NJ SCHOOL PERFORMANCE REPORT

BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY - MEDFORD
(05-0610-040)
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. PARKER
Address	10 HAWKIN ROAD MEDFORD, NJ 08055-9412
Phone Number	(609)654-0200
Email Address	mparker@burlcoschools.org
Website	https://www.bcit.cc/med
Facebook	https://www.facebook.com/Burlington-County-Institute-of-Technology-194099172381/
Twitter	https://twitter.com/BCITtweets

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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	213	191	208
10	197	202	191
11	184	184	183
12	196	181	179
Total	790	758	761

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	49.9%	48.9%	49.1%
Male	50.1%	51.1%	50.9%
Economically Disadvantaged Students	37.6%	37.5%	35.7%
Students with Disabilities	24.8%	25.1%	24.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.8%	0.7%
Students in Foster Care		0.5%	0.5%
Military-Connected Students		2.8%	2.4%
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	56.7%	56.5%	57.2%
Hispanic	15.8%	16.4%	14.6%
Black or African American	19.2%	18.9%	18.8%
Asian	1.5%	0.9%	0.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	6.5%	7.1%	8.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	790	758	761
Shared Time Students	0	0	0
Full Time Equivalent	790	758	761

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	97.2%
Spanish	2.2%
Other Languages	0.5%

