NJ SCHOOL PERFORMANCE REPORT

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY - WESTAMPTON
(05-0610-030)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	BURLINGTON CO VOCATIONAL
Principal Name	MR. VENUTO
Address	695 WOODLANE ROAD WESTAMPTON, NJ 08060-9614
Phone Number	(609)267-4226
Email Address	jvenuto@burlcoschools.org
Website	https://www.bcit.cc/west
Facebook	https://www.facebook.com/Burlington-County-Institute-of-Technology-194099172381/
Twitter	https://twitter.com/BCITwestampton

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	320	303	306
10	309	325	306
11	287	288	311
12	295	275	286
Total	1,211	1,191	1,209

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.4%	54.2%	54.2%
Male	47.6%	45.8%	45.8%
Economically Disadvantaged Students	47.8%	49.0%	47.6%
Students with Disabilities	16.5%	16.1%	13.5%
English Learners	0.7%	0.7%	0.5%
Homeless Students		0.1%	0.0%
Students in Foster Care		0.5%	0.4%
Military-Connected Students		1.1%	1.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	23.1%	21.2%	21.3%
Hispanic	16.8%	17.5%	17.5%
Black or African American	50.9%	50.3%	50.8%
Asian	2.6%	2.7%	2.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two or More Races	6.2%	7.9%	7.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,211	1,191	1,209
Shared Time Students	0	0	0
Full Time Equivalent	1,211	1,191	1,209

Enrollment by Home Language

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

Home Language	% of Students
English	93.1%
Spanish	3.9%
Other Languages	3.1%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	607	99.2	44.7	40.0	56.7	44.7	46.2	Met Target†
White	129	100.0	43.4	36.7	65.6	43.4	38.6	Met Target
Hispanic	114	100.0	44.8	40.9	42.5	44.8	46.2	Met Target†
Black or African American	307	98.7	42.7	41.1	37.3	42.7	46.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	44	97.8	56.8	*	63.4	56.8	47.7	Met Target
Female	332	98.8	49.1	45.9	64.5	49.1		
Male	275	99.6	39.3	33.1	49.4	39.3		
Economically Disadvantaged Students	284	98.6	43.6	37.5	38.5	43.6	43.6	Met Target
Non-Economically Disadvantaged Students	323	99.7	45.5	41.7	67.5	45.5		
Students with Disabilities	69	95.8	10.1	12.0	21.6	10.1	11.7	Met Target†
Students without Disabilities	538	99.6	49.0	45.5	63.9	49.0		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	10	100.0	50.0	*	57.4	50.0		
Migrant Students	N	N	N	N	30.1	N		

