



Academy For Allied Health Sciences

2016-2017

Grade Span 09-12

39-5260-020

UNION

UNION COUNTY VOCATIONAL

1776 RARITAN ROAD

SCOTCH PLAINS, NJ 07076-2997

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov

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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	71	78	79
10	66	68	75
11	68	65	68
12	62	68	65
Ungraded	0	0	0
Total	267	279	287

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	67%	67%	71%
Male	33%	33%	29%
Economically Disadvantaged Students	14%	7%	11%
Students with Disabilities	1%	1%	0%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	41.8%
Asian	24.0%
Black or African American	16.7%
Hispanic	16.4%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.3%

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	287
Shared Time Students	0
Full Time Equivalent	287

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	80.8%
Spanish	5.6%
Chinese	2.1%
Polish	1.7%
Portuguese	1.4%
Other	7.8%



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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	154	100.0	99.30	94.90	54.90	99.3	80	Met Goal
White	66	100.0	98.50	93.90	63.90	98.5	80	Met Goal
Hispanic	29	100.0	100.00	95.30	39.80	100	80	Met Goal
Black or African American	22	100.0	100.00	93.00	35.20	100	N	N
Asian, Native Hawaiian, or Pacific Islander	37	100.0	100.00	*	80.70	100	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	100.00	54.90	N	**	**
Female	101	100.0	99.00	94.80	62.20	99		
Male	53	100.0	100.00	95.00	48.10	100		
Economically Disadvantaged Students	11	100.0	90.90	95.80	36.20	90.9	**	**
Non-Economically Disadvantaged Students	143	100.0	100.00	94.70	65.80	100		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	154	100.0	99.30	94.90	57.40	99.3		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	801	794	749	0%	0%	0%	34%	66%	100%	52%
White	30	801	795	757	0%	0%	0%	40%	60%	100%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	15	791	785	730	0%	0%	0%	*	*	100%	30%
Asian, Native Hawaiian, or Pacific Islander	21	810	*	777	*	*	*	*	91%	100%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	57	800	*	756	*	*	*	*	63%	100%	60%
Male	22	803	*	741	*	*	*	*	73%	100%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	13%
Students without Disabilities	79	801	795	754	0%	0%	0%	34%	66%	100%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	79	801	794	752	0%	0%	0%	34%	66%	100%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	75	808	797	743	*	*	*	37%	61%	99%	46%
White	36	809	796	749	*	*	*	36%	61%	97%	52%
Hispanic	16	802	*	728	0%	0%	0%	*	*	100%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	16	816	811	774	*	*	*	*	75%	100%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	44	807	798	752	*	*	*	36%	61%	98%	54%
Male	31	811	796	734	*	*	*	39%	61%	100%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	75	808	797	745	*	*	*	37%	61%	99%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	807	793	736	*	*	*	35%	63%	99%	38%
White	25	808	793	738	*	*	*	*	72%	100%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	22	819	813	756	*	*	*	*	77%	100%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	53	807	*	744	*	*	*	*	*	98%	46%
Male	15	808	*	729	*	*	*	*	*	100%	31%
Economically Disadvantaged Students	11	793	785	729	*	*	*	*	*	100%	32%
Non-Economically Disadvantaged Students	57	810	795	740	*	*	*	*	*	98%	42%
Students with Disabilities	N	N	N	709	N	N	N	N	N	N	12%
Students without Disabilities	68	807	794	741	*	*	*	35%	63%	99%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	68	807	793	737	*	*	*	35%	63%	99%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

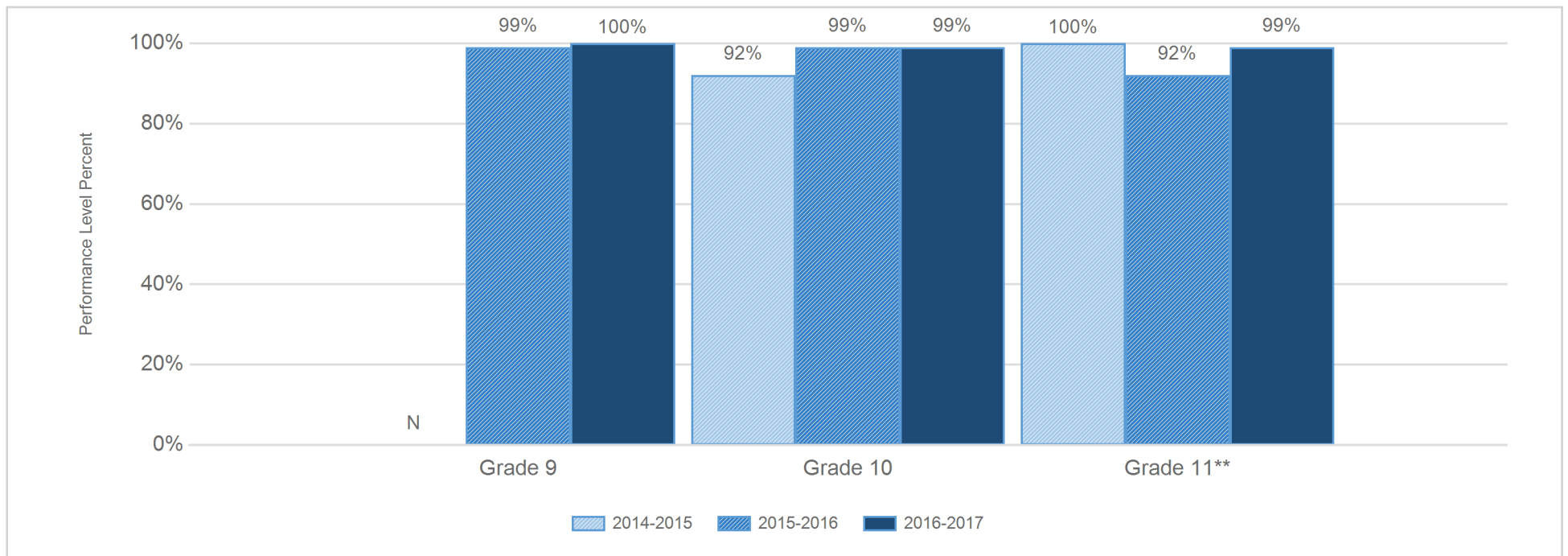


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	148	100.0	95.20	87.10	43.50	95.2	80	Met Goal
White	63	100.0	98.40	88.50	52.40	98.4	80	Met Goal
Hispanic	28	100.0	85.70	82.20	27.60	85.7	80	Met Goal
Black or African American	22	100.0	90.90	77.20	21.70	90.9	N	N
Asian, Native Hawaiian, or Pacific Islander	35	100.0	100.00	*	75.60	100	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	99	100.0	94.00	84.80	44.10	94		
Male	49	100.0	98.00	90.50	42.90	98		
Economically Disadvantaged Students	11	100.0	90.90	85.90	25.10	90.9	**	**
Non-Economically Disadvantaged Students	137	100.0	95.70	87.20	54.30	95.7		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	148	100.0	95.20	87.10	45.20	95.2		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	793	782	743	*	*	*	76%	22%	98%	42%
White	21	798	786	751	*	*	*	76%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	N	N	N	741	N	N	N	N	N	N	41%
Female	39	792	*	744	*	*	*	*	*	97%	43%
Male	10	798	*	741	*	*	*	*	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	49	793	*	747	*	*	*	76%	22%	98%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	49	793	782	745	*	*	*	76%	22%	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	774	767	734	*	*	*	63%	30%	92%	30%
White	27	771	767	740	0%	0%	*	74%	*	96%	38%
Hispanic	15	774	*	722	0%	0%	*	*	*	80%	14%
Black or African American	*	*	*	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	N	N	N	733	N	N	N	N	N	N	32%
Female	42	770	765	735	*	*	*	71%	*	91%	31%
Male	22	781	770	733	*	*	*	46%	*	96%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	64	774	767	735	*	*	*	63%	30%	92%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	790	779	725	0%	*	*	70%	23%	94%	28%
White	33	794	779	731	0%	0%	*	73%	*	97%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	16	785	769	703	0%	0%	*	75%	*	94%	*
Asian, Native Hawaiian, or Pacific Islander	17	801	*	761	*	*	*	71%	*	100%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	53	787	*	725	0%	*	*	76%	*	94%	27%
Male	24	797	*	725	0%	*	*	58%	*	92%	29%
Economically Disadvantaged Students	11	788	768	708	*	*	*	91%	*	100%	13%
Non-Economically Disadvantaged Students	66	791	781	733	*	*	*	67%	*	92%	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	77	790	779	729	0%	*	*	70%	23%	94%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	77	790	779	726	0%	*	*	70%	23%	94%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

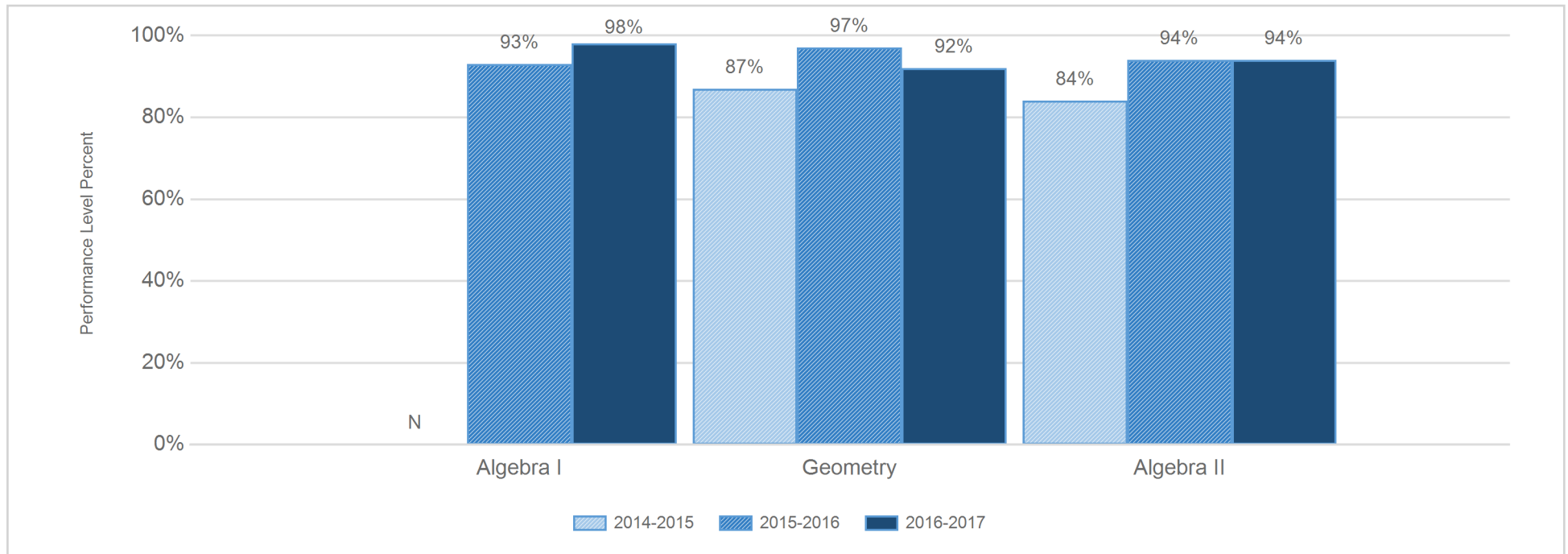


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

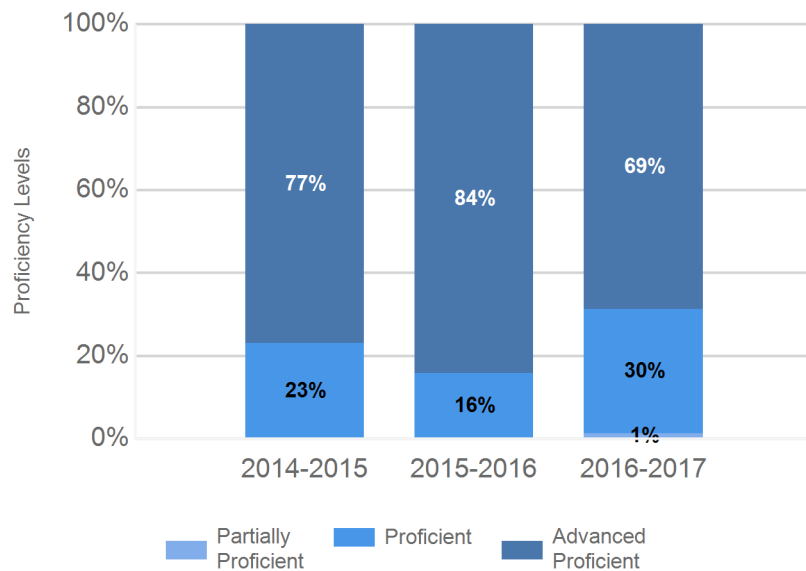
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	69%	30%	1%
White	67%	33%	N
Hispanic	*	39%	N
Black or African American	*	46%	8%
Asian, Native Hawaiian, or Pacific Islander	90%	10%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	N	N	N
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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	50.8%	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	625	481	Varies By Grade	100%	67%
PSAT - Math	621	483	Varies By Grade	99%	49%
SAT - Reading and Writing	654	551	480	100%	77%
SAT - Math	668	552	530	99%	58%
ACT - Reading	29	24	22	91%	65%
ACT - English	29	24	18	100%	79%
ACT - Math	29	24	22	97%	65%
ACT - Science	27	23	23	85%	54%



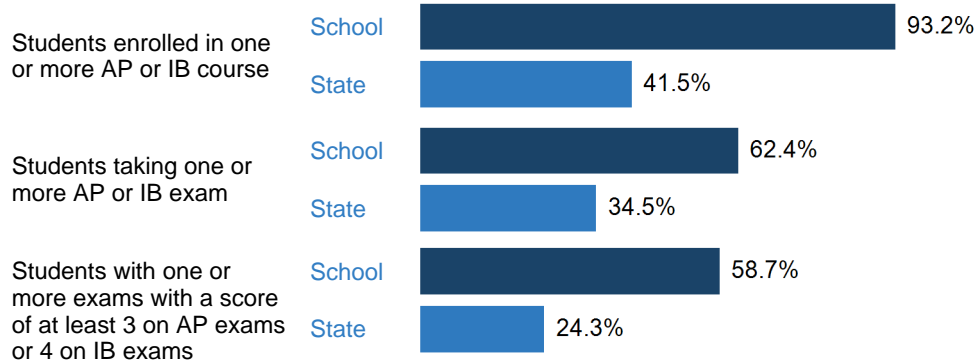
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

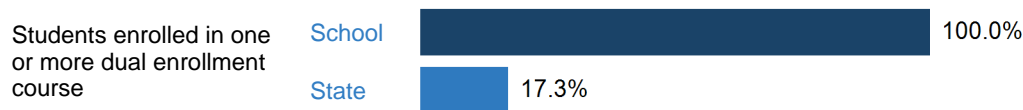
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	44	32
AP Calculus AB	42	28
AP Calculus BC	15	14
AP Chemistry	33	10
AP English Literature and Composition	25	12
AP European History	14	1
AP Macroeconomics	12	9
AP Microeconomics	0	6
AP Physics C	8	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	4
AP Psychology	0	2
AP Spanish Language	7	6
AP Statistics	26	22
AP U.S. Government and Politics	25	13
AP U.S. History	3	1
Total Exams Taken		161
Exams with scores of at least 3 on AP exams or 4 on IB exams		147



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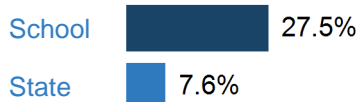
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

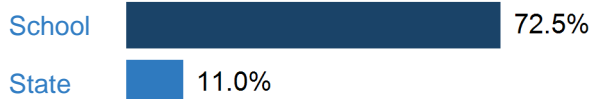
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

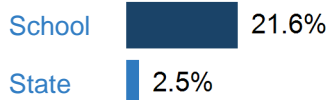
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Health Science	208	414
Law, Public Safety, Corrections & Security	56	56
Total non-duplicated number of students**	208	
Total number of credentials earned in all clusters		470

**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	0	0	0	0	1	0	78
10	0	0	0	0	5	0	70
11	0	0	0	0	26	0	42
12	0	0	0	0	39	35	1
Schoolwide	0	0	0	0	71	35	191
Enrolled in AP/IB Course					57	26	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	77	2	0	0	0	79
10	0	73	0	0	2	0
11	30	18	0	0	68	68
12	13	18	0	0	8	50
Schoolwide	120	111	0	0	78	197
Enrolled in AP/IB Course	44	33		0	8	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	79	0	0	0	0	0
10	0	75	0	0	0	0
11	0	68	6	7	0	2
12	0	3	6	11	0	46
Schoolwide	79	146	12	18	0	48
Enrolled in AP/IB Course	0	3	12	0	0	37

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	79	0	0	0	0	0	0
10	75	0	0	0	0	0	0
11	68	0	0	0	0	0	0
12	22	0	0	0	0	0	3
Schoolwide	244	0	0	0	0	0	3
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Level 3 or Higher	106	0	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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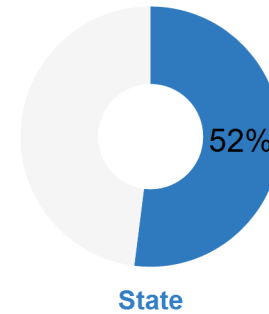
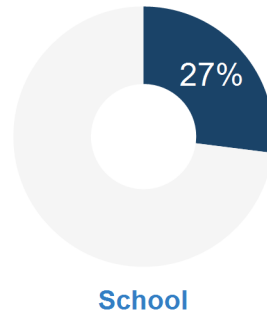
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Visual and Performing Arts – Course Participation

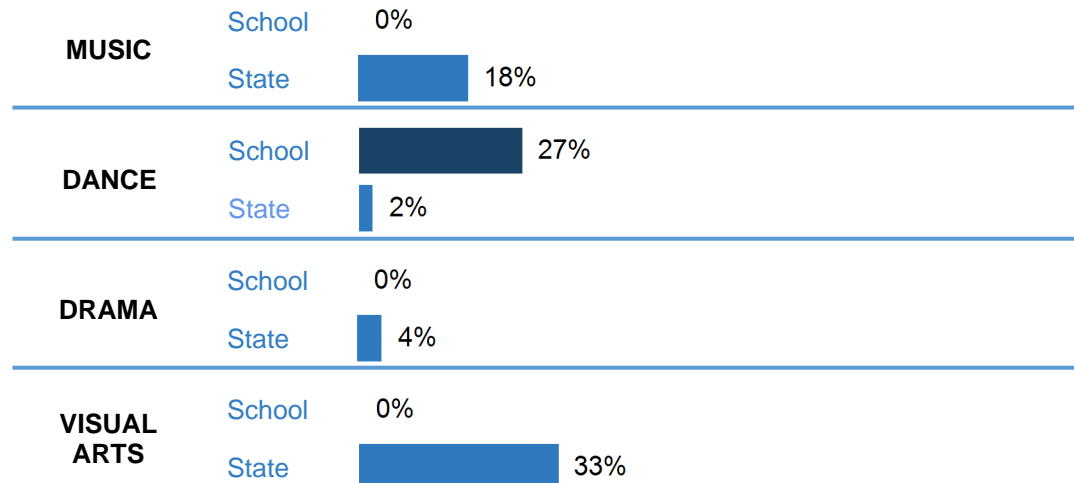
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	100.0%	90.5%	100.0%	91.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	*	94.5%	100.0%	95.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	100.0%	83.9%	100.0%	85.6%	100.0%	**	**	100.0%	**	**
Students with Disabilities	N	78.8%	N	82.1%	N	N	N	*	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	100.0%	-
2016	100.0%	100.0%
2015	100.0%	100.0%

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	N	N
2015-2016	N	N
2014-2015	N	N

** 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	87.7%	3.5%	96.5%
White	86.2%	0%	100%
Hispanic	*	*	*
Black or African American	100%	7.1%	92.9%
Asian, Native Hawaiian, or Pacific Islander	72.7%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	80%	12.5%	87.5%
Students with Disabilities	N	N	N
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	92.7%	1.6%	98.4%	55.6%	44.4%	55.6%	44.4%
White	90.3%	0%	100%	60.7%	39.3%	60.7%	39.3%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	5%	95%	65%	35%	60%	40%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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

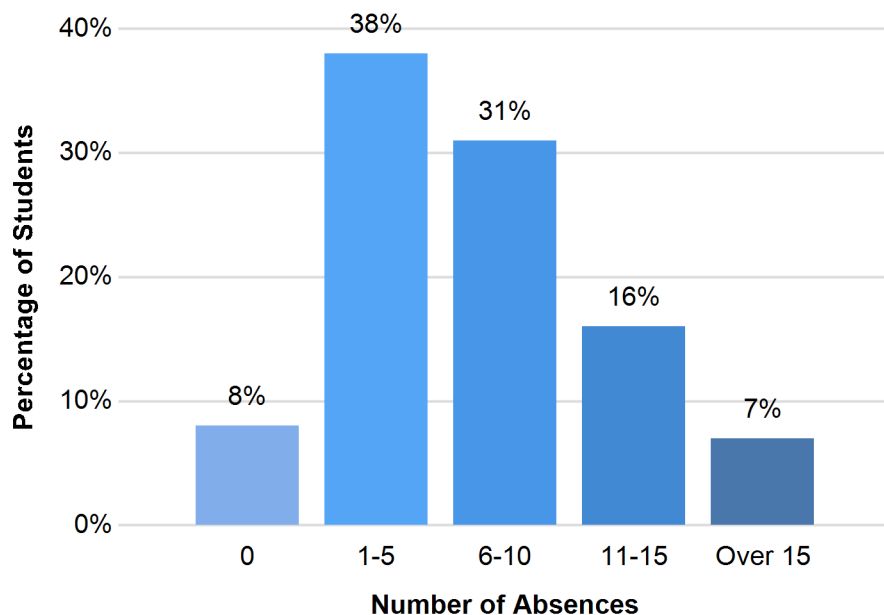
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	14.30	Met Target
White	2.50	14.30	Met Target
Hispanic	0	14.30	Met Target
Black or African American	6.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	14.30	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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



