651	0	16	0	0
Enrolled in AP/IB Course	23	0	0	0	0	0

**World Languages - Course Participation**

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	N	N	N	N	N	N	N
10	1	0	0	0	0	0	0
11	N	N	N	N	N	N	N
12	243	0	0	0	0	0	28
Schoolwide	244	0	0	0	0	0	28
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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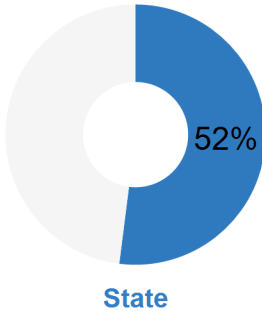
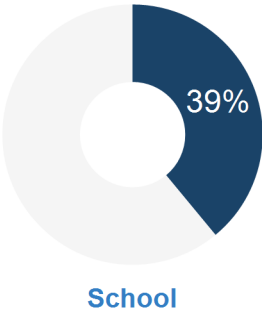
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Visual and Performing Arts – Course Participation

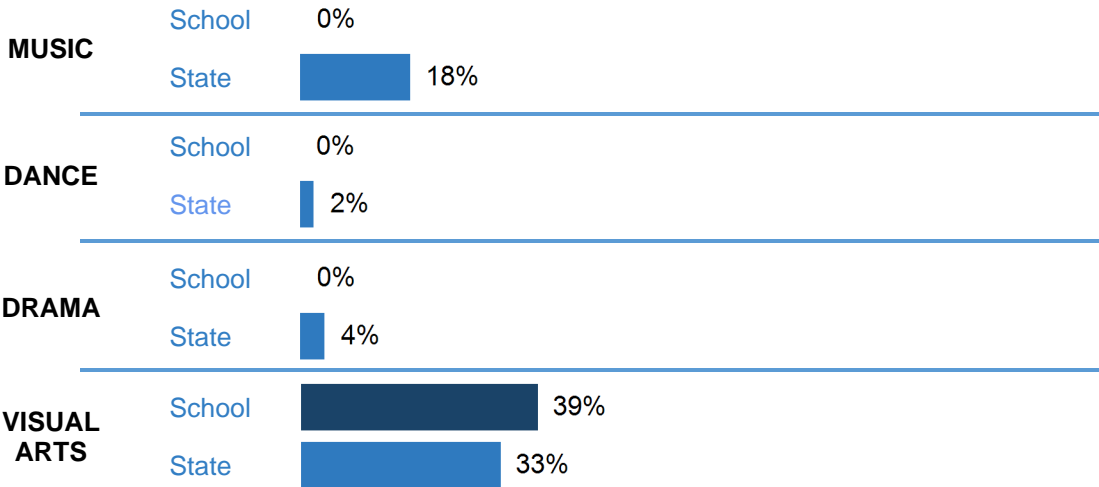
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.7%	90.5%	99.3%	91.8%	98.3%	N	Met Goal	97.7%	N	Met Goal
White	90.8%	94.5%	100.0%	95.1%	97.4%	N	Met Goal	95.4%	N	Met Goal
Hispanic	97.6%	84.3%	100.0%	86.3%	100.0%	N	Met Goal	95.4%	N	Met Goal
Black or African American	98.6%	83.4%	99.3%	85.3%	98.7%	N	Met Goal	98.9%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	100.0%	91.9%	93.3%	93.7%	93.3%	**	**	*	**	**
Economically Disadvantaged Students	96.8%	83.9%	99.2%	85.6%	98.4%	N	Met Goal	97.3%	N	Met Goal
Students with Disabilities	100.0%	78.8%	100.0%	82.1%	93.8%	95.0%	Not Met	100.0%	N	Met Goal
English Learners	*	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.7%	-
2016	98.3%	99.3%
2015	97.0%	97.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0%	1.1%
2014-2015	0.4%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	62.2%	68.1%	31.9%
White	52.6%	66.7%	33.3%
Hispanic	48.8%	81%	19.1%
Black or African American	68.6%	64.6%	35.4%
Asian, Native Hawaiian, or Pacific Islander	80%	75%	25%
American Indian or Alaska Native	N	N	N
Two or More Races	64.7%	72.7%	27.3%
Economically Disadvantaged Students	59.5%	68%	32%
Students with Disabilities	51.1%	91.7%	8.3%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	68.2%	60.3%	39.7%	85.9%	14.1%	77.4%	22.6%
White	52.6%	75%	25%	95%	5%	82.5%	17.5%
Hispanic	70.6%	72.2%	27.8%	80.6%	19.4%	80.6%	19.4%
Black or African American	75.2%	51.4%	48.6%	85.3%	14.7%	75.2%	24.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	64.3%	66.7%	33.3%	77.8%	22.2%	66.7%	33.3%
Economically Disadvantaged Students	70.6%	61.8%	38.2%	82%	18%	76.4%	23.6%
Students with Disabilities	44.4%	100%	0%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