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	307	745	741	752	5%	16%	35%	41%	4%	45%	55%
White	72	746	739	760	*	*	33%	*	*	47%	64%
Hispanic	56	748	744	735	*	*	34%	*	*	48%	38%
Black or African American	158	743	741	734	*	18%	37%	*	*	41%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	14	749	*	760	0%	*	*	*	*	57%	63%
Female	156	750	746	759	*	*	33%	*	*	50%	63%
Male	151	739	735	744	*	*	37%	*	*	39%	46%
Economically Disadvantaged Students	130	744	739	733	*	18%	36%	*	*	41%	34%
Non-Economically Disadvantaged Students	177	746	742	761	*	14%	34%	*	*	47%	65%
Students with Disabilities	25	712	717	716	*	*	*	*	*	12%	15%
Students without Disabilities	282	748	745	758	*	*	*	*	*	48%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	307	745	741	755	5%	16%	35%	41%	4%	45%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	744	739	749	13%	18%	25%	35%	10%	44%	51%
White	57	743	734	756	*	26%	19%	*	*	39%	58%
Hispanic	59	744	741	733	*	20%	29%	*	*	41%	38%
Black or African American	150	742	740	728	15%	14%	26%	37%	7%	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	177	748	746	759	12%	14%	26%	*	*	48%	60%
Male	125	738	731	739	15%	22%	23%	*	*	39%	42%
Economically Disadvantaged Students	156	744	738	730	12%	17%	26%	37%	8%	46%	34%
Non-Economically Disadvantaged Students	146	743	740	758	15%	18%	23%	32%	11%	43%	59%
Students with Disabilities	44	714	711	707	*	*	*	*	*	*	15%
Students without Disabilities	258	749	745	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	287	740	734	736	14%	20%	25%	31%	10%	40%	39%
White	63	744	731	737	*	17%	25%	*	*	43%	41%
Hispanic	41	738	734	731	*	*	24%	*	*	44%	35%
Black or African American	150	736	734	729	14%	25%	25%	*	*	36%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	22	748	*	737	*	*	*	*	*	50%	39%
Female	153	748	742	745	8%	16%	27%	*	*	49%	48%
Male	134	730	726	728	21%	25%	23%	*	*	31%	31%
Economically Disadvantaged Students	140	735	731	730	16%	19%	31%	*	*	34%	33%
Non-Economically Disadvantaged Students	147	744	737	739	13%	21%	20%	*	*	46%	42%
Students with Disabilities	49	712	711	708	39%	27%	24%	*	*	10%	13%
Students without Disabilities	238	746	740	742	9%	19%	25%	*	*	47%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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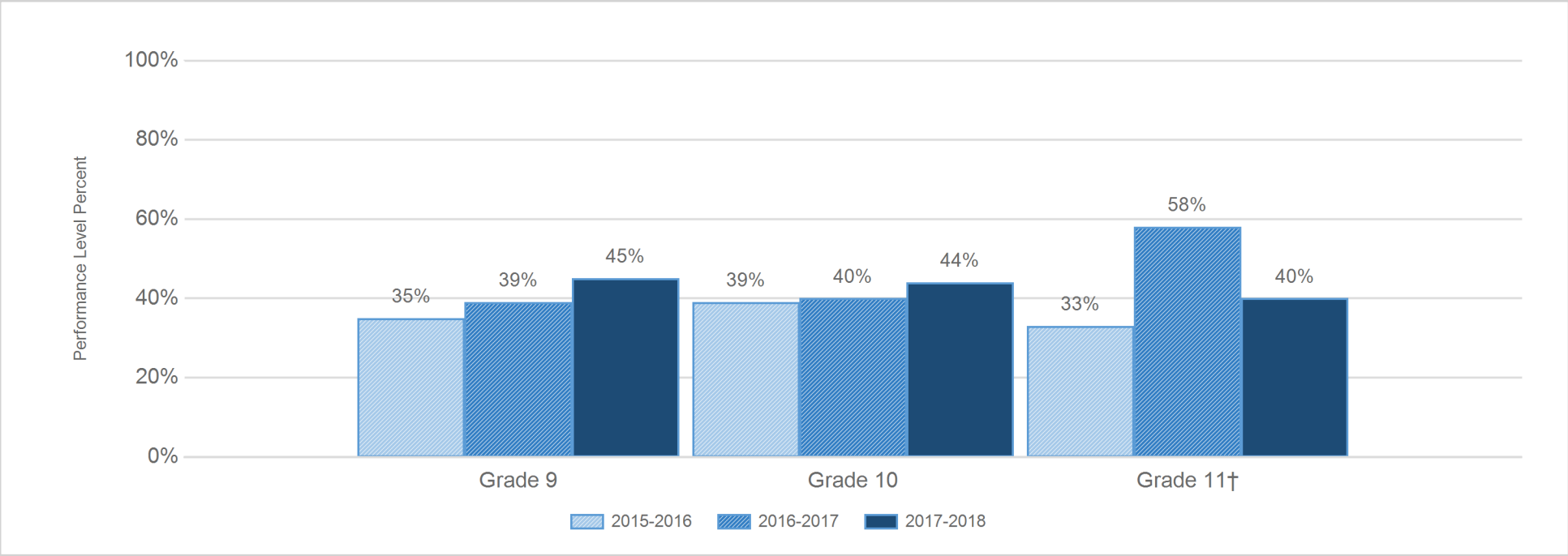
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	604	99.2	27.8	24.5	45.0	27.8	28.8	Met Target†
White	128	100.0	35.9	27.5	54.1	35.9	32.2	Met Target
Hispanic	114	99.1	30.7	27.5	29.2	30.7	27.4	Met Target
Black or African American	306	99.4	21.9	20.1	23.4	21.9	26.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	43	95.6	34.9	*	53.0	34.9	20.5	Met Target
Female	331	99.1	24.8	23.2	46.0	24.8		
Male	273	99.3	31.5	26.1	43.9	31.5		
Economically Disadvantaged Students	295	99.0	25.0	22.2	26.6	25.0	29.4	Not Met
Non-Economically Disadvantaged Students	309	99.4	30.4	26.3	55.9	30.4		
Students with Disabilities	69	97.2	*	*	17.1	*	15.4	Not Met