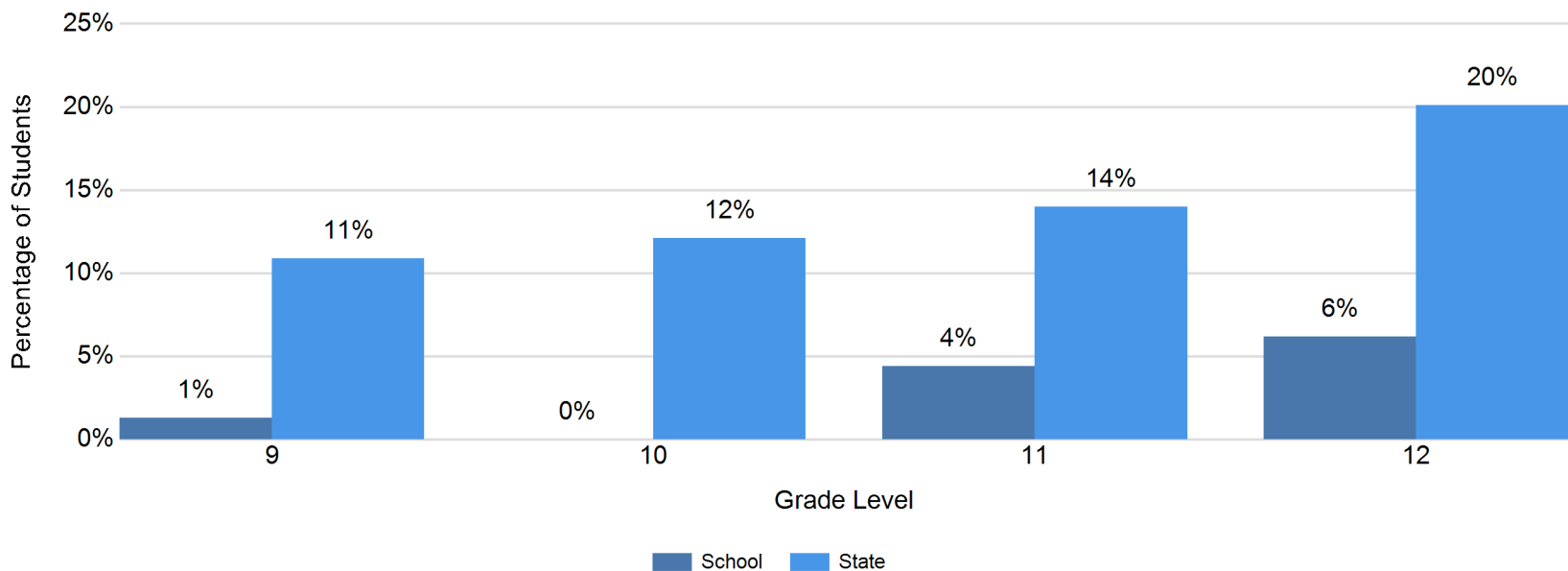


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 2 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.7%
Out-of-School Suspensions	0.0%
Any Suspension	0.7%

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	282.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	22	120,724
Average years experience in public schools	7.0	11.8
Average years experience in district	6.2	10.5
Teachers in district for 4 or more years	59%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	144:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	98%



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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	99.7	17.5%
Mathematics Proficiency	100.0	17.5%
Graduation - 4-Year	92.1	25.0%
Graduation - 5-Year	96.1	25.0%
Chronic Absenteeism	92.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		95.8
Summative Rating: Percentile rank of Summative Score		99.2
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	95.8	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
White	97.1	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	88.9	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	**	N	**	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Smolenski	Email Address:	wsmolenski@ucvts.org
Address:	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997	Website:	www.ucvts.org
Phone:	(908)889-8288	Facebook:	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
		Twitter:	https://twitter.com/ucvts

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes certification opportunities in BLS, First Aid, and NJ EMT. • Majority of vocational curriculum is offered as a dual-enrollment opportunity with Rutgers University. • AAHS was awarded the National Blue Ribbon award in 2017.
 Mission, Vision, Theme:	The Union County Academy for Allied Health Sciences (AAHS) is a vocational career academy for secondary high school students that immerses students in honors and college level academics, while preparing them for college and a career in the health sciences. The mission of our school is to develop well-rounded students through challenging academic experiences and with exposure to health career skills and occupations.
 Awards, Recognition, Accomplishments:	The Academy for Allied Health Sciences was recognized by the United States Department of Education as a National Blue Ribbon School in 2017, and by Newsweek Magazine and U.S. News and World Report as one of the top high schools in the United States. The Academy for Allied Health Sciences is a program that is recognized for innovation and excellence.






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>All courses at AAHS are taught at the Honors or College level. Our students take 4 years of ELA, Math, Science, Fitness, and 3 years of Social Studies and Foreign Language. Our vocational component includes 7 courses offered as a dual-enrollment opportunity with Rutgers University. The Advanced Placement offerings at the Academy for Allied Health Sciences enrich our already challenging sequence of courses.</p>
 <p>Clubs and Activities:</p>	<p>Our vocational organization is HOSA, which provides students with learning opportunities in the health sciences. Our students are provided with the opportunity to join a variety of building-based and district-based organizations and clubs. Some of these include FBLA, SkillsUSA, Robotics, Art Club, Drama Club, GSA, Spanish Club, Multi-Cultural Club, Relay for Life, Newspaper Club, Debate & Speech, Chess Club, Math League, Science Club, Yearbook, and Student Government.</p>
 <p>Before and After School Programs:</p>	<p>AAHS facilitates a peer-tutoring program during school that is open to all students. In addition, students can meet with peer tutors after-school in our multi-media center. Also, ELA, Math, and Science teachers are available during a free student period for tutoring and enrichment. There are also numerous college and financial information sessions, a college fair, and SAT/ACT preparation classes offered for free on campus after-school.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>At AAHS we believe that learning is a lifelong endeavor. We strive to provide our teachers with the support and resources to identify areas of growth that will have the most impact in helping students learn. The district supports internal teacher learning by providing resources and facilitating a supportive learning structure. Our district supports teacher learning by encouraging attendance at external workshops and graduate-level coursework.</p>
 <p>Postsecondary Information:</p>	<p>99% of all AAHS graduates since our 1st class in 2009 have gone on to attend College or a University. The remaining students have entered the workforce or joined the military. Through Naviance, student meetings, and numerous information sessions our counselors work closely with students and their families to determine the student best course of action based for college.</p>
 <p>Student Supports and Services:</p>	<p>All AAHS students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in required health and physical education courses. Each of these courses are infused with our vocational component to promote fitness and wellness in an Allied Health context. Also, there are 4 fitness centers available for student to use during and after school. The counseling department at AAHS offers various classes in stress management to our students during co-curricular to help assist with managing stress and promoting good decision making.</p>
 <p>Parent and Community Involvement:</p>	<p>AAHS benefits greatly from a collaborative partnership with our PSA group and Advisory Board. The PSA meets monthly to foster parental involvement and support for the school. The AAHS Advisory Board is a vital component that provides feedback to ensure that our course offerings, curriculum, and certifications are relevant and valuable for students. The advisory board is composed of health sciences, business, higher education, and government members, as well as teachers, parents, and students.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>We administer a yearly school climate survey that is based off of the Middle States Association climate survey. We use this survey to get feedback from all stakeholders about school culture and climate. We are proud that the surveys have communicated that we have an inclusive and welcoming learning environment at the school, and plan to continue administering this survey as a way to maintain a safe and respectful learning environment.</p>
 <p>Facilities:</p>	<p>Baxel Hall is an air-conditioned building which was renovated and an addition was completed in the 2007-2008 school year. All classrooms have whiteboards and projectors, and all students are provided with chromebooks to support learning. We have two computer labs, 2 Allied Health labs, and 4 fully-equipped science labs.</p>



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School Narrative

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

AAHS receives students from the 21 municipalities within Union County. All students are accepted through a rigorous admissions process. Transportation is provided by the sending districts. Students are permitted to participate in athletics and other activities at their sending district. The school day at AAHS offers block scheduling for each course rotating on an "A Day" and "B Day" schedule. Each period lasts for 83 minutes. During the school day, students receive a 30 minute period for lunch and a 30 minute period for co-curricular. All students at AAHS receive a Chromebook at the start of their 9th grade year in order to facilitate the learning process. The faculty at AAHS makes extensive use of the apps contained in the Google Suite, and students also receive their own email account as freshmen. Each faculty member at AAHS receives a 41 minute daily curriculum period to update their curriculum document in order to ensure that all program offerings are current with the trends in their specific field.



Other Information:



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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](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	72	76	81
10	64	71	75
11	67	61	69
12	63	65	61
Ungraded	0	0	0
Total	266	273	286

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	34%	33%	31%
Male	66%	67%	69%
Economically Disadvantaged Students	8%	4%	11%
Students with Disabilities	2%	1%	3%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	48.3%
Asian	22.7%
Hispanic	18.2%
Black or African American	8.7%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
<i>Two or More Races</i>	1.4%

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	286
Shared Time Students	0
Full Time Equivalent	286

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	80.4%
Spanish	6.6%
Chinese	2.4%
Polish	2.1%
Gujarati	2.1%
<i>Other</i>	5.7%



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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	156	100.0	95.60	94.90	54.90	95.6	80	Met Goal
White	74	100.0	93.30	93.90	63.90	93.3	80	Met Goal
Hispanic	32	100.0	96.90	95.30	39.80	96.9	80	Met Goal
Black or African American	13	100.0	92.30	93.00	35.20	92.3	**	**
Asian, Native Hawaiian, or Pacific Islander	37	100.0	100.00	*	80.70	100	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	100.00	54.90	N	**	**
Female	49	100.0	95.90	94.80	62.20	95.9		
Male	107	100.0	95.30	95.00	48.10	95.3		
Economically Disadvantaged Students	16	100.0	93.80	95.80	36.20	93.8	**	**
Non-Economically Disadvantaged Students	140	100.0	95.70	94.70	65.80	95.7		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	156	100.0	95.60	94.90	57.40	95.6		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
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
Schoolwide	81	794	794	749	*	*	*	41%	57%	98%	52%
White	40	793	795	757	*	*	*	45%	53%	98%	62%
Hispanic	19	789	787	733	0%	0%	*	*	53%	95%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	15	805	*	777	*	*	*	*	67%	100%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	23	794	*	756	*	*	*	*	65%	96%	60%
Male	58	794	*	741	*	*	*	*	53%	98%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	81	794	794	752	*	*	*	41%	57%	98%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	75	798	797	743	*	*	*	36%	57%	93%	46%
White	34	797	796	749	*	*	*	*	62%	88%	52%
Hispanic	13	792	*	728	0%	0%	0%	*	*	100%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	22	806	811	774	*	*	*	*	59%	100%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	26	800	798	752	*	*	*	*	69%	96%	54%
Male	49	797	796	734	*	*	*	*	51%	92%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	75	798	797	745	*	*	*	36%	57%	93%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	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	68	799	793	736	*	0%	*	29%	68%	97%	38%
White	38	797	793	738	*	0%	*	26%	68%	95%	40%
Hispanic	10	801	780	731	0%	0%	0%	*	*	100%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	12	806	813	756	0%	0%	0%	*	*	100%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	24	805	*	744	*	*	*	*	75%	100%	46%
Male	44	796	*	729	*	*	*	*	64%	96%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	68	799	793	737	*	0%	*	29%	68%	97%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

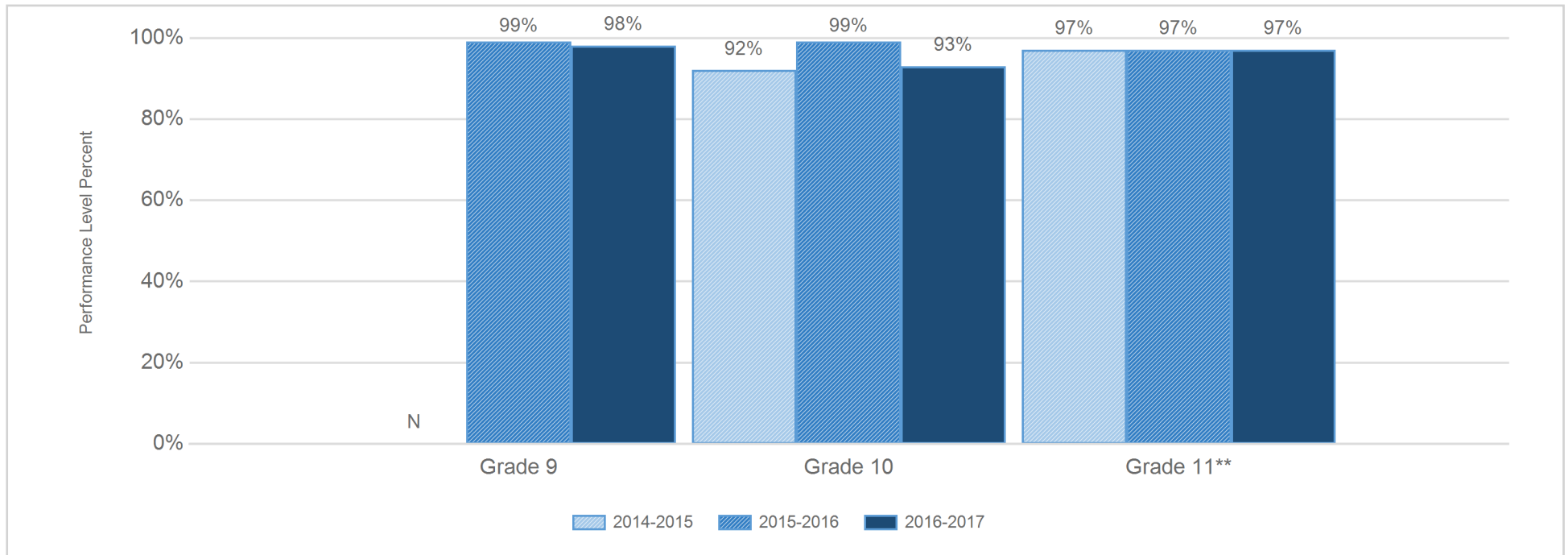


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	144	100.0	93.10	87.10	43.50	93.1	80	Met Goal
White	70	100.0	91.50	88.50	52.40	91.5	80	Met Goal
Hispanic	31	100.0	96.80	82.20	27.60	96.8	80	Met Goal
Black or African American	13	100.0	76.90	77.20	21.70	76.9	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	100.00	*	75.60	100	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	46	100.0	95.70	84.80	44.10	95.7		
Male	98	100.0	91.90	90.50	42.90	91.9		
Economically Disadvantaged Students	16	100.0	93.80	85.90	25.10	93.8	**	**
Non-Economically Disadvantaged Students	128	100.0	93.00	87.20	54.30	93		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	144	100.0	93.10	87.10	45.20	93.1		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
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
Schoolwide	53	799	782	743	*	*	*	60%	38%	98%	42%
White	27	803	786	751	0%	0%	0%	52%	48%	100%	52%
Hispanic	16	799	775	728	0%	0%	*	63%	*	94%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	N	N	N	741	N	N	N	N	N	N	41%
Female	14	784	*	744	0%	0%	*	79%	*	93%	43%
Male	39	804	*	741	0%	0%	*	54%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	53	799	782	745	*	*	*	60%	38%	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	767	767	734	*	*	*	60%	27%	87%	30%
White	37	766	767	740	*	*	*	57%	27%	84%	38%
Hispanic	11	766	*	722	0%	0%	0%	*	*	100%	14%
Black or African American	*	*	*	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	N	N	N	733	N	N	N	N	N	N	32%
Female	24	770	765	735	*	*	*	75%	*	96%	31%
Male	43	766	770	733	*	*	*	51%	*	81%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	67	767	767	735	*	*	*	60%	27%	87%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	791	779	725	0%	*	*	75%	19%	94%	28%
White	34	792	779	731	0%	0%	*	74%	*	94%	33%
Hispanic	12	793	*	710	0%	0%	0%	*	*	100%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	798	*	761	0%	0%	*	72%	*	94%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	25	788	*	725	0%	*	*	88%	*	96%	27%
Male	47	793	*	725	0%	*	*	68%	*	94%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	72	791	779	726	0%	*	*	75%	19%	94%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

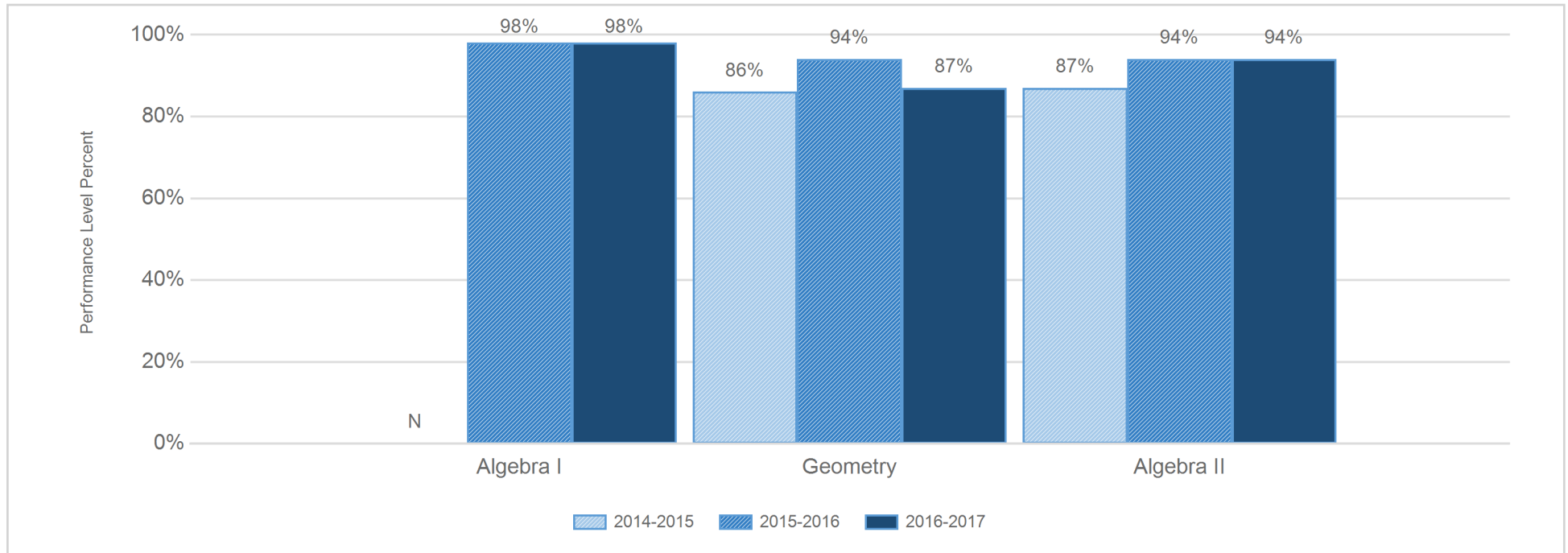


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

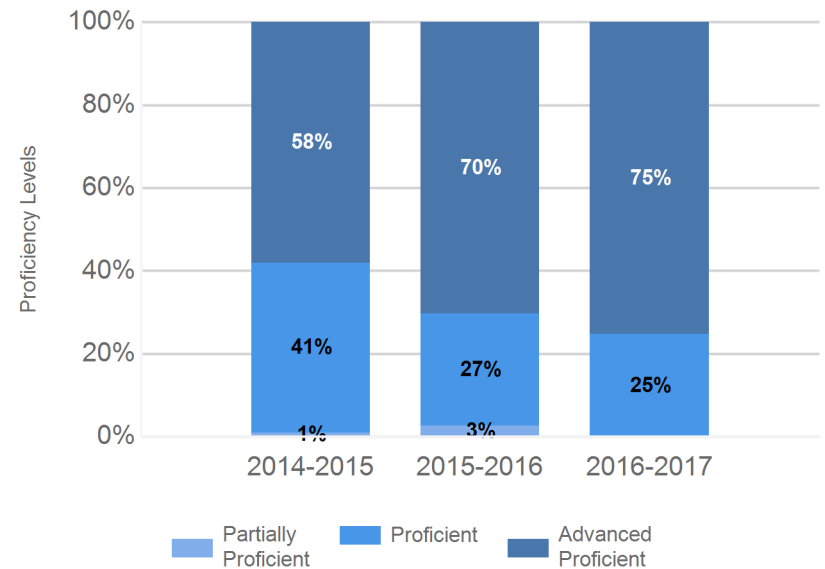
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	75%	25%	N
White	83%	18%	N
Hispanic	63%	37%	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	N	N
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	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	59.0%	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	615	481	Varies By Grade	99%	67%
PSAT - Math	625	483	Varies By Grade	96%	49%
SAT - Reading and Writing	662	551	480	100%	77%
SAT - Math	678	552	530	97%	58%
ACT - Reading	27	24	22	89%	65%
ACT - English	28	24	18	97%	79%
ACT - Math	29	24	22	97%	65%
ACT - Science	28	23	23	92%	54%



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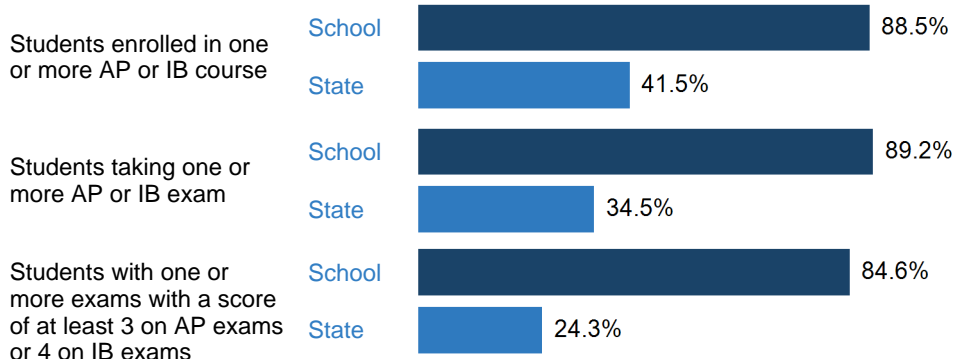
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

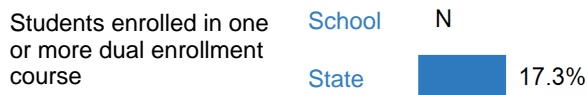
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	11	4
AP Calculus AB	40	35
AP Calculus BC	16	15
AP Chemistry	16	14
AP Computer Science A	47	15
AP Computer Science Principles	0	36
AP English Literature and Composition	13	7
AP European History	1	0
AP Macroeconomics	18	17
AP Microeconomics	0	17
AP Physics 1	0	1
AP Physics 2	0	1
AP Physics C	27	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	17
AP Psychology	0	1
AP Seminar	18	18
AP Spanish Language	7	6
AP Spanish Literature	2	1
AP Statistics	33	17



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	19	7
AP U.S. History	8	28
IB Environmental Science	19	0
Total Exams Taken		261
Exams with scores of at least 3 on AP exams or 4 on IB exams		248



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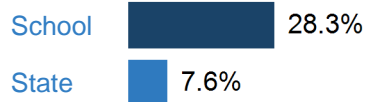
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

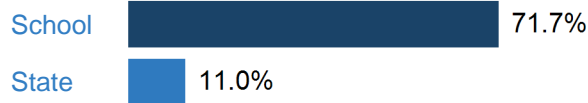
CTE Participants

(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	279	497
Total non-duplicated number of students**	279	
Total number of credentials earned in all clusters		497