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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 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	394	99.5	32.8	40.0	56.7	32.8	31.6	Met Target
White	225	99.1	32.9	36.7	65.6	32.9	32.8	Met Target
Hispanic	57	100.0	33.3	40.9	42.5	33.3	34.8	Met Target†
Black or African American	75	100.0	34.6	41.1	37.3	34.6	22.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	29.6	Met Target†
Female	201	99.5	40.8	45.9	64.5	40.8		
Male	193	99.5	24.4	33.1	49.4	24.4		
Economically Disadvantaged Students	147	99.3	25.9	37.5	38.5	25.9	27.2	Met Target†
Non-Economically Disadvantaged Students	247	99.6	36.9	41.7	67.5	36.9		
Students with Disabilities	97	100.0	13.4	12.0	21.6	13.4	15.3	Met Target†
Students without Disabilities	297	99.3	39.0	45.5	63.9	39.0		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	394	99.5	32.8	*	59.4	32.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	207	734	741	752	12%	26%	33%	*	*	29%	55%
White	122	735	739	760	15%	25%	29%	*	*	32%	64%
Hispanic	30	738	744	735	0%	*	47%	*	*	27%	38%
Black or African American	34	733	741	734	*	29%	38%	*	*	24%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	111	741	746	759	*	21%	38%	*	*	35%	63%
Male	96	727	735	744	*	31%	27%	*	*	23%	46%
Economically Disadvantaged Students	71	728	739	733	*	28%	37%	*	*	23%	34%
Non-Economically Disadvantaged Students	136	737	742	761	*	24%	31%	*	*	33%	65%
Students with Disabilities	51	719	717	716	20%	43%	24%	*	*	14%	15%
Students without Disabilities	156	739	745	758	10%	20%	36%	*	*	35%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	207	734	741	755	12%	26%	33%	*	*	29%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	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	190	731	739	749	23%	19%	21%	31%	6%	37%	51%
White	105	730	734	756	24%	21%	20%	*	*	35%	58%
Hispanic	28	737	741	733	*	*	36%	39%	0%	39%	38%
Black or African American	41	734	740	728	27%	*	*	*	*	44%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	16	726	*	753	*	*	*	*	*	25%	55%
Female	92	743	746	759	18%	*	24%	*	*	48%	60%
Male	98	721	731	739	28%	*	18%	*	*	27%	42%
Economically Disadvantaged Students	77	726	738	730	30%	18%	22%	*	*	30%	34%
Non-Economically Disadvantaged Students	113	735	740	758	19%	19%	20%	*	*	42%	59%
Students with Disabilities	47	709	711	707	43%	26%	*	*	*	13%	15%
Students without Disabilities	143	739	745	756	17%	17%	*	*	*	45%	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	190	731	*	752	23%	19%	21%	31%	6%	37%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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	162	724	734	736	24%	27%	24%	*	*	25%	39%
White	89	723	731	737	28%	25%	22%	*	*	25%	41%
Hispanic	25	727	734	731	*	*	*	*	*	24%	35%
Black or African American	37	727	734	729	*	27%	*	32%	0%	32%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	74	729	742	745	22%	24%	23%	*	*	31%	48%
Male	88	721	726	728	26%	28%	25%	*	*	20%	31%
Economically Disadvantaged Students	67	721	731	730	27%	24%	30%	*	*	19%	33%
Non-Economically Disadvantaged Students	95	727	737	739	22%	28%	20%	*	*	29%	42%
Students with Disabilities	44	710	711	708	45%	25%	*	*	*	16%	13%
Students without Disabilities	118	730	740	742	16%	27%	*	*	*	29%	44%
English Learners	N	N	*	702	N	N	N	N	N	N	*
Non-English Learners	162	724	*	738	24%	27%	24%	*	*	25%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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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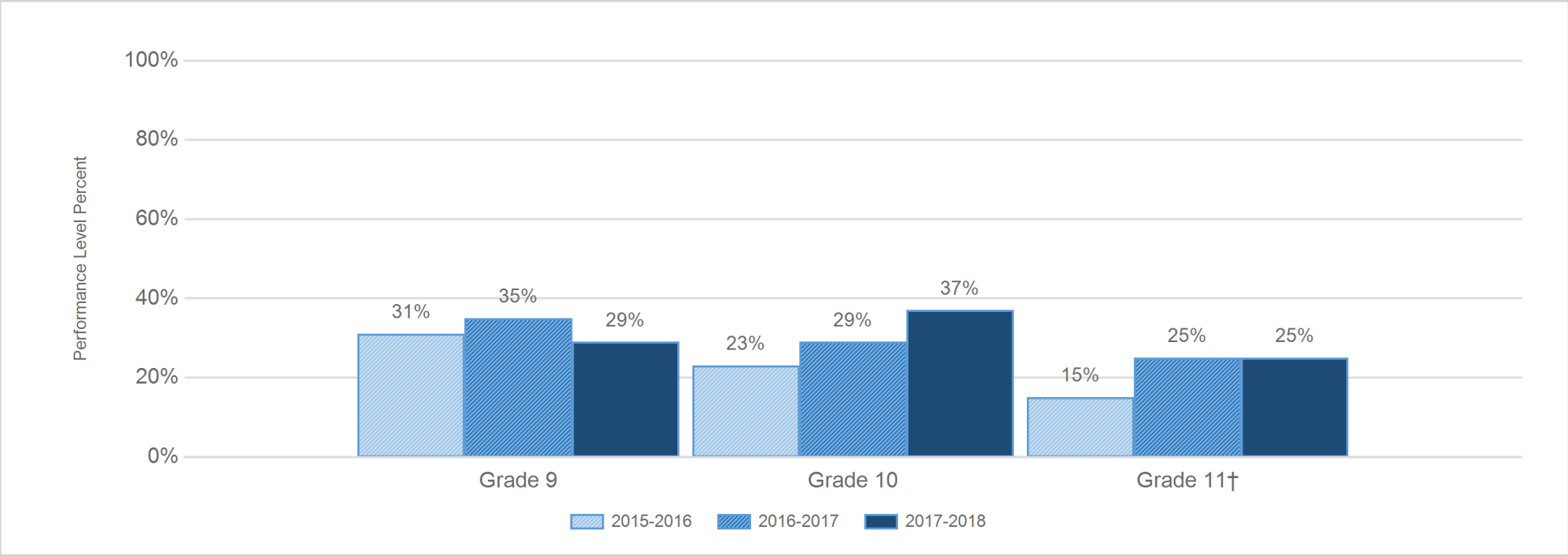
English Language Arts/Literacy Assessment - Performance Trends