Students without Disabilities	535	99.4	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	10	100.0	30.0	*	45.8	30.0		
Migrant Students	N	N	N	N	23.7	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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	321	742	739	746	5%	24%	34%	*	*	37%	46%
White	74	748	741	755	*	23%	28%	*	*	47%	57%
Hispanic	58	746	742	730	*	19%	33%	*	*	45%	27%
Black or African American	165	737	736	727	*	27%	39%	*	*	28%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	17	739	*	755	*	*	*	*	*	41%	54%
Female	165	741	738	748	*	25%	36%	*	*	35%	48%
Male	156	742	740	745	*	23%	32%	*	*	39%	44%
Economically Disadvantaged Students	154	741	737	729	*	25%	38%	*	*	35%	25%
Non-Economically Disadvantaged Students	167	743	741	756	*	23%	31%	*	*	39%	57%
Students with Disabilities	26	720	721	716	*	*	*	*	*	*	13%
Students without Disabilities	295	744	742	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	728	725	735	10%	32%	38%	19%	0%	19%	30%
White	60	731	724	740	*	*	35%	*	*	27%	37%
Hispanic	49	727	725	723	*	35%	37%	*	*	16%	14%
Black or African American	156	727	726	719	8%	35%	41%	15%	0%	15%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	26	731	725	741	*	*	*	*	*	35%	39%
Female	160	729	726	736	9%	31%	43%	18%	0%	18%	30%
Male	138	727	724	734	12%	34%	33%	22%	0%	22%	29%
Economically Disadvantaged Students	150	727	724	722	11%	32%	44%	13%	0%	13%	13%
Non-Economically Disadvantaged Students	148	730	727	741	9%	32%	32%	26%	0%	26%	38%
Students with Disabilities	47	705	707	713	*	*	*	*	*	*	*
Students without Disabilities	251	733	730	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	726	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY - WESTAMPTON
(05-0610-030)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	705	705	727	*	*	*	*	*	*	30%
White	44	705	706	733	*	*	*	*	*	*	35%
Hispanic	46	705	705	710	*	*	*	*	*	*	14%
Black or African American	114	704	705	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	131	703	704	728	*	*	*	*	*	*	30%
Male	93	709	707	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	111	702	702	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	113	709	708	736	*	*	*	*	*	*	37%
Students with Disabilities	44	690	690	693	*	*	*	*	*	*	*
Students without Disabilities	180	709	710	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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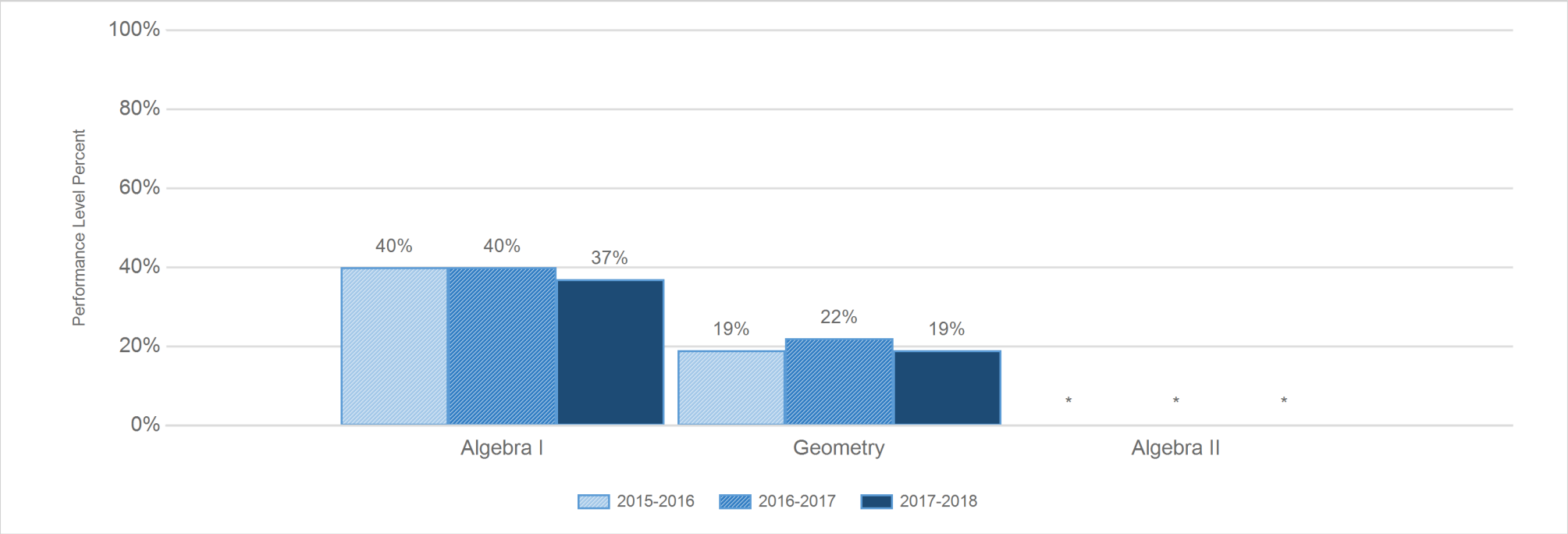
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	59.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	62.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	6.6%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	463	478	Grade 10: 430 Grade 11: 460	53%	62%
PSAT 10/NMSQT - Math	459	478	Grade 10: 480 Grade 11: 510	29%	42%
SAT - Reading and Writing	506	542	480	60%	72%
SAT - Math	491	543	530	31%	54%
ACT - Reading	21	24	22	37%	62%
ACT - English	19	24	18	58%	78%
ACT - Math	19	24	22	26%	62%
ACT - Science	18	23	23	11%	53%