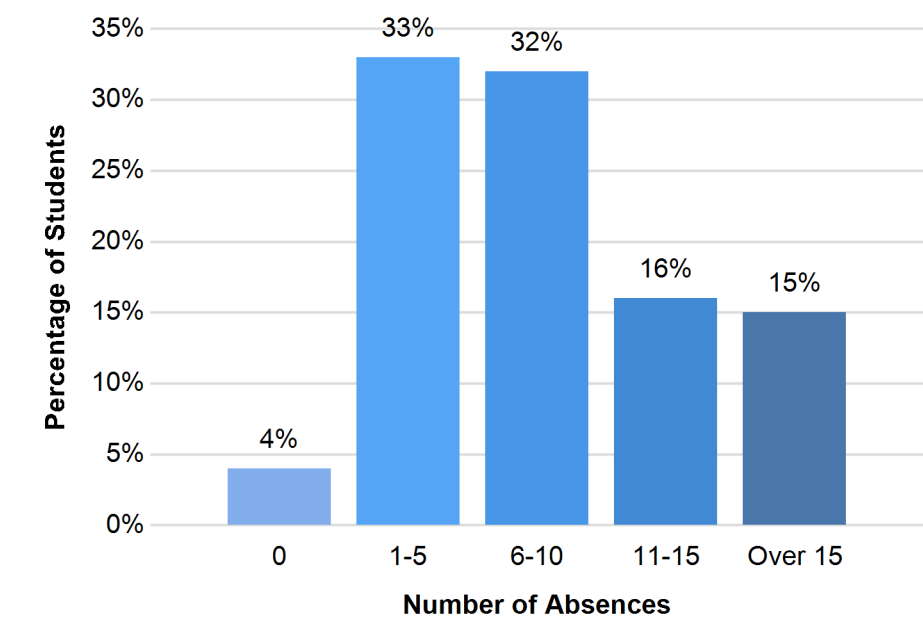
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.10	14.30	Met Target
White	11.50	14.30	Met Target
Hispanic	12.00	14.30	Met Target
Black or African American	8.00	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	12.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.80	14.30	Met Target
Economically Disadvantaged Students	11.50	14.30	Met Target
Students with Disabilities	13.00	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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



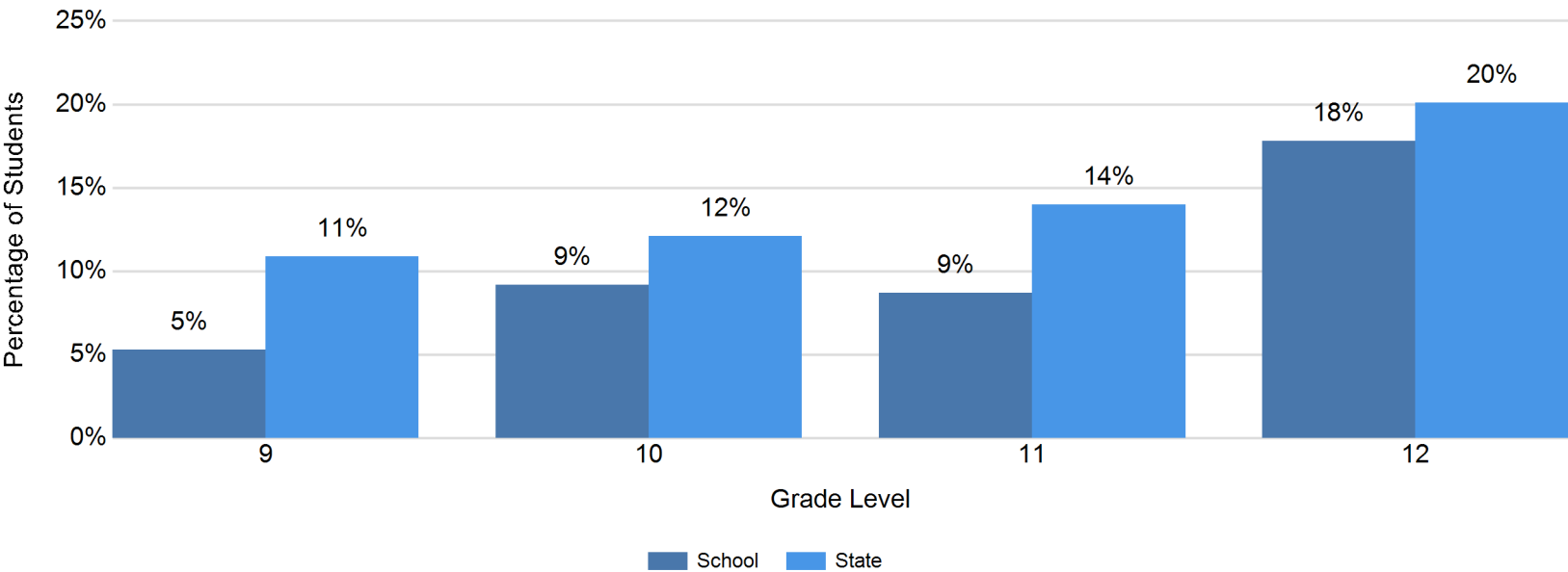


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

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

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 22 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	13
Vandalism	0
Weapons	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	2.94