**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	0	0	0	0	0	0	81
10	0	0	0	0	12	0	63
11	0	0	0	0	20	0	49
12	0	0	0	0	40	40	8
Schoolwide	0	0	0	0	72	40	201
Enrolled in AP/IB Course					56	33	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	81	0	0	0	0	81
10	0	75	0	0	0	0
11	0	13	0	0	69	2
12	12	10	0	19	26	0
Schoolwide	93	98	0	19	95	83
Enrolled in AP/IB Course	11	16		19	27	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	81	0	0	0	0	0
10	0	75	0	0	0	0
11	0	69	13	0	0	3
12	0	8	5	0	0	25
Schoolwide	81	152	18	0	0	28
Enrolled in AP/IB Course	0	8	18	0	0	20

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	81	0	0	0	0	0	0
10	75	0	0	0	0	0	0
11	69	0	0	0	0	0	1
12	9	0	0	0	0	0	5
Schoolwide	234	0	0	0	0	0	6
Enrolled in AP/IB Course	9	0	0	0	0	0	0
Enrolled in Level 3 or Higher	77	0	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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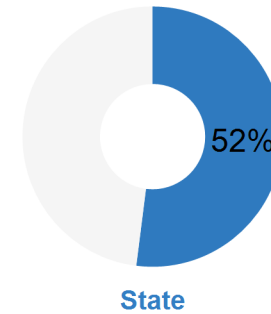
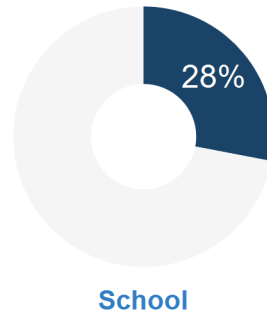
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Visual and Performing Arts – Course Participation

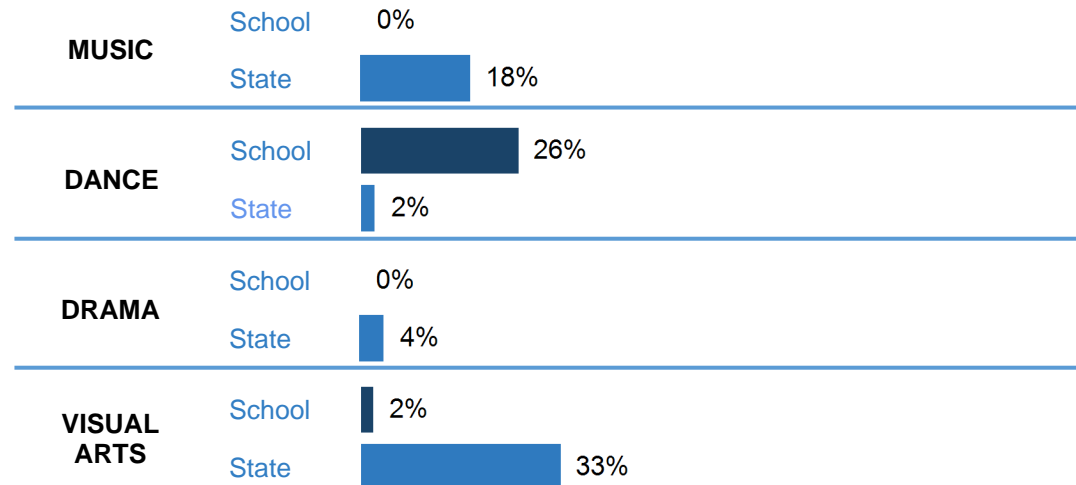
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	100.0%	90.5%	100.0%	91.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.5%	100.0%	95.1%	100.0%	N	Met Goal	*	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	*	78.8%	N	82.1%	N	N	N	*	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

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	100.0%	-
2016	100.0%	100.0%
2015	100.0%	100.0%

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	N	N
2015-2016	N	N
2014-2015	N	N



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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	85.3%	7.7%	92.3%
White	85.2%	8.7%	91.3%
Hispanic	*	0%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.3%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	0%
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	93.9%	8.2%	91.8%	49.2%	50.8%	44.3%	55.7%
White	94.3%	3%	97%	48.5%	51.5%	39.4%	60.6%
Hispanic	100%	36.4%	63.6%	54.6%	45.5%	63.6%	36.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	83.3%	0%	100%	30%	60%	40%	60%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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



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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

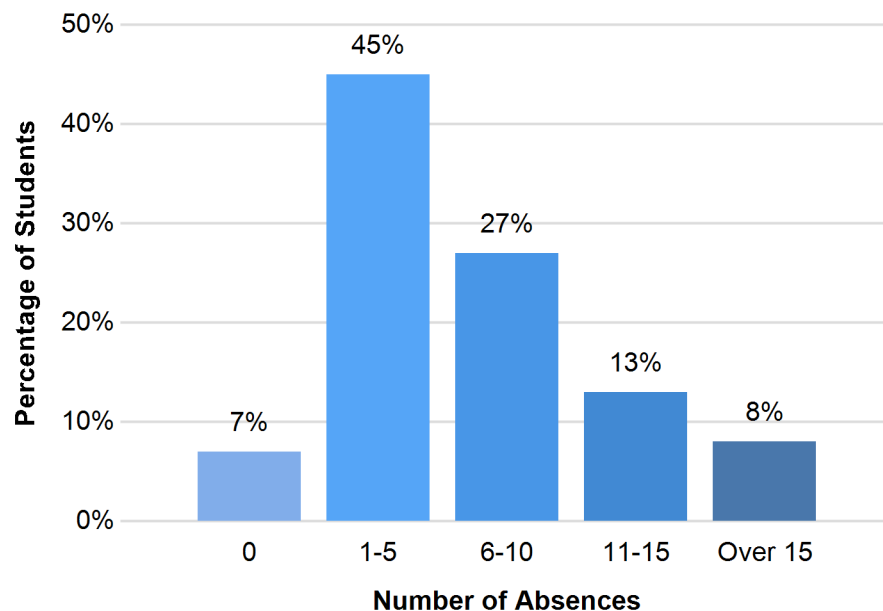
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	14.30	Met Target
White	5.10	14.30	Met Target
Hispanic	5.80	14.30	Met Target
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.30	14.30	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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



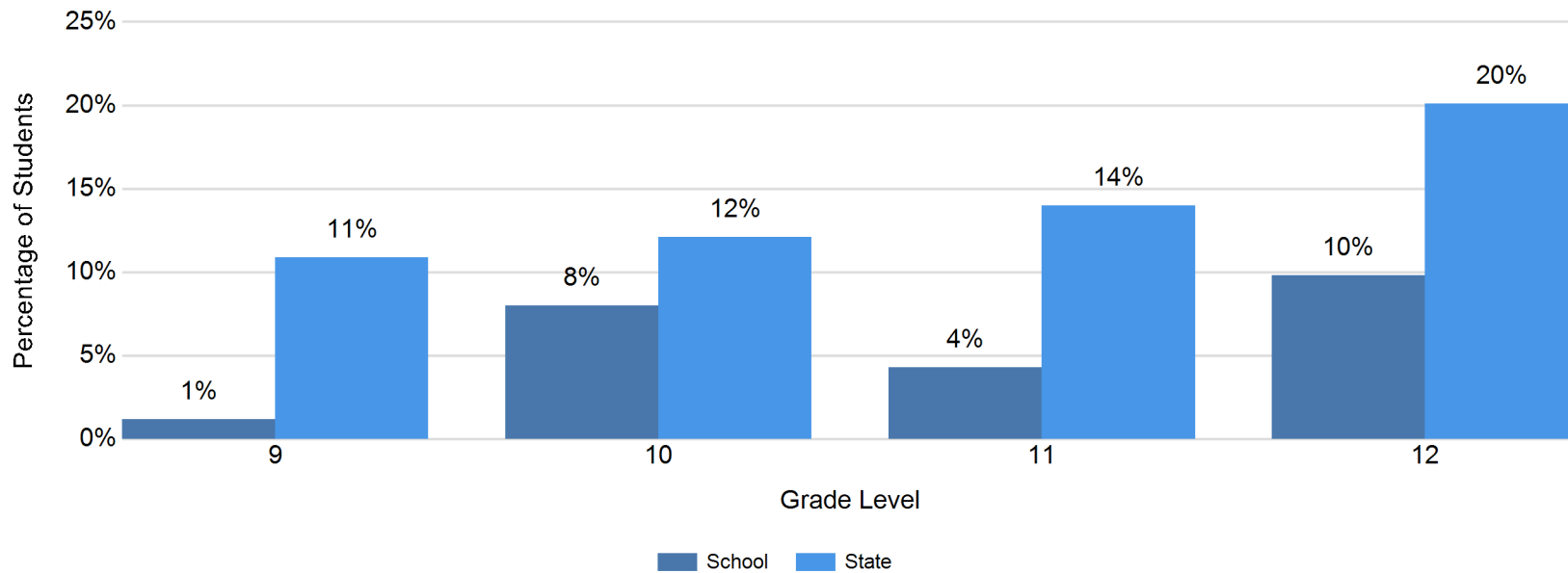


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 2 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.70

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	0.3%
Any Suspension	0.3%

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	282.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	28	120,724
Average years experience in public schools	8.4	11.8
Average years experience in district	7.8	10.5
Teachers in district for 4 or more years	68%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	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	10:1	13:1
Administrators	143:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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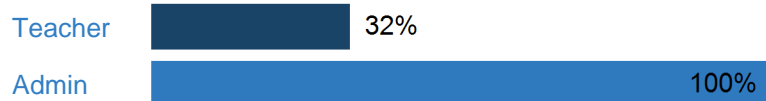
Teachers and Administrators - Level of Education

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.

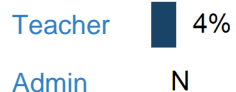
Bachelor's Degree



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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	98%



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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	98.3	17.5%
Mathematics Proficiency	98.6	17.5%
Graduation - 4-Year	94.7	25.0%
Graduation - 5-Year	96.1	25.0%
Chronic Absenteeism	77.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		93.7
Summative Rating: Percentile rank of Summative Score		97.7
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	93.7	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
White	94.9	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	**	N	**	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Gialanella	Email Address:	cgialanella@ucvts.org
Address:	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997	Website:	https://www.ucvts.tec.nj.us/domain/16
Phone:	(908)889-8288	Facebook:	https://www.facebook.com/Academy-for-Information-Technology-502604469870630/
		Twitter:	https://twitter.com/ucvtsAIT

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • The Academy for Information Technology (AIT) is a National Blue Ribbon School. • AIT offers both AP Computer Science Courses, is a Microsoft School, a Comp TIA Academy Partner, and an Oracle Academy. • AIT offers the AP Capstone Diploma Program and the NJ State Seal of Biliteracy.
 Mission, Vision, Theme:	The Academy for Information Technology is a small, four-year, career academy that fosters critical thinking skills in its culturally diverse student population. By stressing intellectual curiosity, hard work, ethical behavior, and technological expertise with business integration, the school community guides its students to achieve their greatest potential. The AIT graduate is prepared academically, technologically, and interpersonally for the challenges of the future.
 Awards, Recognition, Accomplishments:	In 2013, AIT was named a National Blue Ribbon School. U.S. News & World Report has repeatedly included AIT among America’s Best High Schools. AIT has also been named one of the nation’s “Best High Schools for Math and Science” by US News & World Report. Since 2012, AIT has been named among Newsweek’s list of “America’s Best High Schools”, with a National rank of #23 in 2016. Most recently, the Academy for Information Technology was identified by Niche as the Tenth Best Public High School in NJ.







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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Working closely with an Advisory Board of industry experts, our curriculum was developed around the philosophy that technological expertise shares a deep connection with business. Students are consistently challenged to evaluate real World issues and create solutions through the application of proficiencies acquired in their business and technology courses. Courses such as Bioinformatics and Business Intelligence and Analytics create opportunities for analytical thinking across content areas.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Co-ed), Volleyball (Co-ed)</p> <p>Outside of class time and after school, students have access to our Fitness Center and a variety of intramural sports, allowing students to learn, participate, and succeed in extracurricular activities that will enhance their education and social progression. More than an athletic competition, the intramural program offers instruction to students on how to improve upon their skills in the chosen activity. The program consists of two seasons of team sports activities.</p>
 <p>Clubs and Activities:</p>	<p>AIT is home to a vibrant chapter of FBLA as well as a Coding Club, where student created workshops foster exploration of ideas. Opportunities available to students include: Art Club; Chess Club; Dance Club; Debate Club; Drama Club; FFA; Gay/Straight Alliance; Intramurals; Math League; Multi-Cultural Club; Music Club; National Honor Society; Newspaper Club; Relay for Life; Robotics; Skills USA; Science Club; Spanish Honor Society; Student Government; Technology Student Association; and Yearbook.</p>
 <p>Before and After School Programs:</p>	<p>Students are supported with access to peer tutoring and use of the Multi Media Center and Hack Shack before and after the school day. Faculty members offer before and after school support by appointment. AIT's belief in fitness for life is supported with access to the Fitness Center long after the school day has ended.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Our faculty actively participates in the development and implementation of Strategic Planning Action Plans. This year, teachers are working collaboratively to implement a student eportfolio; to improve student presentation skills through consistent feedback; and to infuse technology and business learning into all courses. Through the use of Google Classroom AIT teachers have committed to student contact with resources outside the classroom, with many transitioning to a flipped classroom.</p>
 <p>Postsecondary Information:</p>	<p>AIT graduates have achieved success at colleges and universities throughout the World. AIT benefits from an ongoing articulation agreement with the New Jersey Institute of Technology that allows AIT students choosing to attend NJIT upon graduation to receive full college credit for numerous AIT courses. AIT has a flawless graduation rate and is proud to report that 100% of graduates continue their education beyond high school in college, the military, technical institutions or apprenticeships.</p>
 <p>Student Supports and Services:</p>	<p>AIT students are supported through a low student to counselor ratio, a comprehensive school counseling plan, and through the assistance of Special Services. Peer tutoring is available as a compliment to the co-curricular help sessions offered by all teachers. The Multi Media Center remains open each day as an location for peer support or quiet study. Students with disabilities receive appropriate services through their Individualized Education Plan or 504 Plan.</p>
 <p>Student Health and Wellness:</p>	<p>With lifetime fitness the overarching goal, each year, students engage in a meaningful curriculum of health, fitness, Project Adventure, and sports. AIT's program incorporates the five components of fitness: cardiovascular endurance, muscular endurance, muscle strength, flexibility and body composition. Individual fitness goals are developed through assessments and monitored through individual portfolios. Outside of class, students have access to the Fitness Center and intramural sports.</p>
 <p>Parent and Community Involvement:</p>	<p>The volunteer efforts of our parents help to make AIT a true community. The AIT Parent Organization (PSSO) plans special events, and provide an organized venue for parents to have direct feedback into the programs we offer. AIT parent volunteers serve as chaperones for field trips and competitions; mentors to our students; and active members of our Industry Advisory Board. In 2016, more than a dozen AIT parents provided industry talks to AIT students in the areas of business and technology.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>AIT's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. All stakeholders are surveyed twice during each Strategic Planning Cycle. Previous survey results indicate stakeholders feel members of the administrative, and instructional staff qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission.</p>
 <p>Facilities:</p>	<p>Construction of Bistocchi Hall began in 2002, with the building opening for use in 2004. The heart of the building is a large multi media center. Adjacent to that room is a student designed Hack Shack, where discovery based projects are conducted. Bistocchi Hall fully air conditioned and is home to four science labs, five computer labs, a fitness center, and a multi purpose gymnasium equipped with rock climbing walls and other Project Adventure equipment.</p>



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School Narrative

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



Other Information:

The Academy for Information Technology is a four-year, full-time high school dedicated to academic and social-emotional development of our students. AIT’s culture is deeply rooted in the belief that through curiosity, hard work, and ethical behavior, all things are possible. All courses are designed and taught at the honors or Advanced Placement level. AIT currently offers Advanced Placement courses in Calculus, Computer Science, Statistics, Biology, Chemistry, Economics, Physics, English Literature and Composition, Spanish, and History. Working closely with an Advisory Board of industry experts, our curriculum was developed around the philosophy that technological expertise shares a deep connection with business. Students are consistently challenged to evaluate real World issues and create solutions through the application of proficiencies acquired in their business and technology courses. Courses such as Bioinformatics create opportunities for analytical thinking across content areas. AIT’s technology courses focus on the development and application of technology in the business environment, primarily, productivity software, operating systems, database design and development, and computer programming. AIT students benefit from a partnership with the Oracle Corporation and has been designated as an Oracle Academy. All AIT students earn industry-recognized certifications in their time at AIT. Included among these are each of the IC3 Certifications, the Microsoft Office Specialist Certification, Comp TIA IT Fundamentals, Oracle 11g SQL, and Java Programming. AIT is honored to have been named an Oracle Academy of Distinction by the Oracle Corporation. AIT’s business courses are designed to prepare students for future study in business management and global finance. Business Intelligence and Analytics, and Global Financial Markets offer an exciting opportunities for our students to explore markets financial markets and trends from across the World.



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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](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	51	55	60
10	44	50	54
11	41	43	49
12	48	41	42
Ungraded	0	0	0
Total	184	189	205

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	86%	86%	87%
Male	14%	14%	13%
Economically Disadvantaged Students	8%	7%	11%
Students with Disabilities	1%	1%	1%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	49.8%
Hispanic	28.8%
Black or African American	15.6%
Asian	3.4%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.5%

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	205
Shared Time Students	0
Full Time Equivalent	205

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	92.2%
Spanish	4.4%
Portuguese	1.5%
Other	2.0%



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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	114	100.0	96.50	94.90	54.90	96.5	80	Met Goal
White	56	100.0	98.20	93.90	63.90	98.2	80	Met Goal
Hispanic	37	100.0	94.60	95.30	39.80	94.6	73.4	Met Goal
Black or African American	18	100.0	94.40	93.00	35.20	94.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	100.00	54.90	N	**	**
Female	96	100.0	95.90	94.80	62.20	95.9		
Male	18	100.0	100.00	95.00	48.10	100		
Economically Disadvantaged Students	16	100.0	100.10	95.80	36.20	100.1	**	**
Non-Economically Disadvantaged Students	98	100.0	95.90	94.70	65.80	95.9		
Students with Disabilities	N	N	N	75.00	20.50	N	**	**
Students without Disabilities	114	100.0	96.50	95.10	61.90	96.5		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	114	100.0	96.50	94.90	57.40	96.5		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	781	794	749	*	*	*	70%	28%	98%	52%
White	26	783	795	757	*	*	*	73%	*	100%	62%
Hispanic	24	779	787	733	0%	0%	*	67%	*	96%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	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	N	N	N	746	N	N	N	N	N	N	48%
Female	*	*	*	756	*	*	*	*	*	*	60%
Male	*	*	*	741	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	13%
Students without Disabilities	60	781	795	754	*	*	*	70%	28%	98%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	60	781	794	752	*	*	*	70%	28%	98%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	54	792	797	743	*	*	*	54%	41%	94%	46%
White	30	796	796	749	*	*	*	53%	43%	97%	52%
Hispanic	13	776	*	728	0%	0%	*	77%	*	92%	34%
Black or African American	10	795	790	725	0%	0%	*	*	*	90%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	44	791	798	752	*	*	*	*	*	93%	54%
Male	10	793	796	734	*	*	*	*	*	100%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	N	N	N	704	N	N	N	N	N	N	12%
Students without Disabilities	54	792	797	749	*	*	*	54%	41%	94%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	54	792	797	745	*	*	*	54%	41%	94%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	782	793	736	0%	*	*	61%	31%	92%	38%
White	23	788	793	738	0%	0%	*	61%	*	91%	40%
Hispanic	14	779	780	731	0%	*	0%	*	*	93%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	*	*	*	744	*	*	*	*	*	*	46%
Male	*	*	*	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	N	N	N	709	N	N	N	N	N	N	12%
Students without Disabilities	49	782	794	741	0%	*	*	61%	31%	92%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	49	782	793	737	0%	*	*	61%	31%	92%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

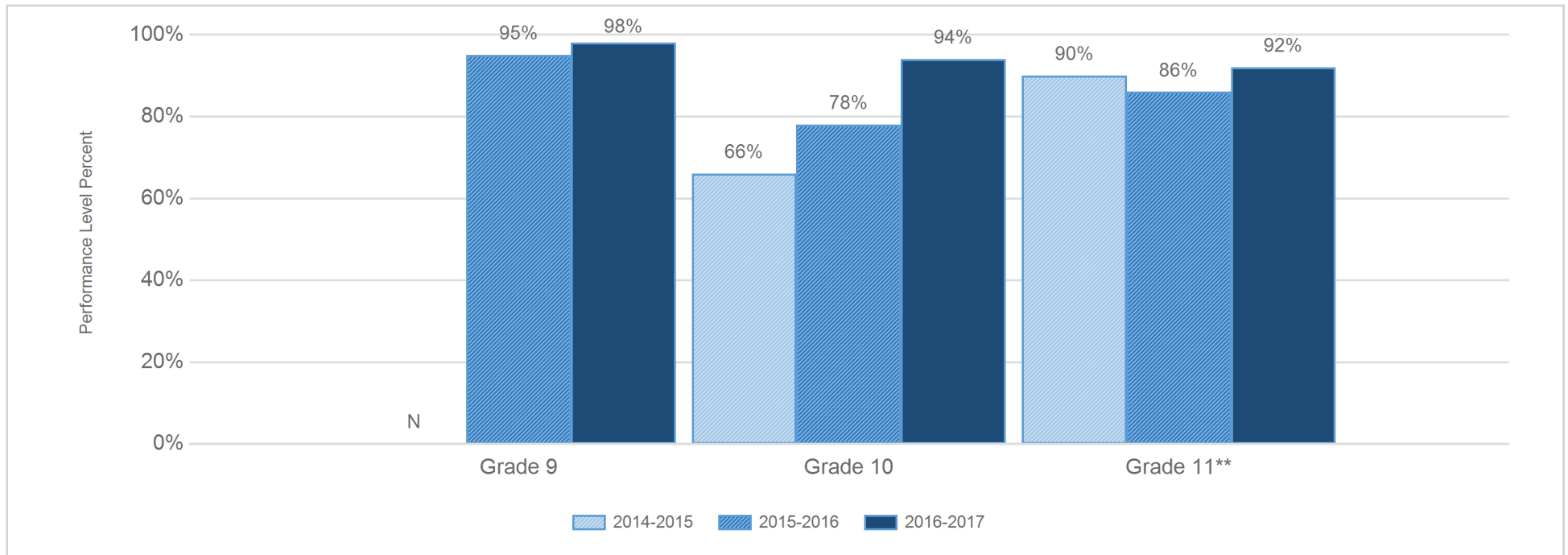


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	112	100.0	85.70	87.10	43.50	85.7	78	Met Goal
White	54	100.0	90.70	88.50	52.40	90.7	80	Met Goal
Hispanic	37	100.0	81.10	82.20	27.60	81.1	73.4	Met Goal
Black or African American	18	100.0	77.80	77.20	21.70	77.8	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	94	100.0	84.00	84.80	44.10	84		
Male	18	100.0	94.50	90.50	42.90	94.5		
Economically Disadvantaged Students	16	100.0	81.30	85.90	25.10	81.3	**	**
Non-Economically Disadvantaged Students	96	100.0	86.50	87.20	54.30	86.5		
Students with Disabilities	N	N	N	72.70	16.50	N	**	**
Students without Disabilities	112	100.0	85.70	87.30	48.80	85.7		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	112	100.0	85.70	87.10	45.20	85.7		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	769	782	743	*	*	*	79%	*	83%	42%
White	25	770	786	751	*	0%	*	88%	0%	88%	52%
Hispanic	23	762	775	728	*	*	*	74%	0%	74%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	57	769	*	747	*	*	*	79%	*	83%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	57	769	782	745	*	*	*	79%	*	83%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	767	767	734	0%	*	*	77%	*	92%	30%
White	26	769	767	740	0%	*	*	77%	*	92%	38%
Hispanic	12	767	*	722	*	*	*	92%	*	100%	14%
Black or African American	10	761	759	719	0%	0%	*	*	*	80%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	38	766	765	735	0%	*	*	*	*	90%	31%
Male	10	771	770	733	0%	*	*	*	*	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	48	767	768	738	0%	*	*	77%	*	92%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	48	767	767	735	0%	*	*	77%	*	92%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	755	779	725	*	*	27%	55%	*	58%	28%
White	25	766	779	731	0%	*	*	64%	*	72%	33%
Hispanic	16	749	*	710	*	*	*	*	0%	56%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	55	755	779	729	*	*	27%	55%	*	58%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	55	755	779	726	*	*	27%	55%	*	58%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