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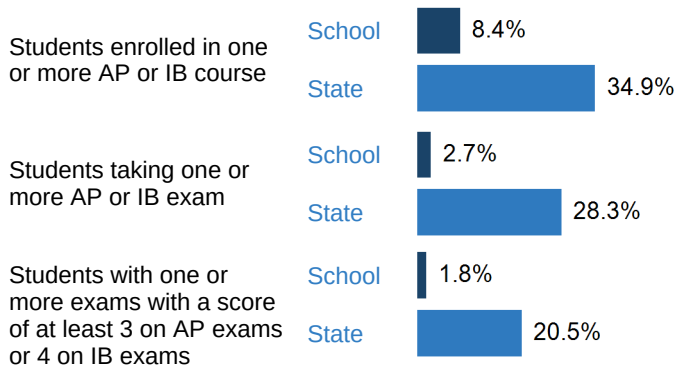
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

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



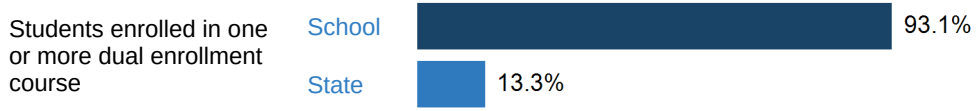
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	15	4
AP English Language and Composition	15	3
AP English Literature and Composition	17	3
AP World History	14	10
Total Exams taken		20
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

Dual Enrollment Coursework - Participation

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



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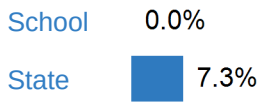
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

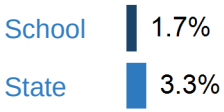


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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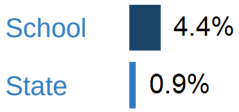
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	65		
Architecture & Construction	18	16	16
Arts, AV Technology & Communications	155		
Health Science	175		
Hospitality & Tourism	142		
Human Services	133	16	16
Information Technology	53	10	10
Law, Public Safety, Corrections & Security	66		
Manufacturing	122		
Marketing	102		
Science, Technology, Engineering & Mathematics	64		
Transportation, Distribution & Logistics	112	11	11
Total (All Clusters)	1,207	53	53

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	318	1	48	0	0	0	0
10	23	67	241	0	0	1	0
11	0	223	3	56	3	6	34
12	0	3	2	46	16	58	2
Total	341	294	294	102	19	65	36
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	102	19	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	6	0	0	312	0	0
10	295	9	0	5	0	5
11	4	301	0	6	8	8
12	2	16	0	5	23	4
Total	307	326	0	328	31	17
Enrolled in AP/IB Course	0	15		0	0	0
Enrolled in Dual Enrollment Course	71	73	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	308	0	0	0	0
10	1	307	0	0	0	0
11	284	29	0	0	0	0
12	7	10	0	0	0	0
Total	292	654	0	0	0	0
Enrolled in AP/IB Course	14	0	0	0		0
Enrolled in Dual Enrollment Course	0	151	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	1	0	0	0	0	0	0
10	N	N	N	N	N	N	N
11	1	0	0	0	0	0	0
12	258	0	0	0	0	0	33
Total	260	0	0	0	0	0	33
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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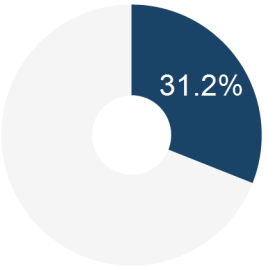
Visual and Performing Arts – Course Participation

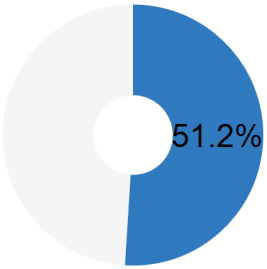
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