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	7.2%
Any Suspension	7.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0





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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	51.3 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$578	\$15,970	\$16,548



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

**Faculty**: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers**: All classroom teachers

**Administrators**: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	89	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	67%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,506
Average years experience in public schools	11.9	15.9
Average years experience in district	10.8	11.6
Administrators in district for 4 or more years	64%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	199:1	139:1
Librarian/Media Specialists		975:1
Nurses		975:1
Counselors		195:1
Child Study Team		278:1



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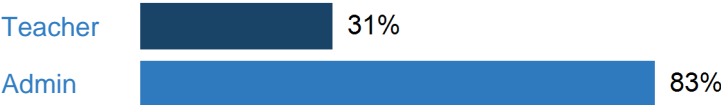
Teachers and Administrators - Level of Education

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

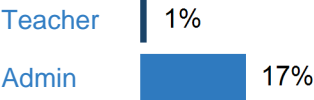
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	40.8	17.5%
Mathematics Proficiency	60.6	17.5%
Graduation - 4-Year	91.8	25.0%
Graduation - 5-Year	87.3	25.0%
Chronic Absenteeism	53.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		70.5
Summative Rating: Percentile rank of Summative Score		73.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	70.5	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
White	48.0	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	74.1	6.2	No	Not Met	Met Target	Met Target	Met Goal	Met Goal	No
Black or African American	87.1	6.2	No	Not Met	Met Target†	Met Target	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Met Target	Met Target	Met Target	**	**	No
Economically Disadvantaged Students	84.9	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Students with Disabilities	77.8	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
English Learners	**	**	No	**	**	**	N	**	No

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

† Target was met within a confidence interval.



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**2016-2017**  
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05-0610-030  
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### School General Info

<b>Principal:</b>	Mr. VENUTO	<b>Email Address:</b>	<a href="mailto:jvenuto@burlcoschools.org">jvenuto@burlcoschools.org</a>
<b>Address:</b>	695 WOODLANE RD WESTAMPTON TWP, NJ 08060-9614	<b>Website:</b>	<a href="https://www.burlcoschools.org/">https://www.burlcoschools.org/</a>
<b>Phone:</b>	(609)267-4226	<b>Facebook:</b>	<a href="https://www.facebook.com/Burlington-County-Institute-of-Technology-194099172381/">https://www.facebook.com/Burlington-County-Institute-of-Technology-194099172381/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/bcitwestampton">https://twitter.com/bcitwestampton</a>

### School Narrative

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

	<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Students and teachers have access to over 800 mobile devices and two computer labs.</li> <li>• Senior students have over a ninety percent pass rate on their career and technical end of program assessments.</li> <li>• Students compete and are recognized at the state &amp; national level in their career major.</li> </ul>
	<b>Mission, Vision, Theme:</b>	BCIT Mission Statement: To respond to societal needs through the development of career and technical education programs; to support community-wide social, cultural, counseling and career and technical education training programs; To position students for success in mastering the NJ Student Learning Standards in Grades 9-12 in a safe, secure and caring environment.
	<b>Awards, Recognition, Accomplishments:</b>	100% of students in cosmetology, dental occupations, allied health, HVAC, and auto mechanics passed their certification tests. Winner of Bravo's Top Chef competition. Winner of Food Network's Teen Chopped. Winner of Food Network's Rewrapped. NJ State Teacher of the Year 2012. CTSO's compete and place at the national level.