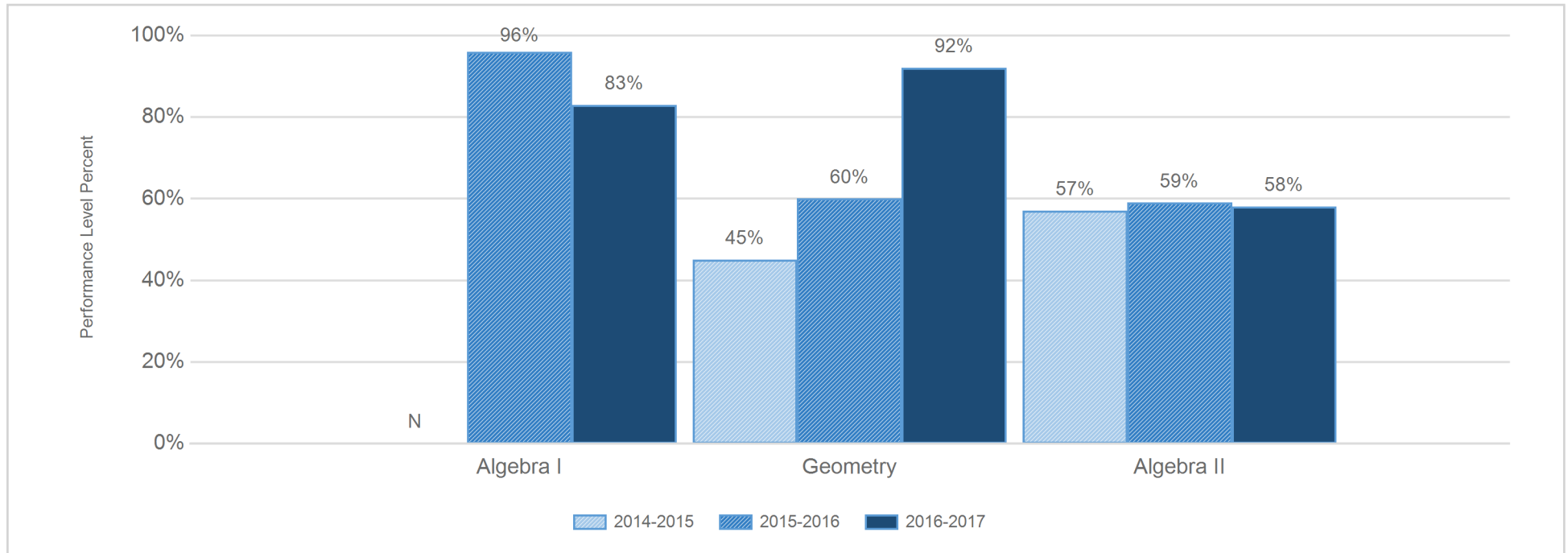


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

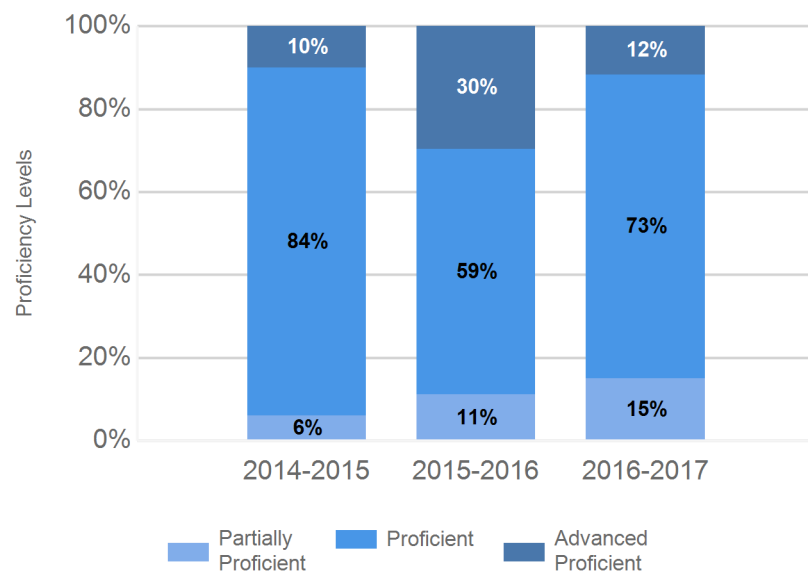
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	73%	15%
White	12%	69%	19%
Hispanic	N	86%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	N	N	N
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	96.1%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	33.3%	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	561	481	Varies By Grade	98%	67%
PSAT - Math	543	483	Varies By Grade	80%	49%
SAT - Reading and Writing	589	551	480	100%	77%
SAT - Math	581	552	530	69%	58%
ACT - Reading	30	24	22	100%	65%
ACT - English	28	24	18	100%	79%
ACT - Math	25	24	22	79%	65%
ACT - Science	25	23	23	93%	54%



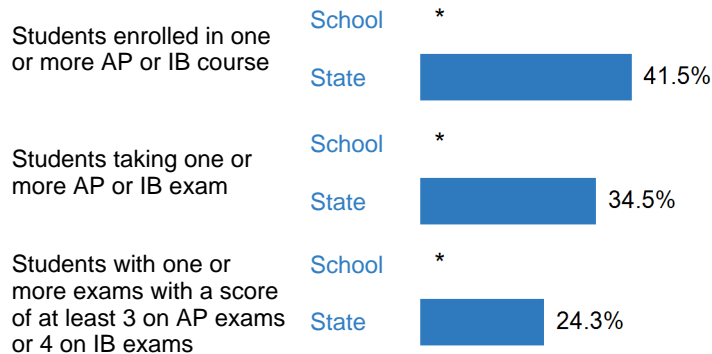
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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



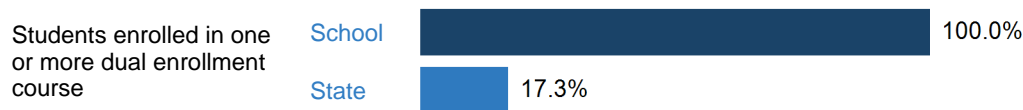
AP/ IB Courses Offered

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 Calculus AB	1	1
AP Spanish Language	3	2
AP Spanish Literature	1	0
Total Exams Taken		3
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

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





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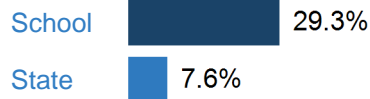
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

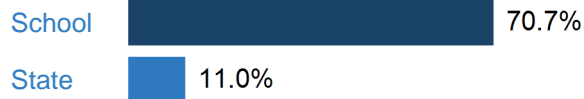
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

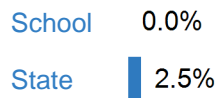
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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This section shows 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	0	0	0	0	0	0	60
10	0	0	0	0	2	0	52
11	0	0	0	0	1	0	48
12	N	N	N	N	N	N	N
Schoolwide	0	0	0	0	3	0	160
Enrolled in AP/IB Course					1	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	60	0	0	0	0	60
10	0	54	0	0	0	0
11	0	0	0	0	49	0
12	N	N	N	N	N	N
Schoolwide	60	54	0	0	49	60
Enrolled in AP/IB Course	N	N		N	N	N



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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	60	0	0	0	0	0
10	0	54	0	0	0	0
11	0	49	0	0	0	0
12	N	N	N	N	N	N
Schoolwide	60	103	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N

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	60	0	0	0	0	0	0
10	54	0	0	0	0	0	0
11	49	0	0	0	0	0	0
12	N	N	N	N	N	N	N
Schoolwide	163	0	0	0	0	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Level 3 or Higher	52	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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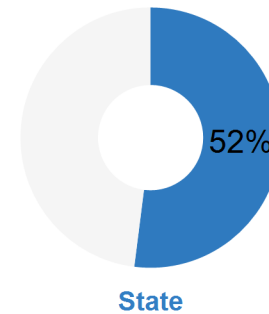
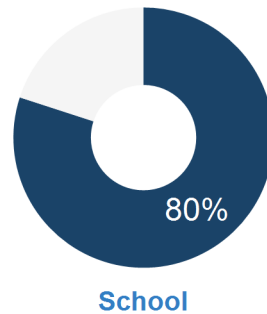
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Visual and Performing Arts – Course Participation

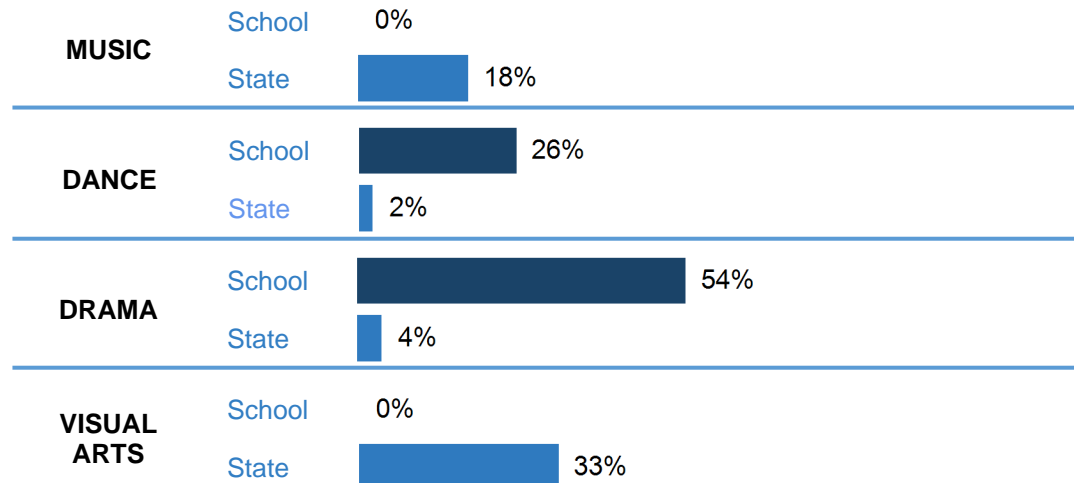
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	100.0%	-
2016	100.0%	100.0%
2015	100.0%	100.0%

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	N	N
2015-2016	N	N
2014-2015	N	N

** 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	88.1%	2.7%	97.3%
White	87%	5%	95%
Hispanic	100%	0%	100%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	N	N	N
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	90.2%	0%	100%	54.1%	46%	48.7%	51.4%
White	81%	0%	100%	41.2%	58.8%	35.3%	64.7%
Hispanic	100%	0%	100%	66.7%	33.3%	58.3%	41.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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

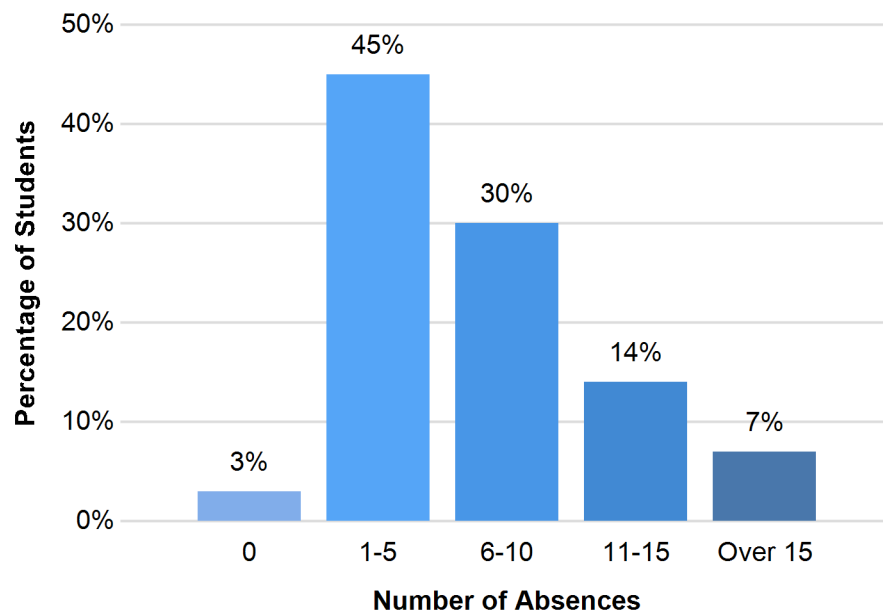
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	14.30	Met Target
White	2.00	14.30	Met Target
Hispanic	18.60	14.30	Not Met
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.50	14.30	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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



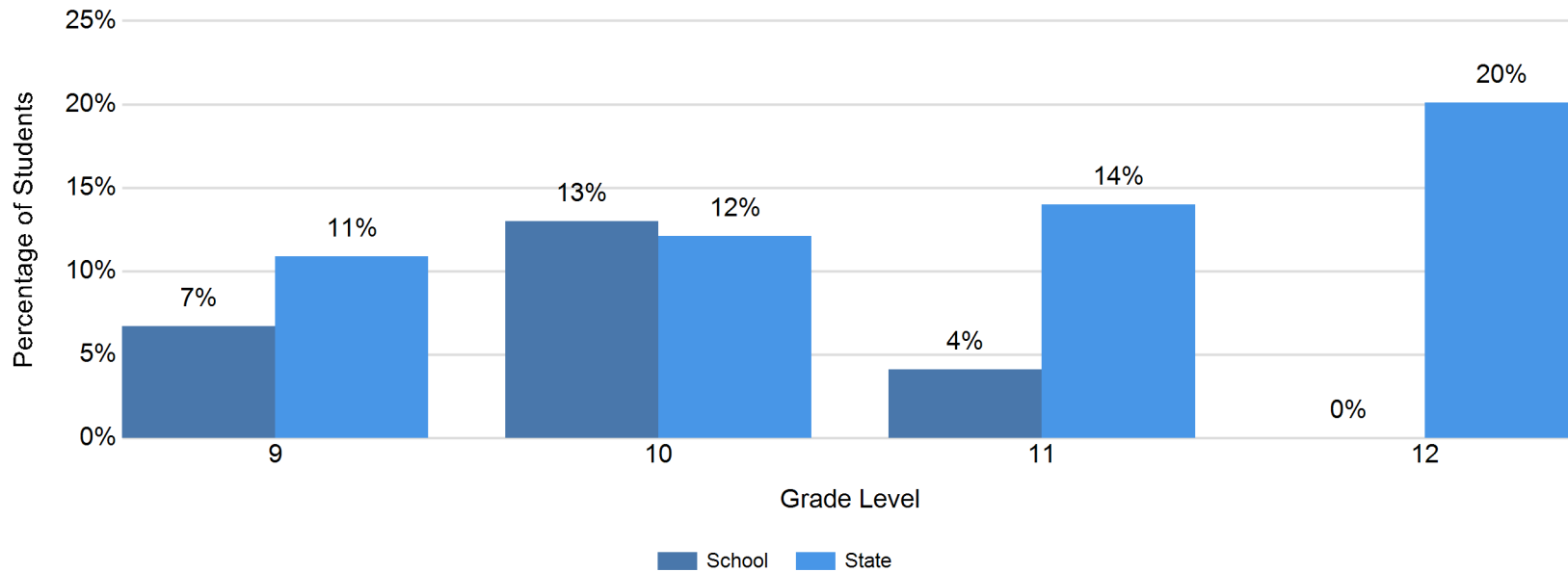


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 2 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.5%
Any Suspension	0.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	2.4:1	282.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	21	120,724
Average years experience in public schools	8.6	11.8
Average years experience in district	5.9	10.5
Teachers in district for 4 or more years	71%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	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	10:1	13:1
Administrators	103:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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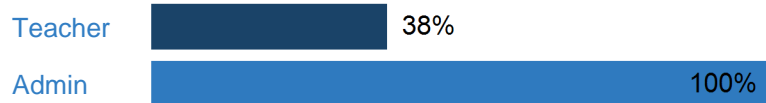
Teachers and Administrators - Level of Education

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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	98%



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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	99.2	17.5%
Mathematics Proficiency	98.0	17.5%
Graduation - 4-Year	94.7	25.0%
Graduation - 5-Year	96.1	25.0%
Chronic Absenteeism	85.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		94.9
Summative Rating: Percentile rank of Summative Score		98.3
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	94.9	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
White	97.1	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Goal	Met Goal	Not Met	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	N	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Douglas-Jackson	Email Address:	kjackson@ucvts.org
Address:	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997	Website:	https://www.ucvts.tec.nj.us
Phone:	(908)889-8288	Facebook:	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
		Twitter:	https://twitter.com/ucvts

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The Academy for Performing Arts offers students the ability to specialize in dance, theatre or technical theatre. • All classes are taught at the honors' level. • All APA seniors attend Kean University during their senior year.
 <p>Mission, Vision, Theme:</p>	<p>The Academy for Performing Arts is an innovative high school, immersing students in honors' level academics while training in a pre-professional artistic setting. The Academy fosters the discipline, integrity and passion necessary for students to succeed at the post-secondary level and as members of the performing arts community. The culmination of the program allows the students to complete their senior year at Kean University.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We are very proud of the many accomplishments of our students at the Academy for Performing Arts. APA is recognized by Newsweek as one of the top high schools in the United States. In 2016 APA was named a Blue Ribbon School for Exemplary High Performance by the Department of Education.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Academy for Performing Arts offers three pathways for students, including Dance, Theatre and Technical Theatre. Our students take classes in their major each day. Vocational classes, as well as all other classes at APA are taught on an honors' level. All APA students are dually enrolled as college freshman and high school seniors on the campus of Kean University during thier senior year. Students take college classes and earn up to 34 credits from Kean.</p>
 <p>Clubs and Activities:</p>	<p>Students are offered a wide variety of extra-curricular options at APA. In addition to Relay for Life, the Multicultural Club, Skills USA, Robotics Club , Dance Club and a host of other activites, our students also have the opportunity to demonstrate their talents through school plays and dance performances throughout the year.</p>
 <p>Before and After School Programs:</p>	<p>APA facilitates a peer-tutoring program during school that is open to all students. In addition, students can meet with peer tutors after-school in a district multi-media center. Also, ELA, Math, and Science teachers are available during a free student period for tutoring and enrichment. There are also numerous college and financial information sessions, a college fair, and SAT/ACT preparation classes offered for free on campus after-school.</p>



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School Narrative

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

 Staff and Professional Learning:	<p>The Academy for Performing Arts professional development program gives our teachers the opportunity to help create their own professional development goals. Teachers are asked to come up with at least three goals each year. These goals include a plan that supports students and their achievement.</p>
 Postsecondary Information:	<p>One hundred percent of APA students are accepted to colleges. During their senior year students are enrolled in classes at Kean University where they earn college credits. Those who stay at Kean University have completed one full year of college and are considered sophomores. Those who move on to other universities find that those universities take anywhere from half to all of the credits they have earned during their senior year.</p>
 Student Supports and Services:	<p>All APA students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.</p>
 Student Health and Wellness:	<p>All APA students participate in the required health and physical education courses. Each of these courses is tailored to help promote fitness and wellness across the lifespan of the student. In addition, there are four fitness centers available on campus for student use during class, co-curricular periods and after school. Our counseling department is also available to help assist our students with managing stress.</p>
 Parent and Community Involvement:	<p>APA has a Parent Teacher Student Association (PTSO) that is actively engaged in supporting our students. The organization supplies parent volunteers for field trips, Relay for Life and special performances. The PTSO also works with the principal to constantly communicate the goals of the program. In addition, APA has an Advisory Board which consists of industry professionals, college professors, teachers and students. We meet several times a year to evaluate and make improvements to the program.</p>



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School Narrative

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



Facilities:

The Academy for Performing Arts was built in 2009. Our rooms are fully equiped with starboards to help assist our teachers provide dynamic lessons. In addition, our performing arts program utilizes a 150 seat Black Box Theatre for student classes and performances throughout the year.



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Applicants are selected from a diverse population of eighth grade students in each of the twenty-one school districts of Union County. The competitive selection process includes a two- step mechanism whereby students must qualify academically in order to audition to become a Dance or Theatre Arts major. For those who major in Technical Theatre, students are chosen based on their entrance exam scores and their academic records. The school day is divided into four block-time instructional periods in an alternating A/B day schedule. An articulation agreement is in place with Kean University whereby students will spend their high school senior year at Kean University taking a full freshman college course load, which includes a concentration in their Performing Arts major. APA graduation requirements exceed those mandated by the New Jersey Department of Education. Additionally, guest artist residencies and partnerships with the Performing Arts Community are a staple of the program. Partnerships exist with Kean University, Carolyn Dorfman Dance Company, George Street Playhouse, and Playwright’s Theatre.