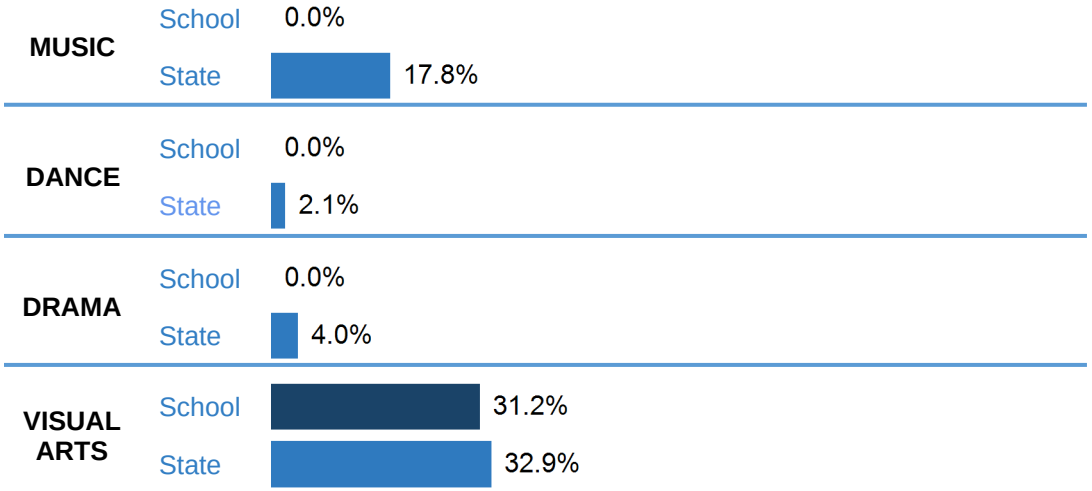


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.9%	90.9%	97.8%	92.4%	96.7%	N	Met Goal	99.3%	N	Met Goal
White	95.0%	95.0%	93.8%	95.7%	90.8%	95.0%	Not Met	100.0%	N	Met Goal
Hispanic	100.0%	84.8%	97.6%	87.3%	97.6%	N	Met Goal	100.0%	N	Met Goal
Black or African American	95.9%	84.2%	99.3%	86.8%	98.6%	N	Met Goal	99.3%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	100.0%	93.9%	100.0%	**	**	93.3%	**	**
Economically Disadvantaged Students	96.7%	84.6%	96.8%	87.0%	96.8%	N	Met Goal	99.2%	N	Met Goal
Students with Disabilities	100.0%	80.1%	100.0%	83.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	*	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	80.6%	64.2%
Substitute Competency Test	12.2%	22.6%
Portfolio Appeals Process	1.8%	7.5%
Alternate Requirements specified in IEP	5.0%	5.4%
Unknown	0.4%	0.4%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	96.9%	-
2017	96.7%	97.8%
2016	98.3%	99.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.1%	1.2%

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(05-0610-030)
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2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	62.7%	58.9%	41.1%
White	51.8%	69%	31%
Hispanic	59.6%	61.3%	38.7%
Black or African American	67.1%	56.4%	43.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	61.7%	53.2%	46.8%
Students with Disabilities	53.8%	81%	19%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	69.7%	69.4%	30.6%	83.9%	16.1%	79%	21%
White	61.4%	68.6%	31.4%	82.9%	17.1%	74.3%	25.7%
Hispanic	53.5%	78.3%	21.7%	91.3%	8.7%	82.6%	17.4%
Black or African American	75.7%	66%	34%	83%	17%	79.2%	20.8%
Asian, Native Hawaiian, or Pacific Islander	90%	77.8%	22.2%	88.9%	11.1%	88.9%	11.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	76.5%	76.9%	23.1%	76.9%	23.1%	76.9%	23.1%
Economically Disadvantaged Students	69%	70.1%	29.9%	85.1%	14.9%	78.2%	21.8%
Students with Disabilities	63.8%	90%	10%	90%	10%	90%	10%
English Learners	N	N	N	N	N	N	N