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

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

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Schoolwide	386	98.0	19.5	24.5	45.0	19.5	19.3	Met Target
White	221	97.0	22.6	27.5	54.1	22.6	21.6	Met Target
Hispanic	57	98.3	21.1	27.5	29.2	21.1	14.3	Met Target
Black or African American	72	100.0	12.5	20.1	23.4	12.5	15	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	17	Not Met
Female	195	97.5	20.5	23.2	46.0	20.5		
Male	191	98.5	18.4	26.1	43.9	18.4		
Economically Disadvantaged Students	141	98.6	16.3	22.2	26.6	16.3	18.6	Met Target†
Non-Economically Disadvantaged Students	245	97.6	21.2	26.3	55.9	21.2		
Students with Disabilities	98	100.0	*	*	17.1	*	11.6	Not Met
Students without Disabilities	288	97.3	*	*	50.5	*		
English Learners	N	N	N	*	24.6	N	**	**
Non-English Learners	386	98.0	19.5	*	46.9	19.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
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	202	735	739	746	9%	26%	38%	*	*	27%	46%
White	119	737	741	755	10%	24%	34%	*	*	31%	57%
Hispanic	30	735	742	730	*	*	40%	*	*	27%	27%
Black or African American	32	731	736	727	*	34%	47%	*	*	16%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	108	733	738	748	*	24%	39%	*	*	27%	48%
Male	94	737	740	745	*	28%	37%	*	*	27%	44%
Economically Disadvantaged Students	71	729	737	729	*	28%	38%	*	*	21%	25%
Non-Economically Disadvantaged Students	131	738	741	756	*	24%	38%	*	*	30%	57%
Students with Disabilities	54	722	721	716	*	37%	35%	*	*	11%	13%
Students without Disabilities	148	740	742	752	*	22%	39%	*	*	32%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	202	735	*	749	9%	26%	38%	*	*	27%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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	157	719	725	735	*	*	*	*	*	*	30%
White	89	719	724	740	16%	43%	30%	11%	0%	11%	37%
Hispanic	22	721	725	723	*	*	*	*	*	*	14%
Black or African American	34	723	726	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	12	711	725	741	*	*	*	*	*	*	39%
Female	70	719	726	736	*	*	*	*	*	*	30%
Male	87	720	724	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	63	715	724	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	94	722	727	741	*	*	*	*	*	*	38%
Students with Disabilities	41	709	707	713	*	*	*	*	*	*	*
Students without Disabilities	116	723	730	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	157	719	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
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 - MEDFORD
(05-0610-040)
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	188	705	705	727	46%	29%	14%	11%	0%	11%	30%
White	102	706	706	733	46%	26%	16%	12%	0%	12%	35%
Hispanic	28	706	705	710	43%	36%	*	*	*	14%	14%
Black or African American	43	706	705	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	15	697	*	736	*	*	*	*	*	*	37%
Female	88	706	704	728	43%	33%	13%	11%	0%	11%	30%
Male	100	705	707	727	49%	26%	15%	10%	0%	10%	30%
Economically Disadvantaged Students	71	702	702	709	52%	27%	*	*	*	11%	13%
Non-Economically Disadvantaged Students	117	707	708	736	43%	31%	*	*	*	10%	37%
Students with Disabilities	48	690	690	693	*	*	*	*	*	*	*
Students without Disabilities	140	710	710	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	188	705	*	729	46%	29%	14%	11%	0%	11%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	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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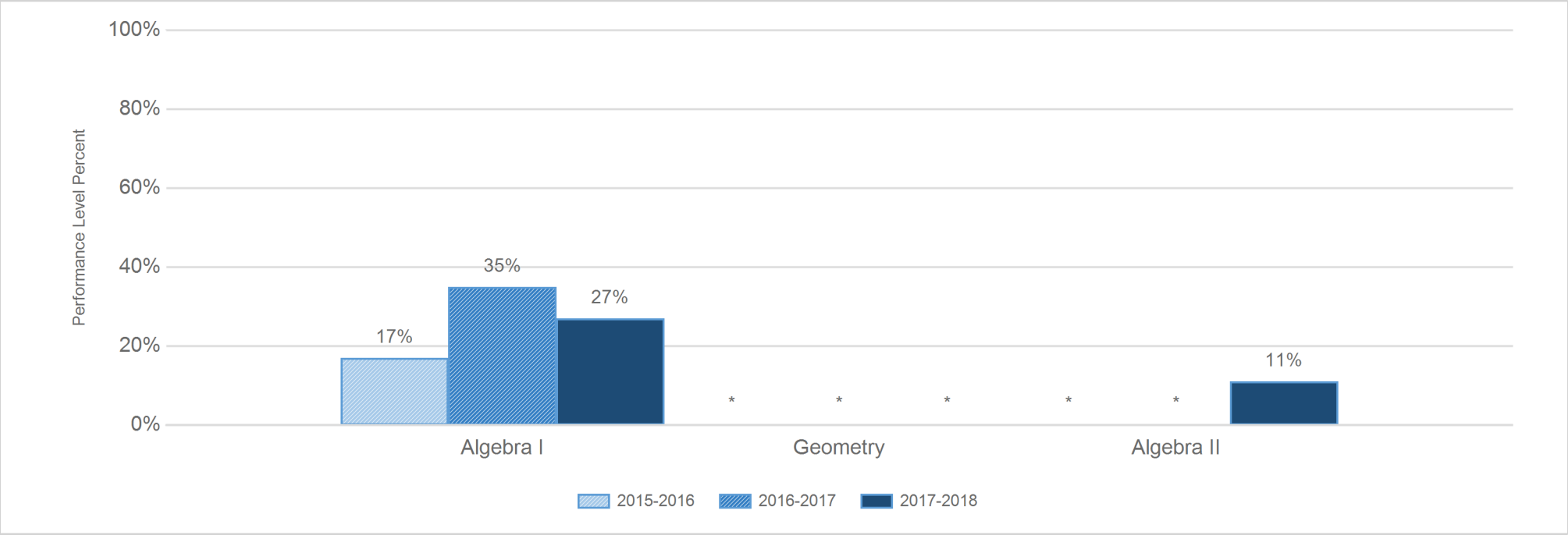
Mathematics Assessment – Performance Trends