Other Information:



Raymond Lesniak Energy Strength Hope Recovery High School
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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](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	2
Ungraded	0	1	0
Total	0	1	2

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	0%	100%
Male	0%	100%	0%
Economically Disadvantaged Students	0%	100%	0%
Students with Disabilities	0%	100%	0%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	100.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.0%
Hispanic	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	100.0%



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

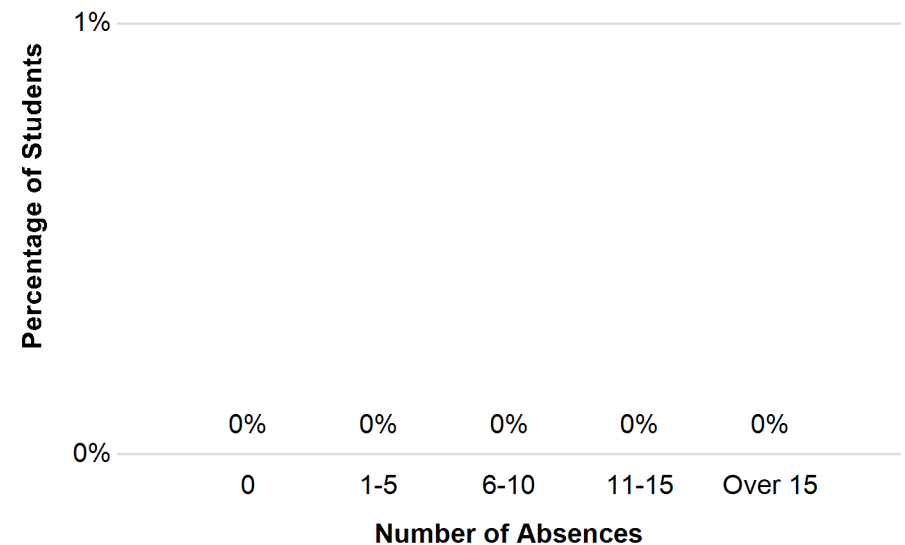
Chronic Absenteeism

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

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

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.



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



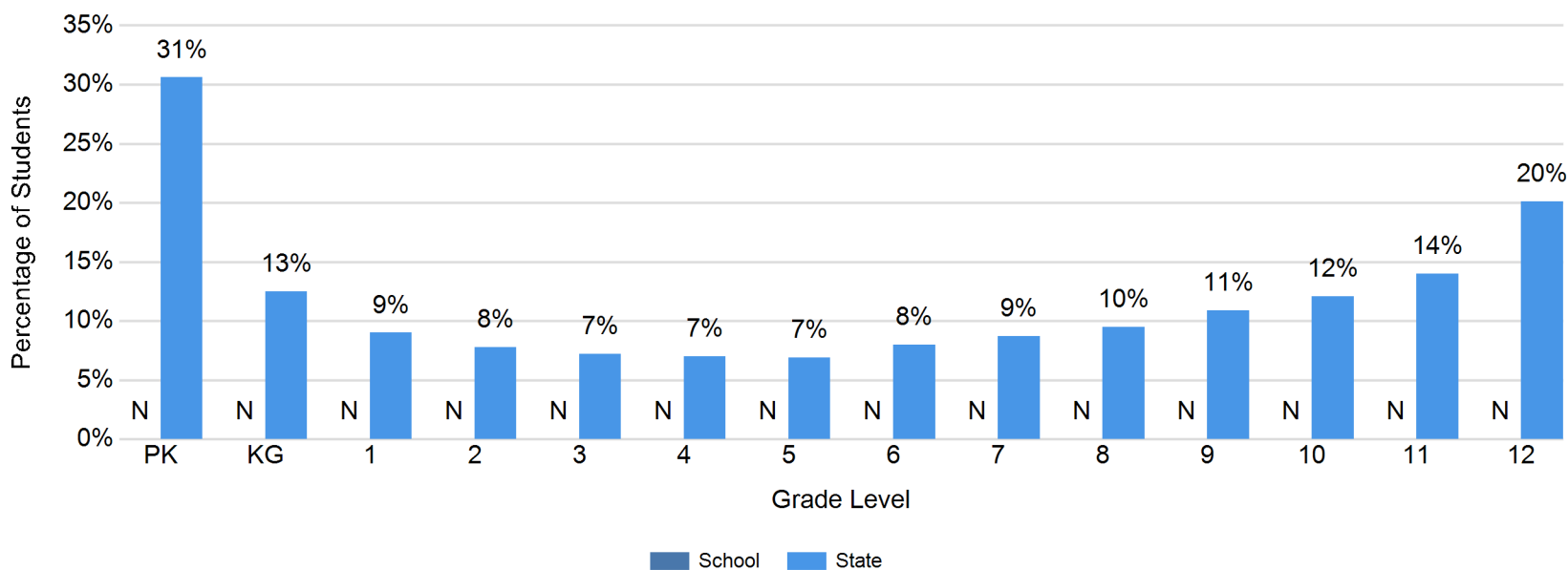
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 0 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	2	120,724
Average years experience in public schools	3.5	11.8
Average years experience in district	3.0	10.5
Teachers in district for 4 or more years	50%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	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	1:1	13:1
Administrators	2:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	96%



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School General Info

Principal:	Mrs. McClain	Email Address:	smcclain@ucvts.org
Address:	1000 MORRIS AVENUE UNION, NJ 07083	Website:	www.eshrecoveryhighschool.org
Phone:	(908)889-2900	Facebook:	www.facebook.com/RecoveryHighSchool

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The First Public Recovery High School in the State of New Jersey • Blended Learning Model • Blue Ribbon School District
 <p>Mission, Vision, Theme:</p>	<p>The ESH Recovery High School is an alternative school established by a collaborative partnership between UCVTS and Prevention Links. The school is specifically designed for high school aged students in grades 9-12, who have endured substance abuse related issues and are looking for a self-contained, public school, conducive to meeting the needs of their education and recovery.</p>



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Courses, Curriculum, Instruction:

The school employs a blended learning model that allows the student to engage in monitored, self-paced virtual instruction, accompanied by a teacher to enhance the learning and assist with course progression. The students also receive traditional, individualized classroom instruction from our certified secondary teachers. All courses are aligned with NJSLS.



Before and After School Programs:

ESH recognizes that healthy social and recreational options are essential to an adolescent's successful recovery. Therefore, we offer post-school day and weekend social activities for students and young adult mentors in stable recovery. All students are matched with an individual mentor, healthy role model who can provide support and encouragement, working as an extension of the ESH team.








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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Staff of the ESH Recovery High School are highly qualified, and equipped with the credentials, certifications, backgrounds and experience to work with this distinct population of youth, vested in the success of each individual student.</p>
 <p>Postsecondary Information:</p>	<p>Students who attend the Recovery High School may complete their education with us, ultimately receiving a High School diploma conferred by their sending school district. The staff, in collaboration with the sending school counselor, is instrumental in assisting students in transitioning to post secondary initiatives including; college, vocational and career opportunities.</p>
 <p>Student Supports and Services:</p>	<p>The academics are surrounded by Recovery Support Services, embedded in the school day, including but not limited to; group and individual counseling (Relapse Prevention and Early Recovery Groups), mentorship, physical and cognitive activities, guest speakers, workshops, occupational therapy, and positive psychology, giving students the necessary tools to thrive and live a drug free lifestyle.</p>
 <p>Student Health and Wellness:</p>	<p>The school enjoys partnerships with outside agencies to provide programs for students' mental and physical well being. These programs include; Occupational Therapy, Positive Psychology, Yoga, Meditation, YMCA Fitness Center, and service learning opportunities for community engagement.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are critical in each students' ability to work towards their academic and recovery goals. We maintain close communication regarding student status, milestones, and accomplishments, and serve a unified system of support for the families. Our High School staff works to ensure that parents are connected to necessary supports services, assisting them with accessing resources, navigating the system of care, and communicating with the sending school district.</p>



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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](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	2
Ungraded	0	1	0
Total	0	1	2

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	0%	100%
Male	0%	100%	0%
Economically Disadvantaged Students	0%	100%	0%
Students with Disabilities	0%	100%	0%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	100.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African American	0.0%
Hispanic	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	100.0%



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

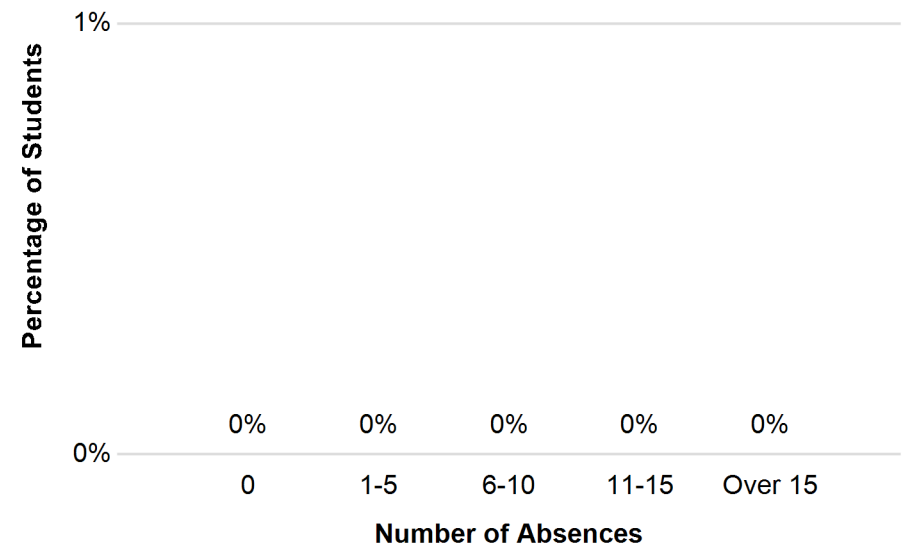
Chronic Absenteeism

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

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

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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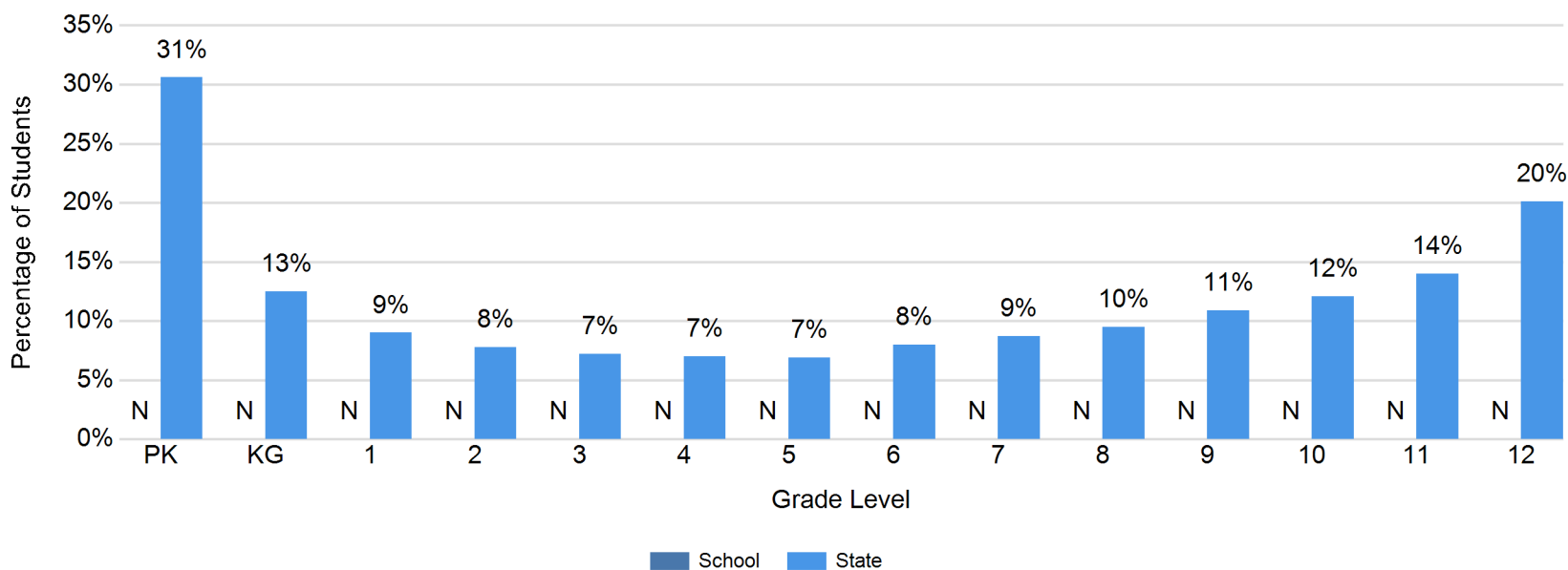
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Chronic Absenteeism by Grade

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

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Category	School
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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
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Student Suspension Rate

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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.

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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**:

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Master's Degree



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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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	96%



**Raymond Lesniak Energy Strength Hope Recovery High School
2016-2017**

Grade Span 09-12



39-5260-300
UNION
UNION COUNTY VOCATIONAL
1000 MORRIS AVENUE
UNION, NJ 07083

School General Info

Principal:	Mrs. McClain	Email Address:	smcclain@ucvts.org
Address:	1000 MORRIS AVENUE UNION, NJ 07083	Website:	www.eshrecoveryhighschool.org
Phone:	(908)889-2900	Facebook:	www.facebook.com/RecoveryHighSchool

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The First Public Recovery High School in the State of New Jersey • Blended Learning Model • Blue Ribbon School District
 <p>Mission, Vision, Theme:</p>	<p>The ESH Recovery High School is an alternative school established by a collaborative partnership between UCVTS and Prevention Links. The school is specifically designed for high school aged students in grades 9-12, who have endured substance abuse related issues and are looking for a self-contained, public school, conducive to meeting the needs of their education and recovery.</p>





**Raymond Lesniak Energy Strength Hope Recovery High School
2016-2017**

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39-5260-300
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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The school employs a blended learning model that allows the student to engage in monitored, self-paced virtual instruction, accompanied by a teacher to enhance the learning and assist with course progression. The students also receive traditional, individualized classroom instruction from our certified secondary teachers. All courses are aligned with NJSLS.</p>
 <p>Before and After School Programs:</p>	<p>ESH recognizes that healthy social and recreational options are essential to an adolescent's successful recovery. Therefore, we offer post-school day and weekend social activities for students and young adult mentors in stable recovery. All students are matched with an individual mentor, healthy role model who can provide support and encouragement, working as an extension of the ESH team.</p>








**Raymond Lesniak Energy Strength Hope Recovery High School
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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Staff of the ESH Recovery High School are highly qualified, and equipped with the credentials, certifications, backgrounds and experience to work with this distinct population of youth, vested in the success of each individual student.</p>
 <p>Postsecondary Information:</p>	<p>Students who attend the Recovery High School may complete their education with us, ultimately receiving a High School diploma conferred by their sending school district. The staff, in collaboration with the sending school counselor, is instrumental in assisting students in transitioning to post secondary initiatives including; college, vocational and career opportunities.</p>
 <p>Student Supports and Services:</p>	<p>The academics are surrounded by Recovery Support Services, embedded in the school day, including but not limited to; group and individual counseling (Relapse Prevention and Early Recovery Groups), mentorship, physical and cognitive activities, guest speakers, workshops, occupational therapy, and positive psychology, giving students the necessary tools to thrive and live a drug free lifestyle.</p>
 <p>Student Health and Wellness:</p>	<p>The school enjoys partnerships with outside agencies to provide programs for students' mental and physical well being. These programs include; Occupational Therapy, Positive Psychology, Yoga, Meditation, YMCA Fitness Center, and service learning opportunities for community engagement.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are critical in each students' ability to work towards their academic and recovery goals. We maintain close communication regarding student status, milestones, and accomplishments, and serve a unified system of support for the families. Our High School staff works to ensure that parents are connected to necessary supports services, assisting them with accessing resources, navigating the system of care, and communicating with the sending school district.</p>



Union County Career & Technical Institute
2016-2017


Grade Span 09-12

39-5260-301
UNION
UNION COUNTY VOCATIONAL
1776 RARITAN ROAD
SCOTCH PLAINS, NJ 07076

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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**39-5260-301
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1776 RARITAN ROAD
SCOTCH PLAINS, NJ 07076**

Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	1
10	0	0	28
11	0	0	116
12	0	0	111
Ungraded	0	0	32
Total	0	0	288

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	0%	0%	42%
Male	0%	0%	58%
Economically Disadvantaged Students	0%	0%	34%
Students with Disabilities	0%	0%	51%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	43.4%
Black or African American	28.8%
Hispanic	25.3%
Asian	1.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	77.6%
Spanish	14.0%
Portuguese	3.5%
Other	4.9%



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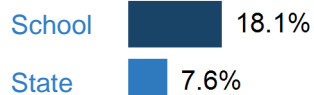
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

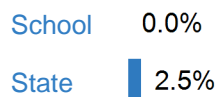
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	20	20
Health Science	25	25
Hospitality & Tourism	*	*
Human Services	*	*
Information Technology	88	88
Transportation, Distribution & Logistics	31	31
Total non-duplicated number of students**	180	
Total number of credentials earned in all clusters		180

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



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

Chronic Absenteeism

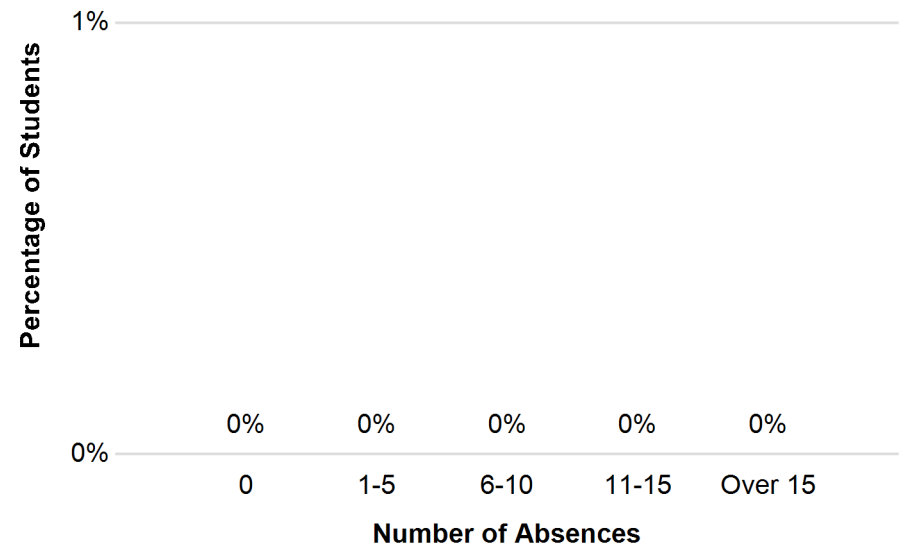
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

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

Days Absent

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





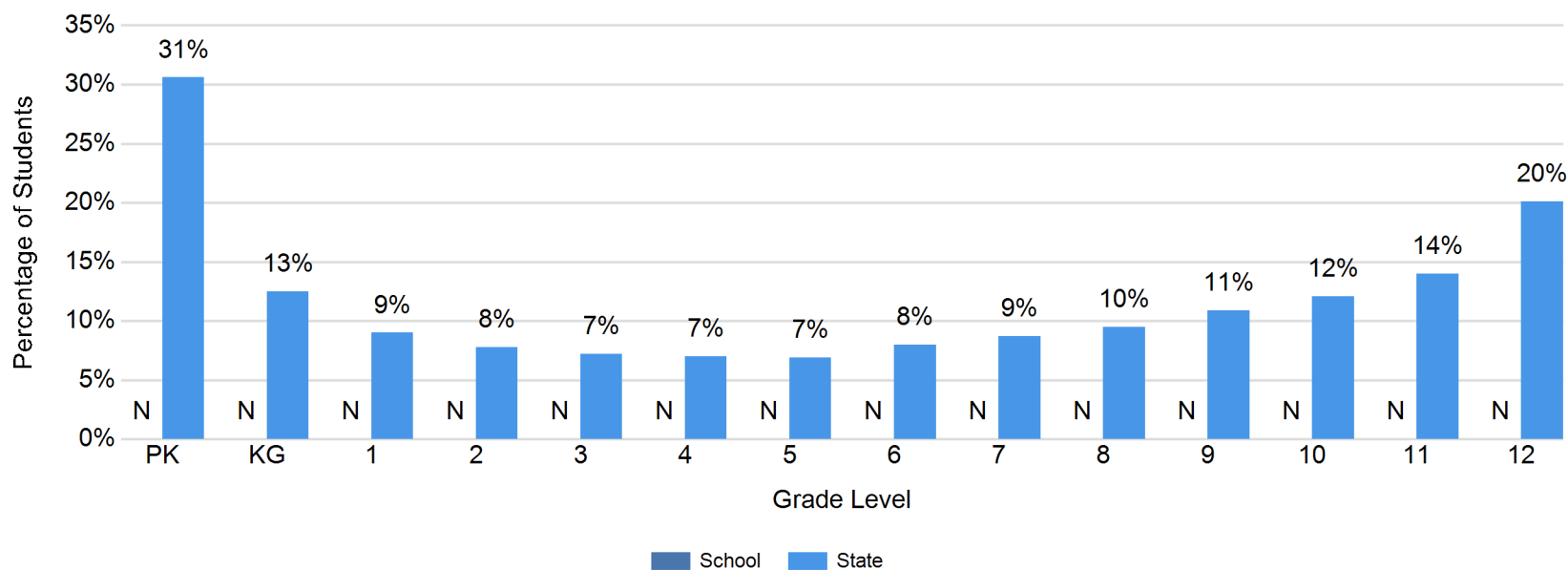
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 2 Mins.
Shared Time - Instructional Time	2 Hrs. 7 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	3.50

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	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	26	120,724
Average years experience in public schools	9.0	11.8
Average years experience in district	6.8	10.5
Teachers in district for 4 or more years	39%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	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	13:1
Administrators	286:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	98%



**Union County Career & Technical Institute
2016-2017**

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39-5260-301
UNION
UNION COUNTY VOCATIONAL
1776 RARITAN ROAD
SCOTCH PLAINS, NJ 07076

School General Info

Principal:	Mrs. Tauscher	Email Address:	ltauscher@ucvts.org
Address:	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076	Website:	www.ucvts.tec.nj.us
Phone:	(908)889-8288	Facebook:	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
		Twitter:	https://twitter.com/ucvts

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • We offer twelve self-contained vocational programs and twelve general education vocational programs. • Our school is Middle States Accredited. • Student receive national and industry related certifications specific to their vocational program of study.
 <p>Mission, Vision, Theme:</p>	<p>The Union County Career and Technical Institute (UCCTI) is a shared time high school that accepts students from all twenty-one towns in Union County. Shared time students attend our programs for a two hour and seven minutes block of time either for a morning or afternoon session. Students can choose from twenty two different career and technical programs.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our school is certified by the Middle States Association of Colleges and Schools. Our students have won state and national competitions in Skills USA. Students also take industry recognized competency testing at the end of the senior year to assess their career readiness.</p>





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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Students receive high school credits each school year in three areas; Vocational Specialization (10 credits) in the program they are enrolled, Technical English (2.5 credits), and Math & Financial Concepts (2.5 credits). Instruction is delivered through a hands-on, applied approach in vocational spaces equipped with the latest machinery, technology and supplies.</p>
 <p>Clubs and Activities:</p>	<p>Students participate and compete in HOSA, Skills USA, and FBLA events at the local, state, and national levels.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Teachers receive professional development on topics such as: Anti-Bullying, Power School, Special Education topics, Suicide Prevention, Differentiated Instruction, Technology Applications, Google Apps, and other instructional related areas. Teachers create their own professional development goals. These goals include a plan that supports students and their achievement.</p>
 <p>Postsecondary Information:</p>	<p>Students are prepared to attend two and four year colleges & universities, as well as postsecondary institutions upon graduation. Students can also earn industry credentials which assists them in obtaining employment in their field of study.</p>
 <p>Student Supports and Services:</p>	<p>UCCTI has an admissions office who handles all incoming shared time student applications. A shared time school counselor assists students with their vocational schedules and everyday needs. Our counseling & administrative staff work with home-district counseling departments to provide the best possible learning experiences at our school. Special education parent advisory groups are hosted twice a year.</p>
 <p>Parent and Community Involvement:</p>	<p>UCCTI utilizes the Power School Parent Portal and other means to communicate with parents and school counselors in home sending districts to ensure students needs are being met. We stay current with workplace trends by hosting Advisory Board Meetings. UCCTI has partnerships with local employers to provide students with internships. Additionally, we have grants with Community Unlimited Access in Elizabeth.</p>



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School Narrative

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Facilities:

UCCTI vocational programs are all located in the West Hall building at UCVTS and all classrooms are air conditioned. Our programs are located throughout twenty-five vocational classrooms which allow for traditional learning and hands-on areas for students to use the latest equipment and supplies in the related work field. We have three academic classrooms and a multi-media center which allows students to access technology.