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

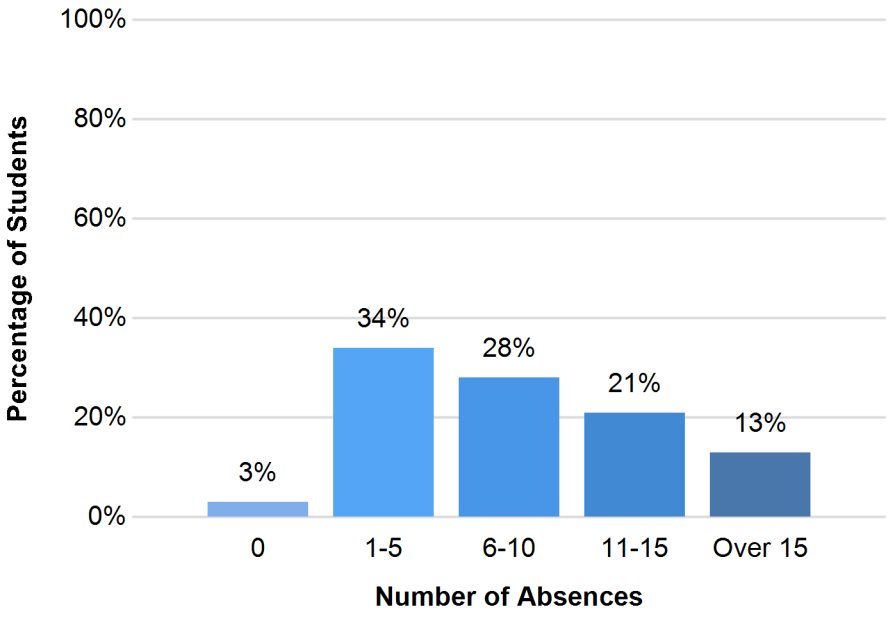
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	106	8.8	14.9	Met
White	25	9.7	14.9	Met
Hispanic	16	7.5	14.9	Met
Black or African American	50	8.1	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	12	13.2	14.9	Met
Economically Disadvantaged Students	57	9.9	14.9	Met
Students with Disabilities	14	8.6	14.9	Met
English Learners	*	*	**	**

Days Absent

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



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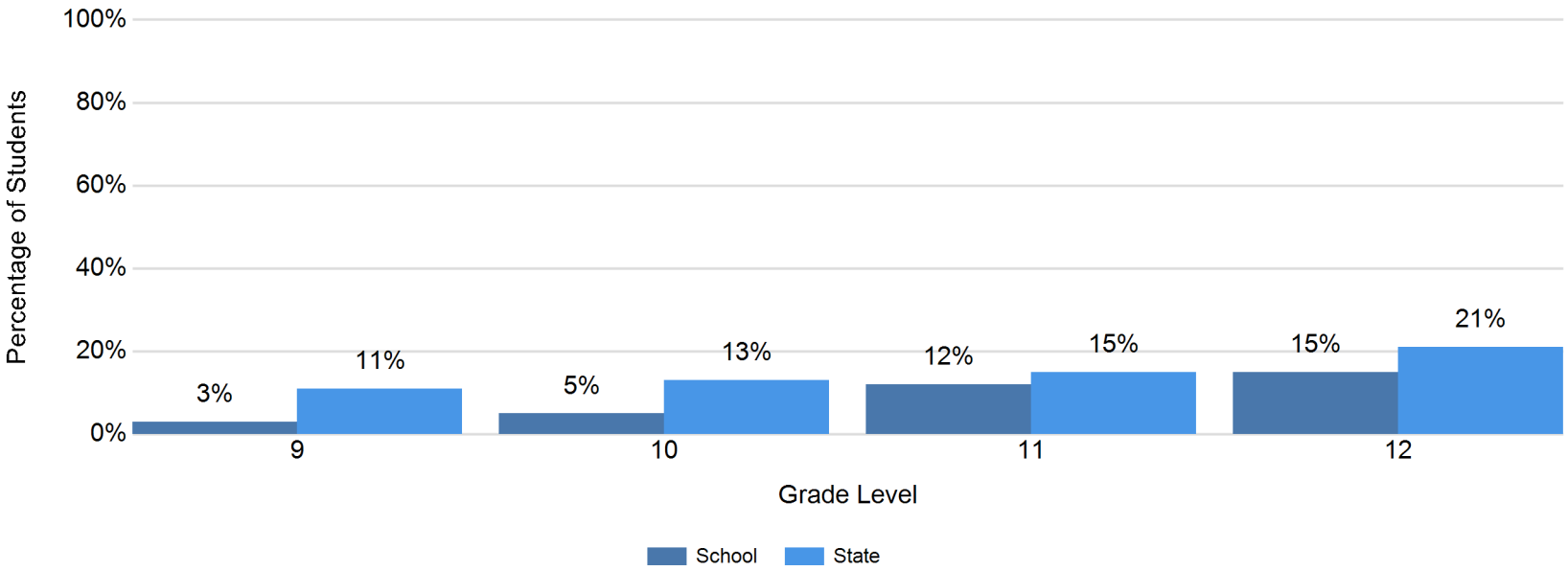
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	1
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.23