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	N	N	N

† 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	N	N	N
3-4	N	N	N
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	53.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	44.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	455	478	Grade 10: 430 Grade 11: 460	48%	62%
PSAT 10/NMSQT - Math	445	478	Grade 10: 480 Grade 11: 510	18%	42%
SAT - Reading and Writing	511	542	480	61%	72%
SAT - Math	488	543	530	33%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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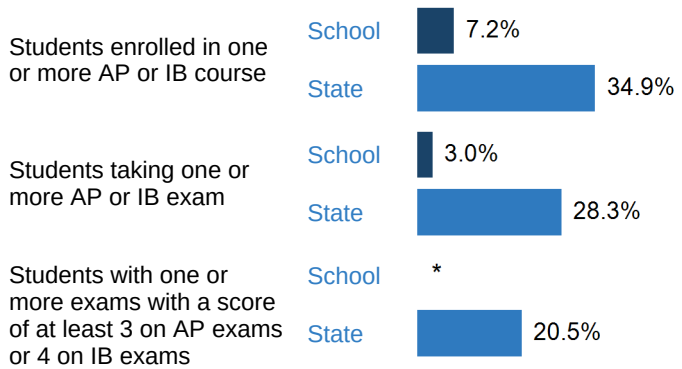
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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



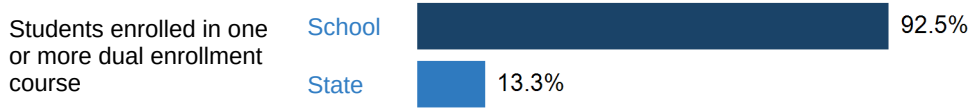
AP/ IB Courses Offered

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	4	1
AP English Language and Composition	7	6
AP English Literature and Composition	14	3
AP World History	9	5
Total Exams taken		15
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 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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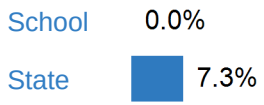
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career 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)