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Other Information:

Shared-Time Programs at UCCTI run in both an AM and a PM schedule. The AM session runs from 8:00 am to 10:07 am; the PM session runs from 12:43 pm to 2:50 pm. Individual class schedules for shared time students are coordinated with the home school counselor to ensure that each student has all the necessary requirements for high school graduation. We have twenty-two programs, consisting of both general education and self-contained. General education programs include: Allied Health, Automotive Technology, Child Development, Commercial Art, Cosmetology, Criminal Justice, Culinary Arts & Hospitality, Digital Multimedia Design, Electrical Technology, Green Construction Technology, and Interactive Media & Game Design, and Welding Technology. We have twelve self contained course offerings that include: Automotive Collision, Automotive Technology Fundamentals, Baking, Building Services, Business Administration, Commercial Art, Computer Aided Design, Culinary Arts, Graphic Design, Masonry, Medical Assisting, Supermarket Technology, and Welding Technology. UCCTI also offers a full-day transition program for self-contained special education students, ages 18 to 21, who are seeking additional skills before entering the workforce. This full day program will assist students in obtaining vocational training and marketable job skills. Students also participate in life skills, workplace math, physical education, and employability classes. All UCCTI students are eligible to participate in job shadowing, internships, or work experiences related to their program.



Union County Magnet High School

2016-2017

Grade Span 09-12

39-5260-040

UNION

UNION COUNTY VOCATIONAL


1776 RARITAN ROAD

SCOTCH PLAINS, NJ 07076-2997

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Union County Magnet High School
2016-2017
Grade Span 09-12

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SCOTCH PLAINS, NJ 07076-2997

Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	72	82	80
10	69	72	79
11	75	68	71
12	74	75	66
Ungraded	0	0	0
Total	290	297	296

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	46%	44%	46%
Male	54%	57%	54%
Economically Disadvantaged Students	8%	8%	11%
Students with Disabilities	1%	1%	1%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	37.8%
Asian	36.8%
Hispanic	13.5%
Black or African American	9.8%
Native Hawaiian or Pacific Islander	1.0%
American Indian or Alaska Native	0.0%
Two or More Races	1.0%

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	296
Shared Time Students	0
Full Time Equivalent	296

Enrollment by Home Language

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

Home Language	% of Students
English	79.1%
Spanish	6.1%
Polish	3.4%
Chinese	3.0%
Russian	1.7%
Other	6.5%



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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	159	100.0	99.40	94.90	54.90	99.4	80	Met Goal
White	64	100.0	100.00	93.90	63.90	100	80	Met Goal
Hispanic	20	100.0	100.00	95.30	39.80	100	80	Met Goal
Black or African American	16	100.0	100.00	93.00	35.20	100	**	**
Asian, Native Hawaiian, or Pacific Islander	58	100.0	98.30	*	80.70	98.3	80	Met Goal
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	77	100.0	100.00	94.80	62.20	100		
Male	82	100.0	98.80	95.00	48.10	98.8		
Economically Disadvantaged Students	14	100.0	100.00	95.80	36.20	100	**	**
Non-Economically Disadvantaged Students	145	100.0	99.30	94.70	65.80	99.3		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	159	100.0	99.40	94.90	57.40	99.4		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	813	794	749	*	*	*	*	93%	100%	52%
White	33	809	795	757	*	*	*	*	88%	100%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	31	818	*	777	*	*	*	*	97%	100%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	43	813	*	756	*	*	*	*	98%	100%	60%
Male	37	812	*	741	*	*	*	*	87%	100%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	80	813	794	752	*	*	*	*	93%	100%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	79	818	797	743	*	*	*	14%	85%	99%	46%
White	31	816	796	749	*	*	*	*	77%	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	27	822	811	774	0%	0%	*	*	89%	96%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	34	830	798	752	*	*	*	*	97%	100%	54%
Male	45	809	796	734	*	*	*	*	76%	98%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	79	818	797	745	*	*	*	14%	85%	99%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	806	793	736	*	*	*	33%	66%	99%	38%
White	23	803	793	738	*	*	*	*	61%	100%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	26	821	813	756	*	*	*	*	81%	100%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	29	809	*	744	*	*	*	35%	66%	100%	46%
Male	41	803	*	729	*	*	*	32%	66%	98%	31%
Economically Disadvantaged Students	12	792	785	729	*	*	*	*	*	100%	32%
Non-Economically Disadvantaged Students	58	809	795	740	*	*	*	*	*	98%	42%
Students with Disabilities	N	N	N	709	N	N	N	N	N	N	12%
Students without Disabilities	70	806	794	741	*	*	*	33%	66%	99%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	70	806	793	737	*	*	*	33%	66%	99%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

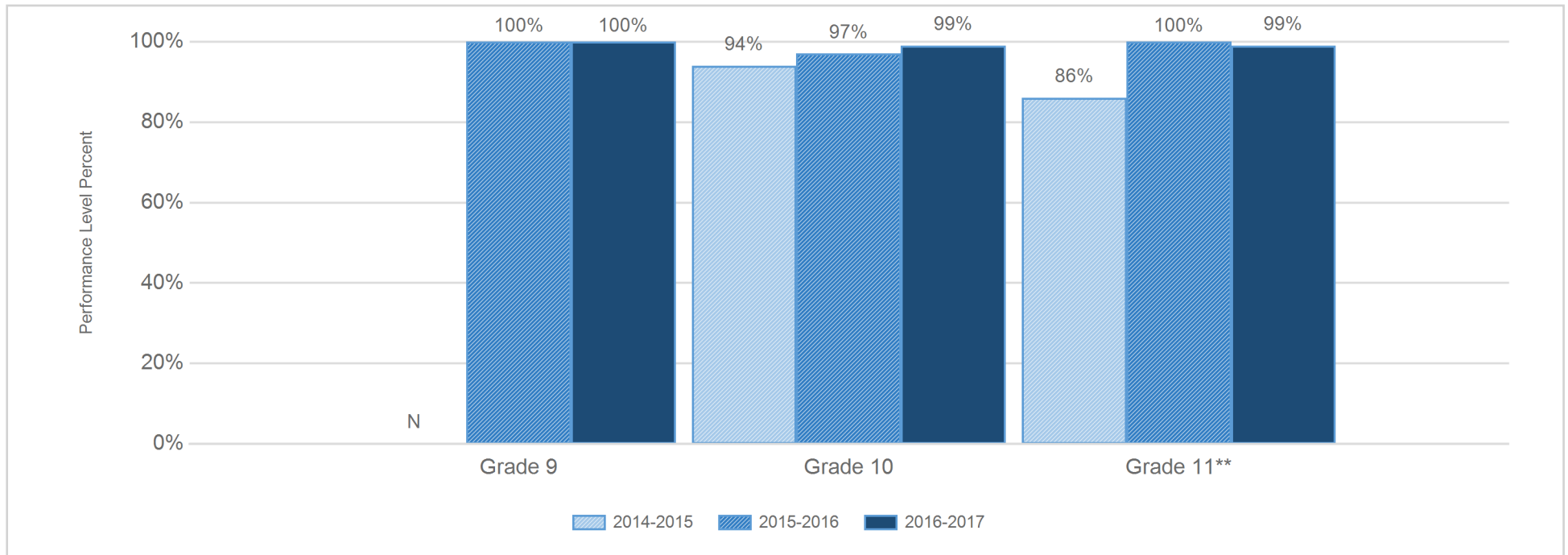


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	134	100.0	99.20	87.10	43.50	99.2	80	Met Goal
White	57	100.0	100.00	88.50	52.40	100	80	Met Goal
Hispanic	16	100.0	93.80	82.20	27.60	93.8	**	**
Black or African American	16	100.0	100.00	77.20	21.70	100	**	**
Asian, Native Hawaiian, or Pacific Islander	45	100.0	100.00	*	75.60	100	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	69	100.0	98.50	84.80	44.10	98.5		
Male	65	100.0	100.00	90.50	42.90	100		
Economically Disadvantaged Students	11	100.0	90.90	85.90	25.10	90.9	**	**
Non-Economically Disadvantaged Students	123	100.0	100.00	87.20	54.30	100		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	134	100.0	99.20	87.10	45.20	99.2		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	812	782	743	0%	0%	0%	39%	61%	100%	42%
White	12	815	786	751	0%	0%	0%	*	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	827	800	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	18	804	*	744	*	*	*	*	*	100%	43%
Male	15	823	*	741	*	*	*	*	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	33	812	*	747	0%	0%	0%	39%	61%	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	33	812	782	745	0%	0%	0%	39%	61%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	780	767	734	*	*	*	48%	51%	98%	30%
White	32	781	767	740	0%	0%	0%	47%	53%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	14	788	780	758	*	*	*	*	71%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	32	779	765	735	*	*	*	47%	50%	97%	31%
Male	29	781	770	733	*	*	*	48%	52%	100%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	61	780	767	735	*	*	*	48%	51%	98%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	806	779	725	*	0%	*	44%	53%	97%	28%
White	24	805	779	731	0%	0%	0%	58%	42%	100%	33%
Hispanic	12	787	*	710	*	0%	0%	*	*	92%	14%
Black or African American	10	788	769	703	0%	0%	*	*	*	90%	*
Asian, Native Hawaiian, or Pacific Islander	26	822	*	761	*	*	*	*	77%	100%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	31	806	*	725	*	0%	*	48%	52%	100%	27%
Male	41	805	*	725	*	0%	*	42%	54%	95%	29%
Economically Disadvantaged Students	10	793	768	708	*	0%	*	*	*	100%	13%
Non-Economically Disadvantaged Students	62	808	781	733	*	0%	*	*	*	97%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	72	806	779	726	*	0%	*	44%	53%	97%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

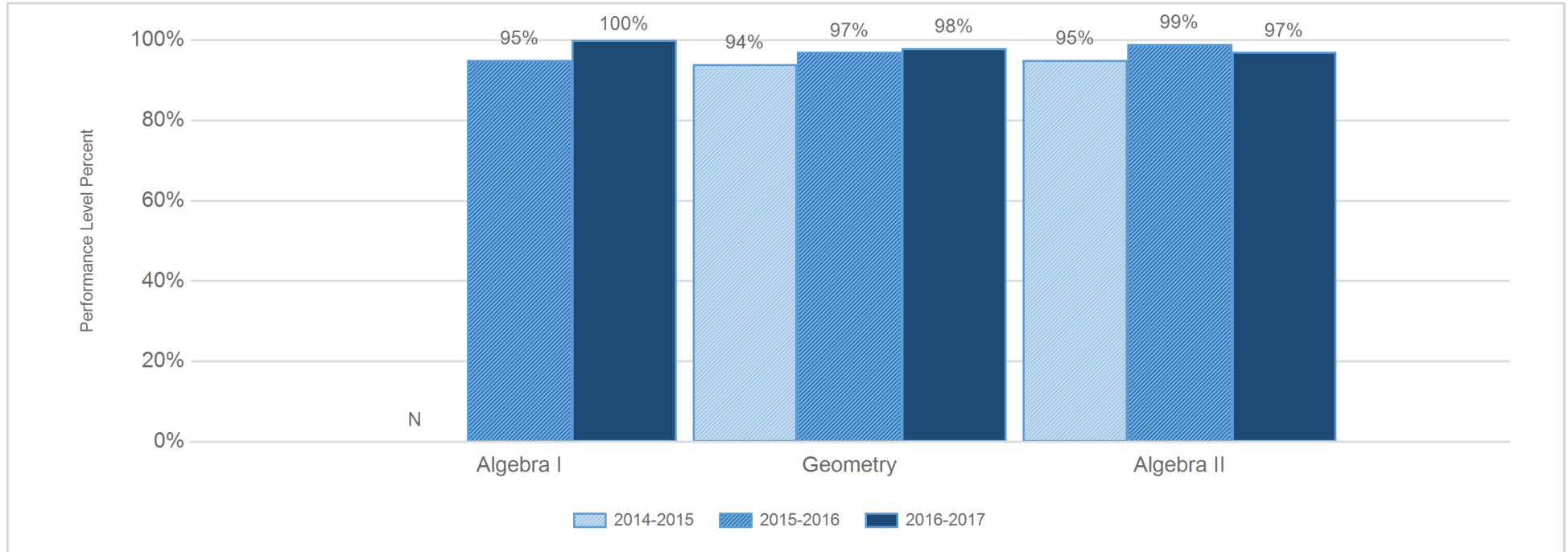


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

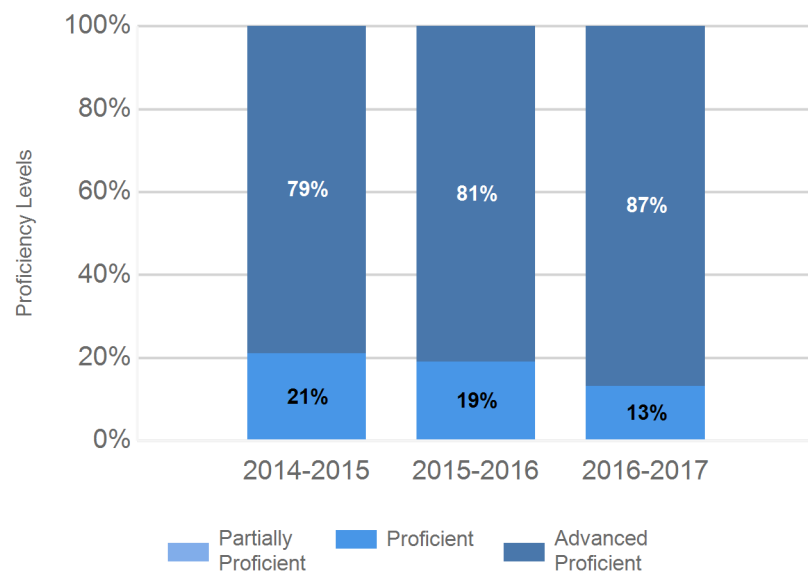
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	87%	13%	N
White	84%	16%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	97%	3%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
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	97.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	40.9%	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	648	481	Varies By Grade	100%	67%
PSAT - Math	665	483	Varies By Grade	99%	49%
SAT - Reading and Writing	682	551	480	100%	77%
SAT - Math	703	552	530	97%	58%
ACT - Reading	32	24	22	100%	65%
ACT - English	31	24	18	100%	79%
ACT - Math	31	24	22	100%	65%
ACT - Science	29	23	23	89%	54%



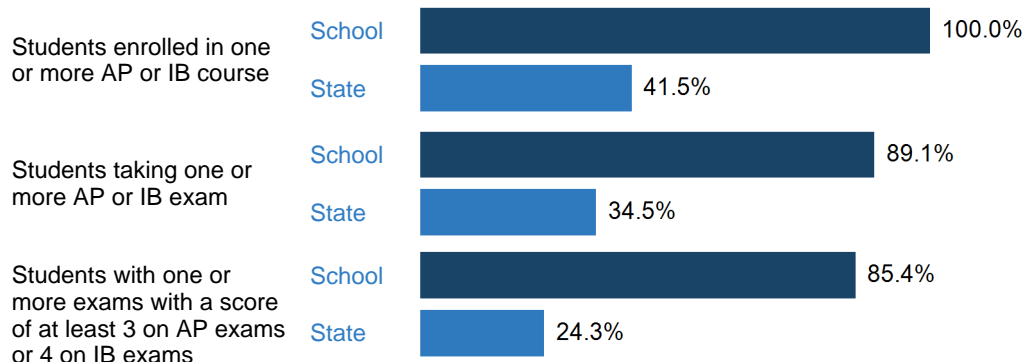
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

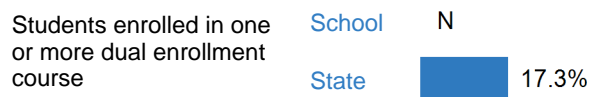
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	11
AP Calculus AB	58	52
AP Calculus BC	28	25
AP Chemistry	49	39
AP Chinese Language and Culture	0	1
AP Comparative Government and Politics	0	1
AP Computer Science A	0	5
AP English Literature and Composition	25	17
AP Environmental Science	0	1
AP European History	22	2
AP Macroeconomics	36	29
AP Microeconomics	0	25
AP Physics 1	0	1
AP Physics C	42	0
AP Physics C: Electricity and Magnetism	0	8
AP Physics C: Mechanics	0	28
AP Psychology	0	3
AP Spanish Language	11	10
AP Spanish Literature	1	1
AP Statistics	24	25



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Drawing Portfolio	0	1
AP U.S. Government and Politics	11	6
AP U.S. History	2	3
AP World History	0	1
IB Environmental Science	9	0
Total Exams Taken		295
Exams with scores of at least 3 on AP exams or 4 on IB exams		275



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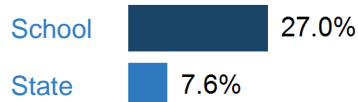
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

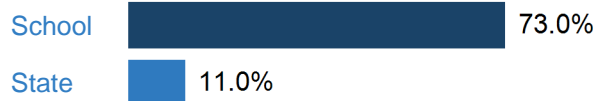
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

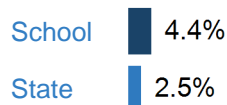
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	206	206
Total non-duplicated number of students**	206	
Total number of credentials earned in all clusters		206

**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	0	0	0	0	1	0	79
10	0	0	0	0	24	0	55
11	0	0	0	0	34	0	37
12	0	0	0	0	37	28	12
Schoolwide	0	0	0	0	96	28	183
Enrolled in AP/IB Course					86	24	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	76	4	0	0	0	80
10	0	79	0	0	46	0
11	4	41	0	0	59	0
12	26	7	0	9	16	9
Schoolwide	106	131	0	9	121	89
Enrolled in AP/IB Course	20	49		9	42	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	80	0	0	0	0	0
10	0	79	0	0	0	5
11	0	71	14	2	0	2
12	0	2	22	6	0	37
Schoolwide	80	152	36	8	0	44
Enrolled in AP/IB Course	0	2	36	0	0	32

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	80	0	0	0	0	0	0
10	79	0	0	0	0	0	0
11	71	0	0	0	0	0	0
12	25	0	0	0	0	0	7
Schoolwide	255	0	0	0	0	0	7
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Level 3 or Higher	103	0	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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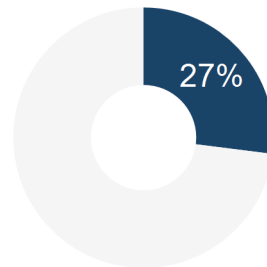
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Visual and Performing Arts – Course Participation

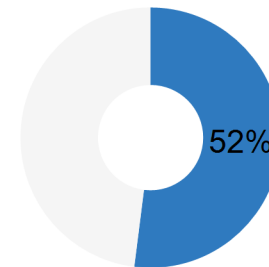
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

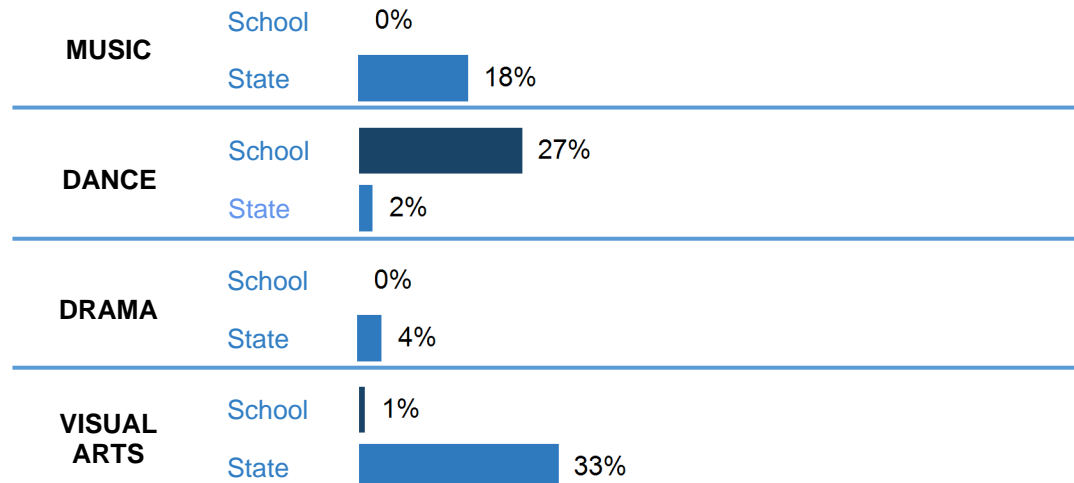


School



State

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	100.0%	90.5%	100.0%	91.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.5%	100.0%	95.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.3%	100.0%	86.3%	100.0%	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	N	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	100.0%	-
2016	100.0%	100.0%
2015	100.0%	100.0%

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	N	N
2015-2016	N	N
2014-2015	N	N

** 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	83.3%	0%	100%
White	75%	0%	100%
Hispanic	*	0%	*
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	82.1%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	N	N	N
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	97.3%	1.4%	98.6%	54.8%	45.2%	38.4%	61.6%
White	100%	0%	100%	50%	50%	33.3%	66.7%
Hispanic	81.8%	11.1%	88.9%	66.7%	33.3%	44.4%	55.6%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%	61.9%	38.1%	42.9%	57.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
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