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	6
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	4

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	3	6	9
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	91	7.5%
Any Suspension	91	7.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
263

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	2 Hrs. 40 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$751	$16,089	$16,840

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	85	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	9.5	10.7
Teachers in district for 4 or more years	71.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,374
Average years experience in public schools	12.0	16.0
Average years experience in district	10.8	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	202:1	141:1
Teachers to Administrators	14:1	11:1
Students to Librarians/Media Specialists		985:1
Students to Nurses		985:1
Students to Counselors		219:1
Students to Child Study Team		328:1

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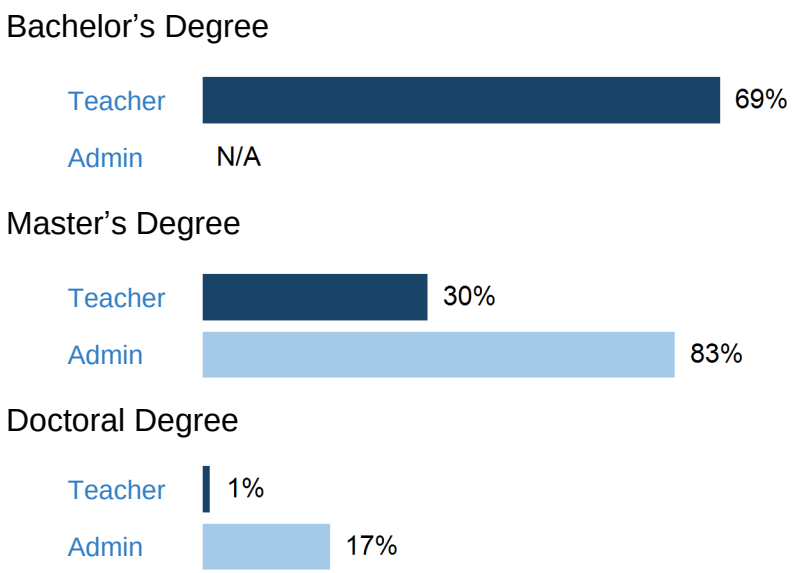
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	87.8%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	61.2%	66.7%
Male	38.8%	33.3%
White	77.6%	83.3%
Hispanic	5.9%	0.0%
Black or African American	12.9%	16.7%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.2%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	40.69	17.5%
Mathematics Proficiency	48.14	17.5%
Graduation Rate - 4-Year	82.81	25.0%
Graduation Rate - 5-Year	97.41	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	68.39	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	70.86	n/a
Summative Rating: Percentile Rank of Summative Score	75.93	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target†	Met Goal	Met Goal	**	Met	No
White	49.49	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	85.36	8.94	No	Met Target†	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	85.43	8.94	No	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	84.70	8.94	No	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	78.21	8.94	No	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
English Learners	**	**	No	**	**	**	N	**	**	No

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

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School Narrative

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

Highlights:	• Students and teachers have access to over 800 mobile devices and two computer labs. • Senior students have over a eighty percent pass rate on their career and technical end of program assessments. • Students compete and are recognized at the state & national level in their career major.
Mission, Vision, Theme:	BCIT Mission Statement: To respond to societal needs through the development of career and technical education programs; to support community-wide social, cultural, counseling and career and technical education training programs; to position students for success in mastering the NJ Student Learning Standards in Grades 9-12 in a safe, secure and caring environment.
Awards, Recognition, Accomplishments:	100% of students in Dental Occupations, HVAC, Early Childhood Development, Marketing, Sports Medicine, Electronics, and Entertainment Technology passed their certification tests. Winner of Bravo's Top Chef competition. Winner of Food Network's Teen Chopped. Winner of Food Network's Rewrapped. NJ State Teacher of the Year 2012. CTSO's compete and place at the national level.