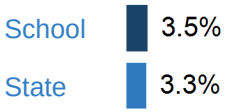


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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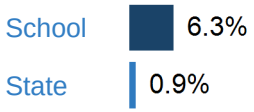
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

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	30		
Architecture & Construction	60	*	*
Arts, AV Technology & Communications	155		
Health Science	86		
Hospitality & Tourism	79		
Human Services	47	*	*
Information Technology	55	10	10
Law, Public Safety, Corrections & Security	41		
Manufacturing	114	13	13
Science, Technology, Engineering & Mathematics	37		
Transportation, Distribution & Logistics	57	11	11
Total (All Clusters)	761	48	48

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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	219	0	8	0	0	0	0
10	1	6	191	0	0	0	0
11	0	155	7	11	2	0	17
12	1	3	1	28	4	0	20
Total	221	164	207	39	6	0	37
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	39	6	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	9	0	0	208	0	0
10	175	16	0	4	0	0
11	4	168	0	0	8	0
12	0	14	0	4	24	0
Total	188	198	0	216	32	0
Enrolled in AP/IB Course	0	4		0	0	0
Enrolled in Dual Enrollment Course	37	50	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	212	0	0	0	0
10	1	192	0	0	0	0
11	115	24	0	0	0	0
12	65	8	0	0	0	0
Total	181	436	0	0	0	0
Enrolled in AP/IB Course	9	0	0	0		0
Enrolled in Dual Enrollment Course	0	101	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	35	0	0	0	0	0	0
10	7	0	0	0	0	0	1
11	62	0	0	0	0	0	4
12	101	0	0	0	0	0	24
Total	205	0	0	0	0	0	29
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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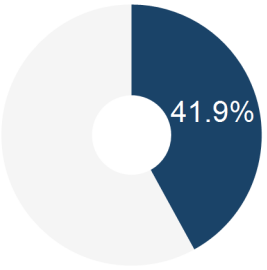
Visual and Performing Arts – Course Participation

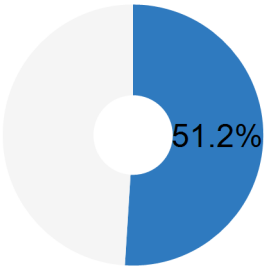
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

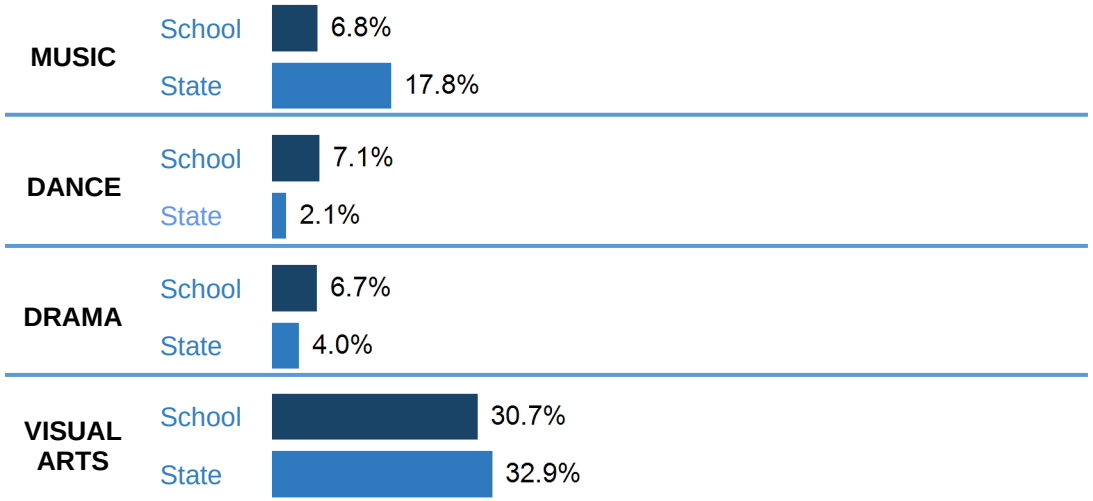


School



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	98.3%	90.9%	97.8%	92.4%	97.3%	N	Met Goal	96.0%	N	Met Goal
White	98.0%	95.0%	97.2%	95.7%	96.3%	N	Met Goal	95.7%	N	Met Goal
Hispanic	100.0%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	96.6%	N	Met Goal
Black or African American	100.0%	84.2%	100.0%	86.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	96.0%	84.6%	96.7%	87.0%	95.2%	N	Met Goal	96.8%	N	Met Goal
Students with Disabilities	100.0%	80.1%	100.0%	83.5%	97.8%	N	Met Goal	95.8%	N	Met Goal
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	N	64.9%						