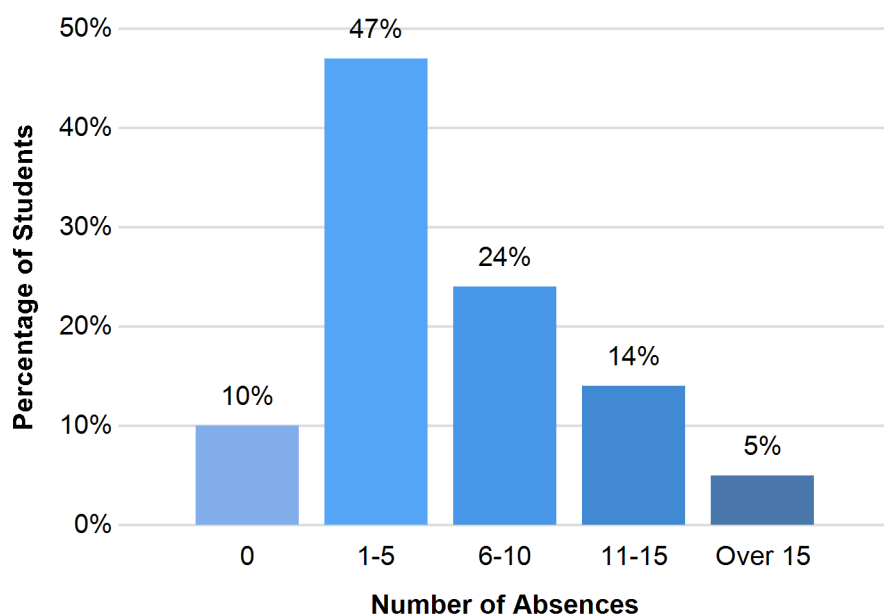
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.40	14.30	Met Target
White	1.80	14.30	Met Target
Hispanic	2.50	14.30	Met Target
Black or African American	0	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.20	14.30	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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



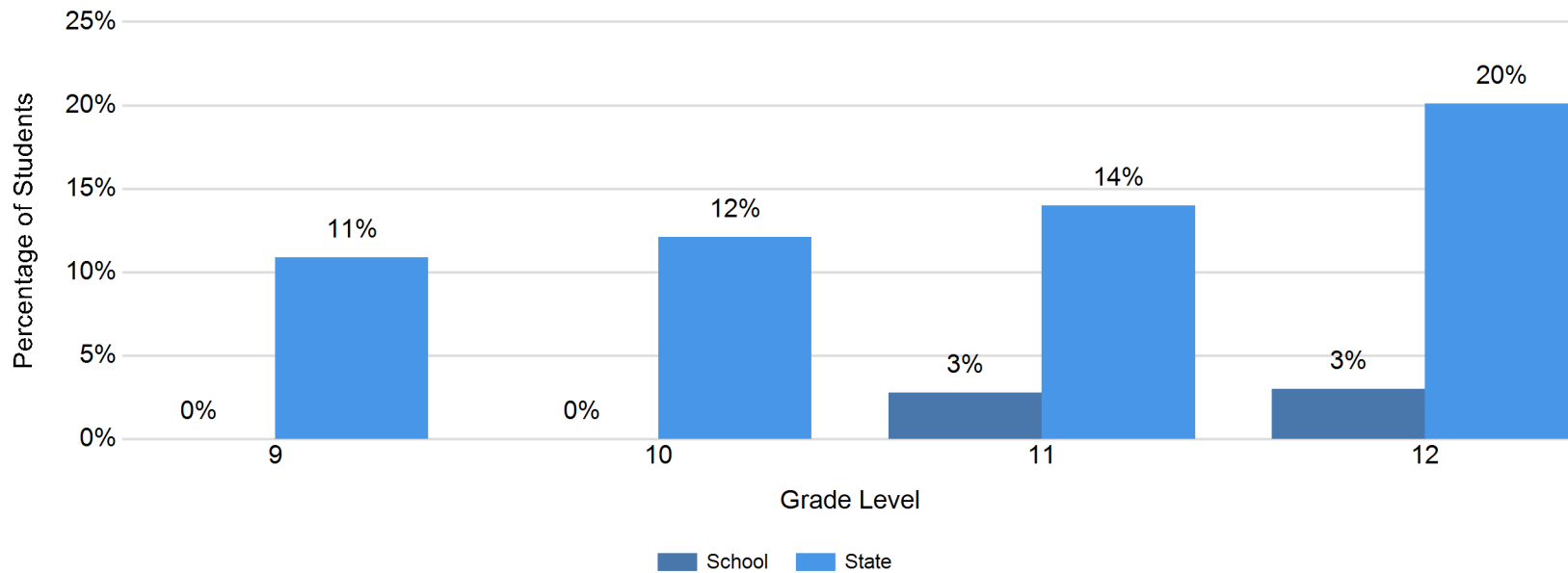


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 2 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	0
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.34

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	0.3%
Any Suspension	0.3%

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	1.5:1	282.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	25	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	80%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	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	12:1	13:1
Administrators	99:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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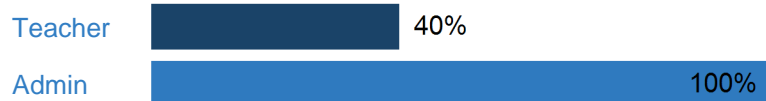
Teachers and Administrators - Level of Education

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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	98%



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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	98.6	17.5%
Mathematics Proficiency	98.3	17.5%
Graduation - 4-Year	92.1	25.0%
Graduation - 5-Year	92.4	25.0%
Chronic Absenteeism	98.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		95.3
Summative Rating: Percentile rank of Summative Score		98.9
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	95.3	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
White	97.9	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Goal	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	88.9	6.2	No	Met Goal	Met Goal	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	**	N	N	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Rafalowski	Email Address:	prafalowski@ucvts.org
Address:	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997	Website:	https://www.ucvts.tec.nj.us/domain/15
Phone:	(908)889-8288	Facebook:	https://www.facebook.com/Magnet-High-School-1617959988476045/
		Twitter:	https://twitter.com/MagnetPrincipal

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • MHS provides an intensive study in science, mathematics, and engineering technology. • All courses offered at MHS are taught at the honors level or higher. • Students at MHS have the ability to earn college credits before graduation.
 Mission, Vision, Theme:	The Union County Magnet High School is a full-time high school for the intensive study of science, mathematics, and engineering technology. The mission of our school is to prepare students to become self-directed, responsible, and productive individuals through an engineering-based program that emphasizes the utilization and responsible application of technology through problem-solving, project-based learning, and interdisciplinary college preparatory coursework.
 Awards, Recognition, Accomplishments:	The Union County Magnet High School was recognized by the United States Department of Education as a National Blue Ribbon School in 2004 and 2013, and by Newsweek Magazine and U.S. News and World Report as one of the top high schools in the United States. The Union County Magnet High School is a program that is recognized for innovation and excellence.






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer courses in the area of Engineering Technology, with engineering electives that include Chemical Engineering, Civil Engineering Design, Electrical Engineering Concepts, Aerospace Engineering, Electric Vehicle Engineering, Environmental Engineering, Robotics, and Human Body Design. At the completion of the core vocational coursework, all students will be able to successfully complete an industry certification exam and become AutoCAD Certified Users.</p>
 <p>Clubs and Activities:</p>	<p>Our vocational student organization is TSA, which provides students with learning opportunities in science, technology, engineering, and math. Our students are provided with the opportunity to join a variety of building-based and district-based organizations and clubs. Some of these include FBLA, SkillsUSA, Robotics, Art Club, Drama Club, GSA, Spanish Club, Multi-Cultural Club, Relay for Life, Newspaper Club, Debate & Speech, Chess Club, Math League, Science Club, and Student Government.</p>
 <p>Before and After School Programs:</p>	<p>MHS facilitates a peer-tutoring program during school that is open to all students. In addition, students can meet with peer tutors after-school. Also, ELA, math, and science teachers are available during a free student period for tutoring and enrichment. There are also numerous college and financial information sessions, a college fair, and SAT/ACT preparation classes offered for free on campus after-school.</p>








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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>MHS faculty members are encouraged to explore professional development opportunities that will directly aid in student success. Faculty who attend off campus professional development are encouraged to turnkey relevant information during monthly faculty and discipline meetings. There are three in service days built into the school calendar for faculty to receive additional professional development. During one of these days, faculty members volunteer to teach classes in an area of expertise.</p>
 <p>Postsecondary Information:</p>	<p>In 2017, 97% of the graduates went on to attend College or University. The remaining students entered the workforce or joined the military. Through Naviance, student meetings, and numerous information sessions our counselors work closely with students and their families to determine the best course of action for pursuing college or university settings.</p>
 <p>Student Supports and Services:</p>	<p>All MHS students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in required health and physical education courses. Each of these courses is tailored to help promote fitness and wellness across the lifespan of the student. Also, there are four fitness centers available on campus for student to use during class, co-curricular periods, and after school. The counseling department at MHS offers various classes in stress management to our students during co-curricular to help assist with managing stress and promoting good decision making.</p>
 <p>Parent and Community Involvement:</p>	<p>The MHS advisory board is a partnership between MHS and industry professionals in the field of engineering. The full advisory board meets several times throughout the school year for the purpose of furthering the development of our vocational program. Additionally, MHS has an extremely active Parent Student Organization. This group meets monthly to help create and develop activities and events that foster parental outreach and involvement.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>We administer an annual school climate survey to gather feedback from staff about school culture and climate. The feedback from these surveys provide valuable information for ensuring we continue to foster an inclusive and welcoming environment.</p>
 <p>Facilities:</p>	<p>MHS in an air conditioned building that was renovated in 1997. In 2017, the MHS Makerspace was completed, which serves to combine vocational education, cross-disciplinary learning, creativity, and collaboration. The goal of the space is to provide students with opportunities to work on complex, open-ended projects while learning the skills used in college and industry. The modern tools available in the space are widely used for prototyping and low-scale production.</p>



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School Narrative

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

MHS receives students from the 21 municipalities within Union County. All students are accepted through a rigorous admissions process. Transportation is provided by the sending districts. Students are permitted to participate in athletics and other activities at their sending district. The school day at MHS offers block scheduling for each course rotating on an "A Day" and "B Day" schedule. Each period lasts for 83 minutes. During the school day, students receive a 30 minute period for lunch and a 30 minute period for co-curricular. All students at MHS receive a Chromebook at the start of their 9th grade year in order to facilitate the learning process. The faculty at MHS makes extensive use of the apps contained in the Google Suite, and students also receive their own email account as freshmen. Each faculty member at MHS receives a 41 minute daily curriculum period to update their curriculum document in order to ensure that all program offerings are current with the trends in their specific field. MHS benefits from an ongoing articulation agreement with the New Jersey Institute of Technology that allows MHS students choosing to attend NJIT upon graduation to receive full college credit for numerous MHS courses.



Other Information:



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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](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	87	103	132
10	117	112	99
11	193	206	89
12	200	177	89
Ungraded	36	31	0
Total	632	628	409

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	53%	67%
Male	47%	47%	34%
Economically Disadvantaged Students	27%	20%	18%
Students with Disabilities	23%	21%	1%
English Learners	1%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	48.2%
Hispanic	21.8%
Black or African American	19.7%
Asian	10.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

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	408
Shared Time Students	1
Full Time Equivalent	409

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	91.2%
Spanish	4.9%
Portuguese	1.2%
Polish	1.2%
Other	1.2%



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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	230	100.0	87.40	94.90	54.90	87.4	80	Met Goal
White	114	100.0	86.00	93.90	63.90	86	80	Met Goal
Hispanic	51	100.0	90.20	95.30	39.80	90.2	80	Met Goal
Black or African American	45	100.0	86.60	93.00	35.20	86.6	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	20	100.0	90.00	*	80.70	90	N	N
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	100.00	54.90	N	**	**
Female	153	100.0	88.20	94.80	62.20	88.2		
Male	77	100.0	85.70	95.00	48.10	85.7		
Economically Disadvantaged Students	38	100.0	94.80	95.80	36.20	94.8	80	Met Goal
Non-Economically Disadvantaged Students	192	100.0	86.00	94.70	65.80	86		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	230	100.0	87.40	94.90	57.40	87.4		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	785	794	749	*	*	*	54%	40%	94%	52%
White	59	790	795	757	*	*	*	42%	53%	95%	62%
Hispanic	34	783	787	733	0%	0%	*	71%	*	97%	35%
Black or African American	25	772	785	730	0%	0%	*	68%	*	88%	30%
Asian, Native Hawaiian, or Pacific Islander	13	794	*	777	0%	0%	*	*	*	92%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	95	787	*	756	*	*	*	55%	41%	96%	60%
Male	36	780	*	741	*	*	*	53%	36%	89%	43%
Economically Disadvantaged Students	26	783	786	731	*	*	*	69%	*	96%	32%
Non-Economically Disadvantaged Students	105	786	796	758	*	*	*	51%	*	93%	62%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	13%
Students without Disabilities	131	785	795	754	*	*	*	54%	40%	94%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	131	785	794	752	*	*	*	54%	40%	94%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	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	99	773	797	743	*	*	12%	48%	31%	79%	46%
White	55	774	796	749	*	*	*	46%	31%	76%	52%
Hispanic	17	768	*	728	0%	*	*	*	*	77%	34%
Black or African American	20	775	790	725	0%	*	*	55%	*	85%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	58	775	798	752	*	*	*	40%	36%	76%	54%
Male	41	771	796	734	*	*	*	59%	24%	83%	39%
Economically Disadvantaged Students	12	782	797	726	*	*	0%	*	*	92%	32%
Non-Economically Disadvantaged Students	87	772	797	751	*	*	14%	*	*	77%	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	99	773	797	745	*	*	12%	48%	31%	79%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	775	793	736	*	*	12%	46%	34%	80%	38%
White	46	779	793	738	0%	*	*	50%	35%	85%	40%
Hispanic	19	761	780	731	*	*	*	*	*	63%	34%
Black or African American	16	773	786	728	*	*	*	*	*	75%	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	N	N	N	731	N	N	N	N	N	N	36%
Female	58	779	*	744	*	*	*	36%	*	79%	46%
Male	32	768	*	729	*	*	*	63%	*	81%	31%
Economically Disadvantaged Students	17	772	785	729	*	*	*	*	*	82%	32%
Non-Economically Disadvantaged Students	73	776	795	740	*	*	*	*	*	80%	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	90	775	793	737	*	*	12%	46%	34%	80%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

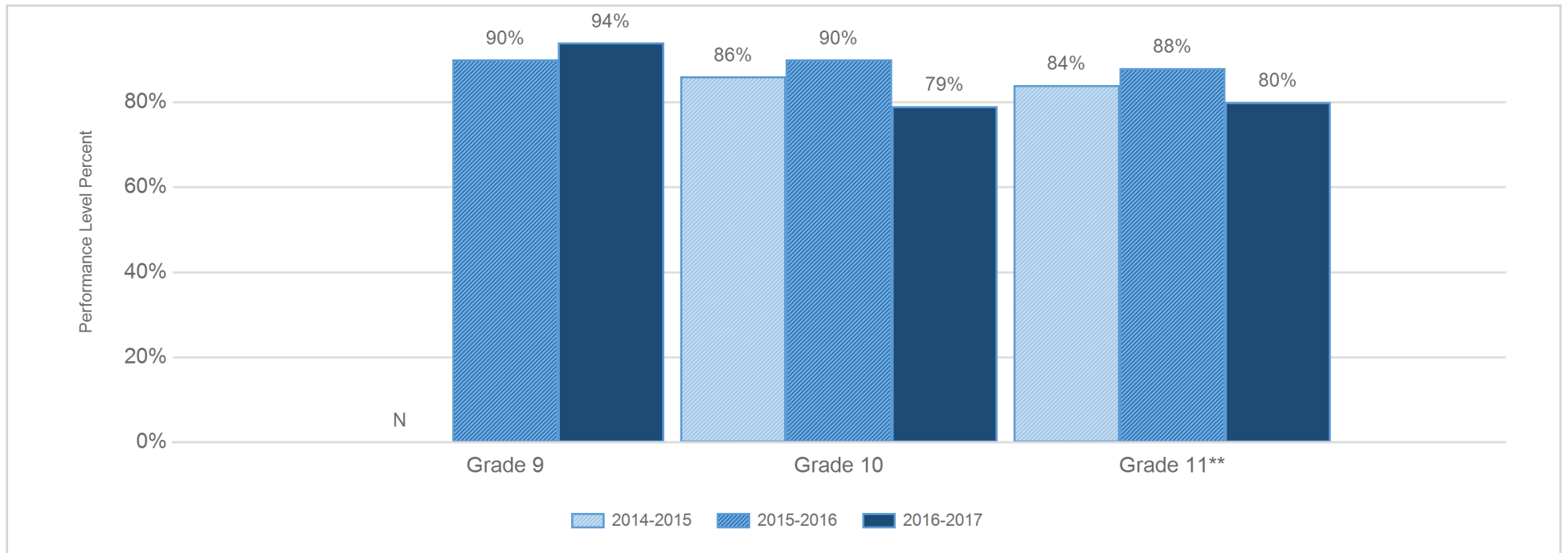


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	229	99.6	71.60	87.10	43.50	71.6	77.3	Not Met
White	113	100.0	74.40	88.50	52.40	74.4	75.1	Met Target†
Hispanic	51	100.0	68.70	82.20	27.60	68.7	74.6	Met Target†
Black or African American	45	97.8	62.20	77.20	21.70	62.2	80	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	100.0	85.00	*	75.60	85	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	153	100.0	69.90	84.80	44.10	69.9		
Male	76	98.7	75.00	90.50	42.90	75		
Economically Disadvantaged Students	38	97.4	81.60	85.90	25.10	81.6	78.7	Met Goal
Non-Economically Disadvantaged Students	191	100.0	69.70	87.20	54.30	69.7		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	229	99.6	71.60	87.10	45.20	71.6		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	768	782	743	*	*	19%	73%	*	78%	42%
White	49	773	786	751	0%	*	*	76%	*	82%	52%
Hispanic	34	767	775	728	0%	*	*	79%	*	82%	24%
Black or African American	23	757	773	724	*	0%	*	57%	*	61%	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	N	N	N	741	N	N	N	N	N	N	41%
Female	84	766	*	744	*	*	*	75%	*	77%	43%
Male	31	773	*	741	*	*	*	68%	*	81%	40%
Economically Disadvantaged Students	22	769	778	727	*	*	*	77%	*	82%	23%
Non-Economically Disadvantaged Students	93	768	783	751	*	*	*	72%	*	77%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	115	768	*	747	*	*	19%	73%	*	78%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	115	768	782	745	*	*	19%	73%	*	78%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	755	767	734	*	*	31%	57%	*	63%	30%
White	55	757	767	740	*	*	27%	60%	*	67%	38%
Hispanic	14	744	*	722	0%	*	*	*	0%	36%	14%
Black or African American	17	751	759	719	0%	*	*	65%	0%	65%	*
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	N	N	N	733	N	N	N	N	N	N	32%
Female	59	753	765	735	*	*	31%	54%	*	61%	31%
Male	36	759	770	733	*	*	31%	61%	*	67%	30%
Economically Disadvantaged Students	14	759	762	721	*	*	*	*	*	79%	13%
Non-Economically Disadvantaged Students	81	754	768	740	*	*	*	*	*	61%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	95	755	767	735	*	*	31%	57%	*	63%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	756	779	725	*	16%	19%	56%	*	60%	28%
White	52	755	779	731	*	*	25%	46%	*	52%	33%
Hispanic	22	747	*	710	*	*	*	55%	0%	55%	14%
Black or African American	19	758	769	703	0%	*	*	68%	0%	68%	*
Asian, Native Hawaiian, or Pacific Islander	10	780	*	761	0%	0%	0%	*	*	100%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	66	753	*	725	*	*	*	50%	*	55%	27%
Male	37	762	*	725	*	*	*	68%	*	70%	29%
Economically Disadvantaged Students	18	752	768	708	*	*	*	61%	*	61%	13%
Non-Economically Disadvantaged Students	85	757	781	733	*	*	*	55%	*	60%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	103	756	779	726	*	16%	19%	56%	*	60%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

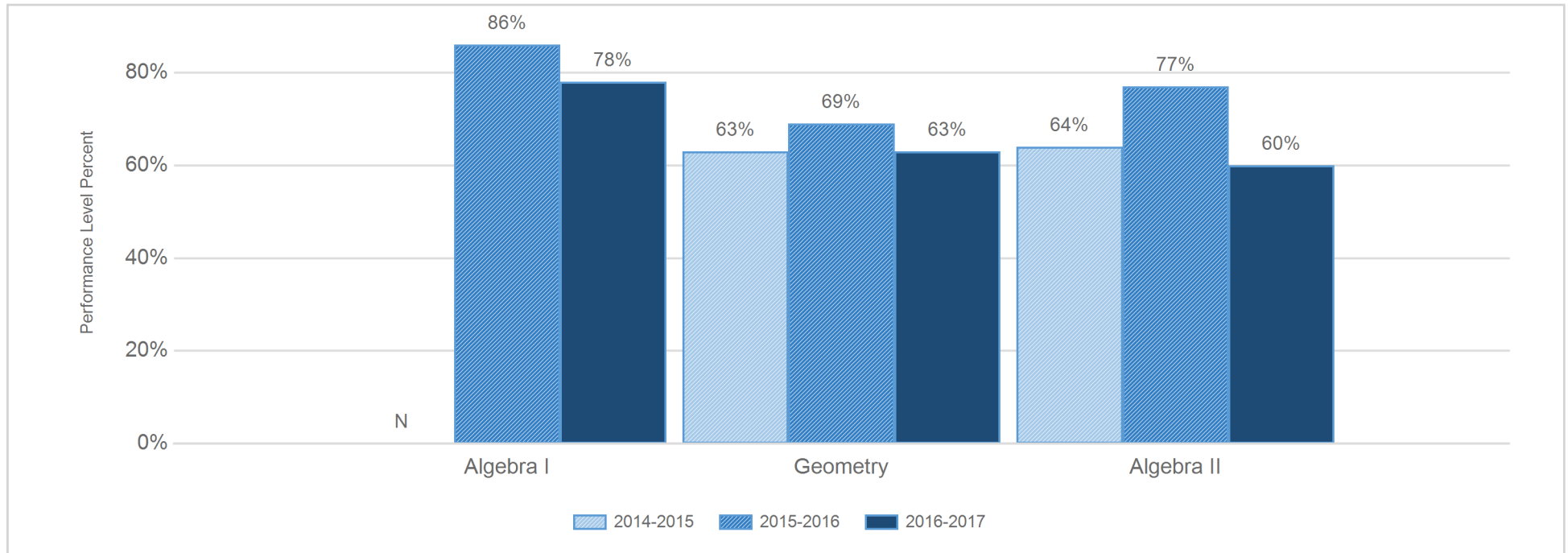


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

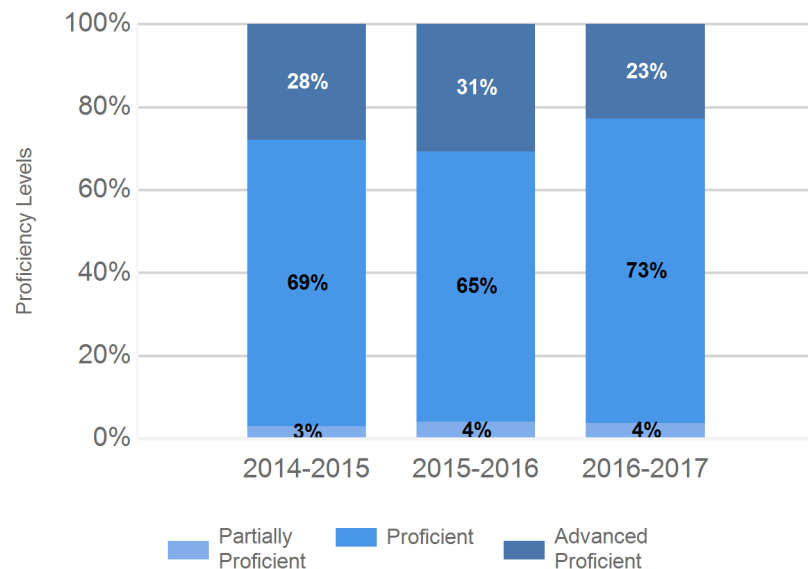
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	23%	73%	4%
White	25%	71%	3%
Hispanic	21%	74%	6%
Black or African American	8%	88%	4%
Asian, Native Hawaiian, or Pacific Islander	46%	54%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	15%	77%	8%
Students with Disabilities	N	N	N
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	98.7%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	68.5%	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	566	481	Varies By Grade	99%	67%
PSAT - Math	550	483	Varies By Grade	84%	49%
SAT - Reading and Writing	624	551	480	100%	77%
SAT - Math	615	552	530	94%	58%
ACT - Reading	27	24	22	80%	65%
ACT - English	27	24	18	98%	79%
ACT - Math	27	24	22	87%	65%
ACT - Science	26	23	23	79%	54%