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Courses, Curriculum, Instruction:	The Westampton Campus offers an impressive curriculum that is fully aligned to the NJSLS and NGSS. Students can enroll in multiple CAP courses with RCBC as well as AP classes in language arts, science, and history. In addition, most of our career and technical programs articulate with one or more colleges to provide students with opportunities to graduate high school with credits towards a degree in their chosen field.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys & Girls) BCIT's athletic program is a member of both the county athletic league (BCSL) as well as the state-wide vocational-technical athletic league (NJTAC). Approximately 300 students participate on a sports team at some level each school year. Last year, the girls basketball team won their respective league division for the second straight year. Last year our school earned a Sportsmanship Award (2nd place) for our county league for the second straight year. In addition to the sports selected above, we also offer JV and Varsity level cheerleading.
Clubs and Activities:	BCIT has a wide array of sports and club activities. Many of our students actively participate in a career & technical student organization (CTSO) specific to their career major. These CTSO's include SkillsUSA, Health Occupations Students of America (HOSA), Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Distributive Education of America (DECA), and Future Farmers of America (FFA). 35 students earned medals at their respective state conference/competition. 1 SkillsUSA student earned a gold medal and traveled to the national conference to compete for plumbing. 4 FCCLA students earned gold and traveled to the national conference in Atlanta, GA to compete. BCIT-West also offers the following student groups/organizations: Class of 2019, 2020, 2021, 2022, GSA/GLOW, Impact Bible Club, Human Relations, Key Club, National Honor Society, National Technical Honor Society, Performing Arts, PRIDE, Robotics, Student Council, Fitness Club, Yearbook.

NJ SCHOOL PERFORMANCE REPORT

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY - WESTAMPTON
(05-0610-030)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Before and After School Programs:	After school assistance in math is available for students enrolled in Algebra I, Geometry, and Algebra II. The program is offered twice a week after school for one hour and bus transportation is provided. Three math instructors per day provide students with individualized instruction and remediation in a small group setting. Educational math technology (IXL, Khan Academy) is utilized to support differentiated instruction for students at varying levels.
Staff and Professional Learning:	Our focus for the 2018-19 school year is social-emotional learning and Google Apps and Extensions for differentiating instruction. Teachers receive regular, comprehensive instruction in district initiatives and goals. In addition, our teacher leaders provide embedded in-service opportunities in a variety of areas including technology, literacy, and mathematics. Our district calendar includes a number of half-day sessions that enable department and schoolwide collaboration that is focused and sustained.
Postsecondary Information:	Seventy-three percent of our Class of 2018 graduates report attending two or four year colleges. The remaining twenty-six percent enter the military, apprenticeship programs, other post-secondary schools/training, or seek immediate employment. Parent Financial Aid Night, featuring college financial aid officers, is offered annually. We provide PSAT school day testing to all juniors and some sophomores and we participate in the SAT and ACT fee waiver programs.

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Student Supports and Services:	We provide English as a Second Language services as a replacement language arts class to ensure all ELLs benefit from tailored instruction. We offer a complete child study team and provide support services/resources for all students. Various course offerings allow for proper educational settings to address the needs of all learners. Flexible grouping, progress-monitoring, additional push-in teachers, blended learning resources, and targeted instruction are in place to meet students' varying levels in math and literacy.
Student Health and Wellness:	Breakfast and lunch are offered daily in compliance with federal regulations. Health screenings are conducted on every student to identify issues. Physical exams are offered bi-monthly. All students take a Phys Ed course annually. Students are exposed to four activities throughout the course. We offer a "Fitness Club" after school. Students voluntarily stay after school twice per week to work on individual fitness goals. We also have a counselor certified in Applied Positive Psychology.
Parent and Community Involvement:	Our Parent Advisory Committee meets each quarter and presents parents with opportunities to partake in presentations with guest speakers, learn SAT strategies, and support student socio-emotional health. In addition, parents are invited to aid in the planning and evaluation of all ESEA Title I programs and engage with consultants in strategies to assist struggling learners at home. This year, we also offered a series of evening events to train parents in the use of Google Apps. Business and industry leaders meet 2x/year to advise on curriculum and equipment for the career majors.

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

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Other Information:	The Burlington County Institute of Technology, Westampton, is a comprehensive four-year full-time technical high school with an enrollment of over 1,200 students. Our foremost mission is to prepare our students to enter the workforce as skilled technicians with industry recognized credentials and/or continue with post-secondary educational opportunities. In 2018, 76% of our students committed to continuing their education, earning over five million in scholarships. Applicants to BCIT undergo a rigorous admissions process that includes standardized test scores, middle-school grades and teacher recommendations, as well as discipline and attendance records. Upon acceptance, our students explore four of our twenty-two career majors in a competitive selection process for placement. Once placed, students embark upon a rigorous, hands-on inquiry and project-based field of study in a career-specific technical classroom. In both the technical and academic classrooms, we are fully furnished with up-to-date technology and equipment. Classrooms have multiple computer stations, LCD projectors, and document cameras. We also house an iMac lab, ten MacBook mobile carts, eighteen mobile Chromebook carts, two PC labs, and a mobile virtual reality cart. Additionally, our career major classrooms have unparalleled equipment, such as drone technology, a state-of-the-art production studio for entertainment technology, and an engineering class with a Mechatronic Trainer.