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 <b>Courses, Curriculum, Instruction:</b>	<p>The Westampton Campus offers an impressive curriculum that is fully aligned to the NJSLs and NGSS. Students can enroll in multiple CAP courses with RCBC as well as AP classes in language arts, science, and history. In addition, most of our career and technical programs articulate with one or more colleges to provide students with opportunities to graduate high school with credits towards a degree in their chosen field.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Wrestling (Boys)</p> <p>BCIT's athletic program is a member of both the county athletic league (BCSL) as well as the state-wide vocational-technical athletic league (NJTAC). Approximately 300 students participate on a sports team at some level each school year. Last year, the girls basketball team won their respective league division. Last year our school earned a Sportsmanship Award (2nd place) for our county league. In addition to the sports selected above, we also offer JV and Varsity level cheerleading.</p>
 <b>Clubs and Activities:</b>	<p>BCIT has a wide-array of sports and club activities. A majority of our students actively participate in a career and technical student organization (CTSO) specific to their career major. These CTSO's include SkillsUSA, Health Occupations Students of America (HOSA), Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Distributive Education of America (DECA), and Future Farmers of America (FFA).</p>
 <b>Before and After School Programs:</b>	<p>After school assistance in math is available for students enrolled in Algebra I, Geometry, and Algebra II. The program is offered twice a week after school for one hour and bus transportation is provided. Three math instructors per day provide students with individualized instruction and remediation in a small group setting. Educational math technology (IXL, Khan Academy, and MATHia) is utilized to support differentiated instruction for students at varying levels.</p>










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 <b>Staff and Professional Learning:</b>	<p>Our focus for the 2017-18 school year is literacy and the use of data to inform instruction. Teachers receive regular, comprehensive instruction in district initiatives and goals. In addition, our teacher leaders provide in-service opportunities in a variety of areas including technology, assessment, and issues for transgender students. Our district calendar includes a number of half-day sessions that enable department and schoolwide collaboration that is focused and sustained.</p>
 <b>Postsecondary Information:</b>	<p>Sixty-two percent of our Class of 2017 graduates report attending two or four year colleges. The remaining thirty-eight percent enter the military, apprenticeship programs, other post-secondary schools/training, or seek immediate employment. Parent Financial Aid Night, featuring college financial aid officers, is offered annually. We provide PSAT school day testing to all juniors and some sophomores and we participate in the SAT and ACT fee waiver programs.</p>
 <b>Student Supports and Services:</b>	<p>We provide English Language Services through a push-in/pull-out model to support our ELLs in the content areas. We offer a complete child study team and provide support services/resources for all students. Various course offerings allow for proper educational settings to address the needs of all learners. Flexible grouping, progress-monitoring, additional push-in teachers, blended learning resources, and targeted instruction are in place to meet students' varying levels in math and literacy.</p>
 <b>Student Health and Wellness:</b>	<p>Breakfast and lunch are offered daily in compliance with federal regulations. Health screenings are conducted on every student to identify issues. Physical exams are offered bi-monthly. All students take a Phys Ed course annually. Students are exposed to four activities throughout the course. We offer a "Fitness Club" after school. Students voluntarily stay after school twice per week to work on individual fitness goals. We also have a counselor certified in Applied Positive Psychology.</p>
 <b>Parent and Community Involvement:</b>	<p>Our Parent Advisory Committee meets each quarter and presents parents with opportunities to partake in presentations with guest speakers, learn SAT strategies, and support student socio-emotional health. In addition, parents are invited to aid in the planning and evaluation of all ESEA Title I programs and engage with consultants in strategies to assist struggling learners at home. Business and industry leaders meet 2/year to advise on curriculum and equipment for the career majors.</p>







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<div> Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents</p> <p>The BCIT-Westampton Campus regularly solicits feedback from stakeholders. The results of this year's climate survey showed that almost all parents and students believe that BCIT provides a positive learning environment. They also denoted that teachers respect their children and teach the students to respect one another's differences.</p>
<div> Facilities:</div>	<p>The building was constructed in 1968 and was renovated in 2004 to add an Adult Education wing, new math and science classrooms, and upgrades to our Cosmetology, Allied Health, and Advertising Art and Design programs. In addition, the center of the building is highlighted by a beautiful, naturally lighted atrium, which has been utilized to showcase Burlington County's Academic Excellence Awards. State of the art technology supports all programs from Pre-Engineering to Cosmetology.</p>



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Other Information:

The Burlington County Institute of Technology, Westampton, is a comprehensive four-year full-time technical high school with an enrollment of over 1,200 students. Our foremost mission is to prepare our students to enter the workforce as skilled technicians with industry recognized credentials and/or continue with post-secondary educational opportunities. In 2017, 80% of our students committed to continuing their education, earning over five million in scholarships. Applicants to BCIT undergo a rigorous admissions process that includes standardized test scores, middle-school grades and teacher recommendations, as well as discipline and attendance records. Upon acceptance, our students explore four of our twenty-two career majors in a competitive selection process for placement. Once placed, students embark upon a rigorous, hands-on inquiry and project-based field of study in a career-specific technical classroom. In both the technical and academic classrooms, we are fully furnished with up-to-date technology and equipment. Classrooms have multiple computer stations, LCD projectors, and document cameras. We also house an iMac lab, ten MacBook mobile carts, eighteen mobile Chromebook carts, and two PC labs. Additionally, our career major classrooms have unparalleled equipment, such as drone technology, a state-of-the-art production studio for entertainment technology, and an engineering class with a Mechatronic Trainer.