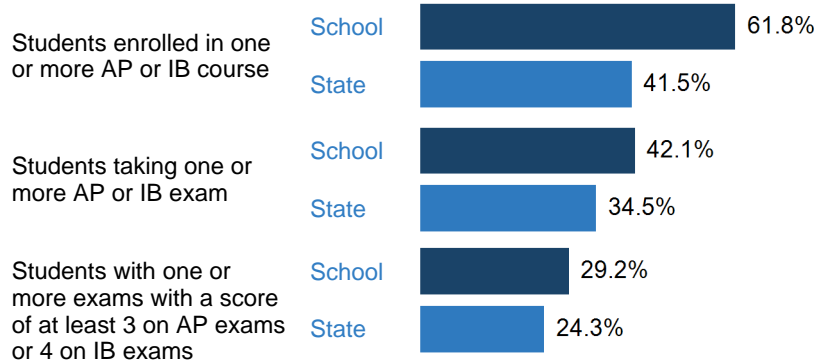
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

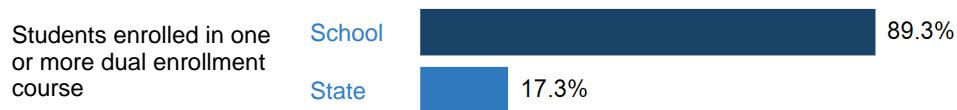
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	12
AP Biology	13	2
AP Calculus AB	20	14
AP Calculus BC	7	6
AP Chemistry	11	2
AP Computer Science Principles	0	3
AP English Literature and Composition	24	11
AP Environmental Science	0	34
AP European History	4	1
AP Macroeconomics	4	3
AP Microeconomics	0	2
AP Physics C	7	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	6
AP Psychology	0	1
AP Spanish Language	10	6
AP Spanish Literature	4	2
AP Statistics	11	7
AP U.S. Government and Politics	14	9
AP U.S. History	2	1



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AP/IB Course	Students Enrolled	Students Tested
IB Environmental Science	42	0
Total Exams Taken		123
Exams with scores of at least 3 on AP exams or 4 on IB exams		90



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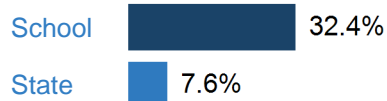
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

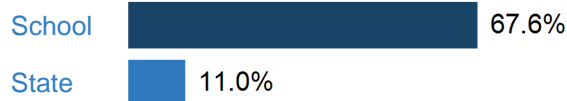
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

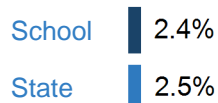
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	26	26
Health Science	56	112
Information Technology	35	36
Total non-duplicated number of students**	98	
Total number of credentials earned in all clusters		174

**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	0	0	0	0	0	0	132
10	0	0	0	0	1	0	97
11	0	0	0	0	5	0	84
12	0	0	0	0	39	32	7
Schoolwide	0	0	0	0	45	32	320
Enrolled in AP/IB Course					27	11	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	132	0	0	22	0	132
10	0	98	0	0	0	14
11	0	8	0	0	89	17
12	13	7	0	20	7	33
Schoolwide	145	113	0	42	96	196
Enrolled in AP/IB Course	13	11		42	7	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	132	0	0	0	0	0
10	0	98	0	15	0	0
11	0	89	0	0	0	8
12	0	2	4	10	0	28
Schoolwide	132	189	4	25	0	36
Enrolled in AP/IB Course	0	2	4	0	0	18

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	132	0	0	0	0	0	0
10	98	0	0	0	0	0	0
11	76	0	0	0	0	0	2
12	8	0	0	0	0	0	8
Schoolwide	314	0	0	0	0	0	10
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Level 3 or Higher	89	0	0	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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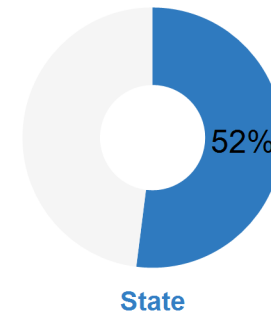
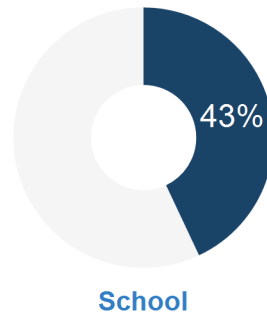
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Visual and Performing Arts – Course Participation

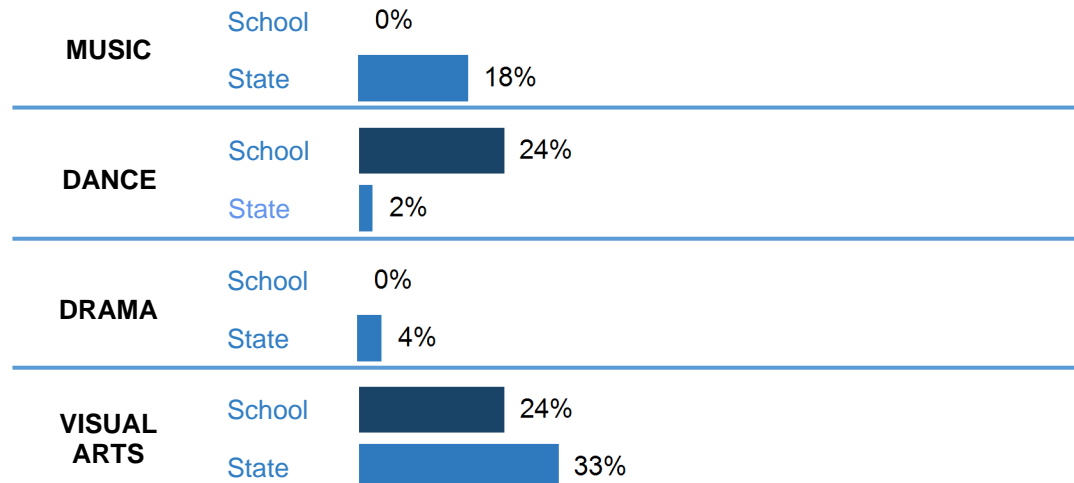
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines 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	100.0%	90.5%	97.5%	91.8%	97.5%	N	Met Goal	98.5%	N	Met Goal
White	100.0%	94.5%	100.0%	95.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	100.0%	84.3%	95.0%	86.3%	95.0%	N	Met Goal	*	**	**
Black or African American	100.0%	83.4%	100.0%	85.3%	100.0%	N	Met Goal	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	90.0%	97.5%	90.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	83.9%	93.8%	85.6%	93.8%	**	**	100.0%	**	**
Students with Disabilities	*	78.8%	*	82.1%	*	**	**	*	**	**
English Learners	N	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	100.0%	-
2016	97.5%	97.5%
2015	97.0%	98.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.3%	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	85.6%	6.7%	93.3%
White	89.7%	2.9%	97.1%
Hispanic	83.3%	5%	95%
Black or African American	82.1%	13%	87%
Asian, Native Hawaiian, or Pacific Islander	91.7%	9.1%	90.9%
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	78.6%	9.1%	90.9%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	65.6%	42.3%	57.8%	74.3%	25.7%	78.1%	21.9%
White	62.2%	39.3%	60.7%	75.4%	24.6%	75.4%	24.6%
Hispanic	61.7%	48%	52%	80%	20%	88%	12%
Black or African American	69.2%	44.4%	55.6%	69.8%	30.2%	74.6%	25.4%
Asian, Native Hawaiian, or Pacific Islander	84.6%	18.2%	81.8%	72.7%	27.3%	72.7%	27.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	61.4%	44.4%	55.6%	75.9%	24.1%	81.5%	18.5%
Students with Disabilities	40.5%	79.4%	20.6%	91.2%	8.8%	94.1%	5.9%
English Learners	*	*	*	*	*	*	*



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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

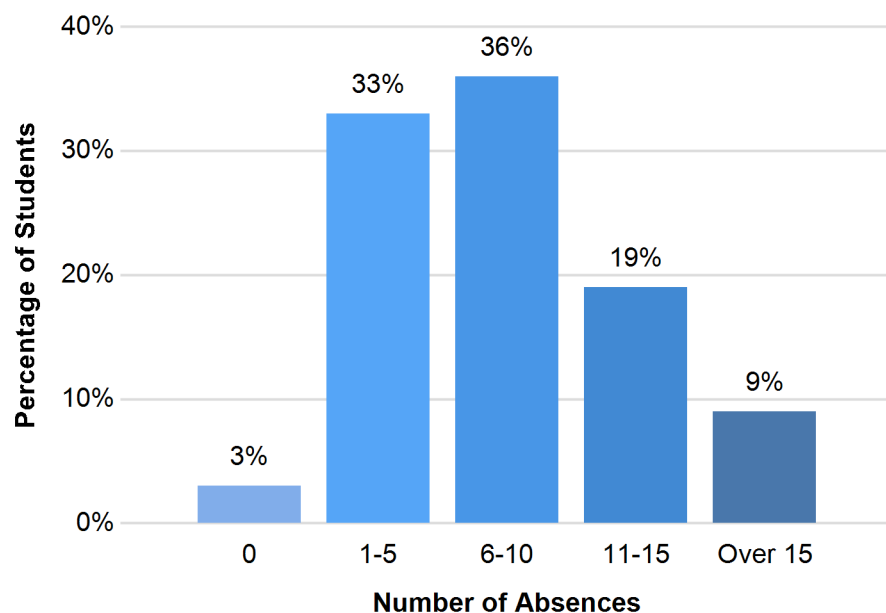
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	14.30	Met Target
White	6.10	14.30	Met Target
Hispanic	3.40	14.30	Met Target
Black or African American	3.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.20	14.30	Met Target
Students with Disabilities	N	**	**
English Learners	N	**	**

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

Days Absent

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



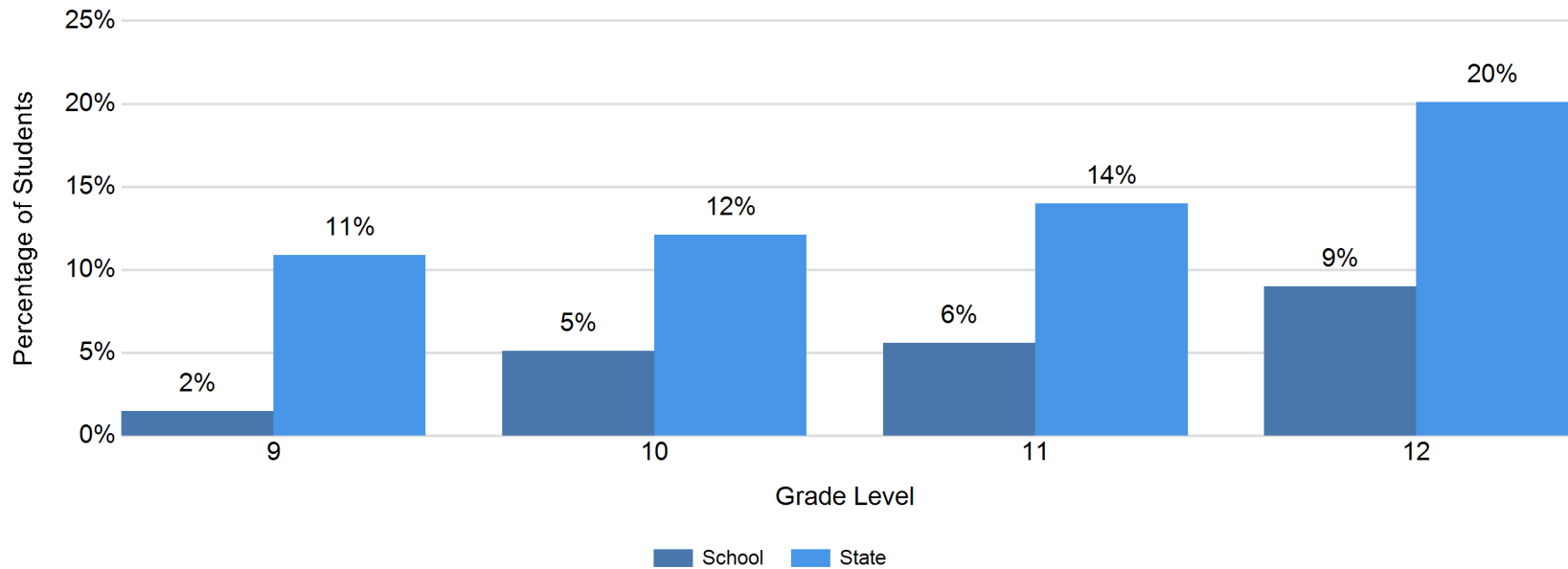


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:50PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 2 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	1
Vandalism	1
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.98

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	0.7%
Out-of-School Suspensions	1.0%
Any Suspension	1.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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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	282.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$555	\$11,836	\$12,391



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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	41	120,724
Average years experience in public schools	9.4	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	63%	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	19	9,506
Average years experience in public schools	13.5	15.9
Average years experience in district	11.5	11.6
Administrators in district for 4 or more years	79%	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	10:1	13:1
Administrators	136:1	93:1
Librarian/Media Specialists		N
Nurses		1771:1
Counselors		161:1
Child Study Team		N



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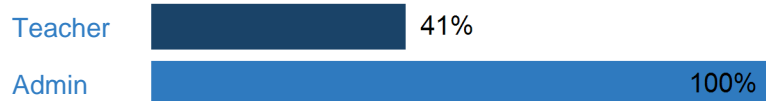
Teachers and Administrators - Level of Education

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	81%	89%
2015-16 Administrators: Same district 2016-17	94%	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	98%



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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	97.2	17.5%
Mathematics Proficiency	96.6	17.5%
Graduation - 4-Year	89.0	25.0%
Graduation - 5-Year	91.2	25.0%
Chronic Absenteeism	86.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		92.0
Summative Rating: Percentile rank of Summative Score		96.9
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	92.0	6.2	No	Met Goal	Not Met	Met Target	Met Goal	Met Goal	No
White	93.8	6.2	No	Met Goal	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	91.0	6.2	No	Met Goal	Met Target†	Met Target	Met Goal	**	No
Black or African American	98.4	6.2	No	Met Goal	Not Met	Met Target	Met Goal	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
Students with Disabilities	**	**	No	**	**	**	**	**	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.



Union County Tech
 2016-2017
 Grade Span 09-12




39-5260-050
 UNION
 UNION COUNTY VOCATIONAL
 1776 RARITAN RD
 SCOTCH PLAINS, NJ 07076-2997

School General Info

Principal:	Mr. Lerner	Email Address:	jlerner@ucvts.org
Address:	1776 RARITAN RD SCOTCH PLAINS, NJ 07076-2997	Website:	https://www.ucvts.tec.nj.us/domain/13
Phone:	(908)889-8288	Facebook:	www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503
		Twitter:	https://twitter.com/ucvts

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • UCTECH provides six career academies and 5 technical offerings for incoming students to select as their specialization. • All courses offered at UCTECH are taught at the honor's or enriched level. • Students at UCTECH are provided the ability to earn college credits through post-secondary articulations.
 <p>Mission, Vision, Theme:</p>	<p>The Union County Vocational-Technical High School (UCTECH) is a full time high school dedicated to advancing the learning and wellness of all students. UCTECH ensures high standards and challenging opportunities to students through the integration of academic and technical training. We develop confidence, character and leadership skills. The integration of academic and technical disciplines allows students to be challenged in each of their courses utilizing a rigorous interdisciplinary approach.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Union County Vocational-Technical High School (UCTECH) was recently ranked by U.S. News & World Report as a "silver" level school and the 70th best high school in New Jersey. In the Fall of 2015, UCTECH was ranked as the 83rd best high school in the nation according to Newsweek. In the Fall of 2014 UCTECH was ranked as the 70th best high school in the nation by The Daily Beast. UCTECH is also a National Blue Ribbon School as awarded by the U.S. Department of Education in 2012.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>UCTECH offers six career academies and 5 technical pathways for incoming students to choose from. These programs provide students with vocational training in preparation for college and career readiness. All courses are taught at the honor's level. Students also have the ability to sit for Advanced Placement courses as part of their program sequence or as electives. UCTECH has articulation agreements with postsecondary institutions to allow students to earn college credits during high school.</p>
 <p>Clubs and Activities:</p>	<p>Students are offered a wide variety of extra-curricular options. Students join Career & Technical Student Organizations as they relate to the student's vocation. CTSO's such as SkillsUSA, Future Business Leaders of America, FFA, Health Occupations Students of America and Educators Rising are offered to students. Students can also hold office in Student Government and class councils. Finally, students can join a variety of clubs, such as Relay for Life, Robotics Club, Art Club and Chess Club.</p>
 <p>Before and After School Programs:</p>	<p>UCTECH offers students a wide variety of after school programs to participate in. Students have the option to attend a Multi Media Center that is open after school to work on homework, or group projects with classmates. Students also utilize this option to meet with peer tutors for assistance with their studies. SAT/ACT prep is also offered for students preparing for these assessments. Students also have the option of utilizing a fitness center to work on personal fitness goals from 3 - 4:30 pm.</p>








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 <p>Staff and Professional Learning:</p>	<p>UCTECH faculty members are encouraged to explore professional development opportunities that will directly aid in student success. Faculty who attend off campus professional development are encouraged to turn key relevant information during monthly faculty and discipline meetings. There are 3 in service days built into the school calendar for faculty to receive additional professional development. During the third day, faculty members volunteer to teach classes in an area of expertise.</p>
 <p>Postsecondary Information:</p>	<p>100% of the members of the class of 2017 at UCTECH applied to and went on to further their education at postsecondary institutions. UCTECH graduates from the class of 2017 received over \$8 million in scholarship awards. UCTECH offers multiple programs to students during their junior and senior year to assist in the college application process. UCTECH graduates are attending a diversified group of colleges; including state schools, Ivy League colleges and the service academies.</p>
 <p>Student Supports and Services:</p>	<p>All UCTECH students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in required health and physical education courses. Each of these courses is tailored to help promote fitness and wellness across the lifespan of the student. Also, there are four fitness centers available on campus for student use during class, co-curricular periods and after school. The counseling department at UCTECH offers various classes in stress management to our students during co-curricular to help assist with managing stress and promoting good decision making.</p>
 <p>Parent and Community Involvement:</p>	<p>UCTECH has an extremely active Parent Student Organization. This group meets monthly to help create and develop activities and events which foster parental outreach and involvement. The PSO has been instrumental in creating multiple service based activities that give back to the towns in Union County. For example, each year our PSO participates in Student Change Hunger. This is an event which helps raise food donations for those in need within the county.</p>



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Facilities:

In August of 2015, a new 30,000 square foot addition was added to the current home of UCTECH, West Hall. This addition contained 12 classrooms, 3 science labs and a fitness center with commercial grade fitness equipment. UCTECH students can also utilize a 550 seat auditorium as well as a gymnasium for completion of their adventure curriculum. All classrooms at UCTECH are equipped with air conditioning. West Hall also has a Multi Media Center which allows students access to relevant technology.



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Other Information:

UCTECH receives students from the 21 municipalities within Union County. All students are accepted through a rigorous admissions process. Transportation is provided by the sending districts. Students are permitted to participate in athletics and other activities at their sending district. The school day at UCTECH offers block scheduling for each course rotating on an "A Day" and "B Day" schedule. Each period lasts for 83 minutes. During the school day, students receive a 30 minute period for lunch and a 30 minute period for co-curricular. All students at UCTECH receive a device at the start of their 9th grade year in order to facilitate the learning process. Students receive a Chromebook or a Dell laptop which contains relevant design software based upon their vocational sequence. The faculty at UCTECH makes extensive use of the apps contained in the Google suite. Each faculty member at UCTECH receives a 41 minute daily curriculum period to update their curriculum document in order to ensure that all program offerings are current with the trends in specific field. Each vocational program also has an advisory board made of professionals in the workforce. The advisory board is instrumental in providing feedback necessary to keep the programs current and relevant in today's job market. Students are permitted to enroll in the Teacher Education Academy, School of Design, Exercise Physiology and Related Sciences, School of Sustainable Sciences, Academy for Clinical Care and the Academy for Law and Justice. Students can also choose to pursue training in Automotive Technology, Cosmetology, Culinary Arts, Electrical Technology and Green Construction. Competency assessments are administered to students during their senior year. This instrument is used to measure a student's knowledge against a national norm as measured by the industry. Competency tests are nationally recognized by professionals across the United States.