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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 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	52.3%	42.6%
Substitute Competency Test	30.1%	35.2%
Portfolio Appeals Process	4.5%	6.8%
Alternate Requirements specified in IEP	13.1%	15.3%
Unknown	0.0%	0.0%

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	98.3%	-
2017	97.3%	97.8%
2016	95.5%	96.0%

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	0.3%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.1%	1.2%

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(05-0610-040)
Grades Offered: 09-12
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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	46%	64.2%	35.8%
White	34.7%	64.7%	35.3%
Hispanic	44%	72.7%	27.3%
Black or African American	71.9%	52.2%	47.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	44.2%	60.9%	39.1%
Students with Disabilities	30.2%	76.9%	23.1%
English Learners	N	N	N

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	54.7%	67.3%	32.7%	80.6%	19.4%	78.6%	21.4%
White	43.8%	69.6%	30.4%	84.8%	15.2%	82.6%	17.4%
Hispanic	68.4%	76.9%	23.1%	84.6%	15.4%	84.6%	15.4%
Black or African American	81.5%	50%	50%	63.6%	36.4%	59.1%	40.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	49.2%	73.3%	26.7%	80%	20%	83.3%	16.7%
Students with Disabilities	41.5%	82.4%	17.6%	94.1%	5.9%	100%	0%
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.

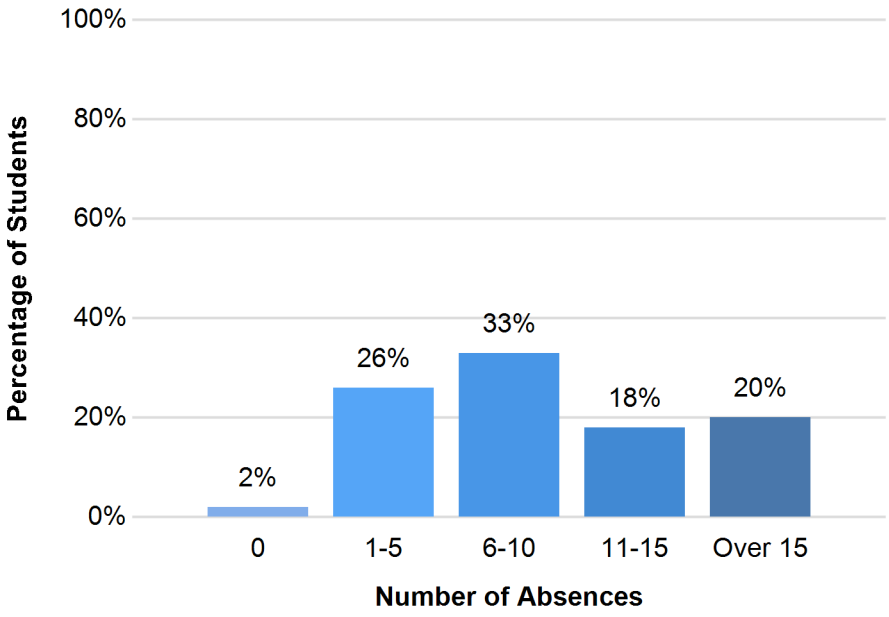
Chronic Absenteeism

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	110	14.5	14.9	Met
White	74	17.0	14.9	Not Met
Hispanic	18	16.2	14.9	Not Met
Black or African American	10	7.0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	7	11.1	14.9	Met
Economically Disadvantaged Students	52	19.1	14.9	Not Met
Students with Disabilities	23	12.4	14.9	Met
English Learners	N	N	N	N

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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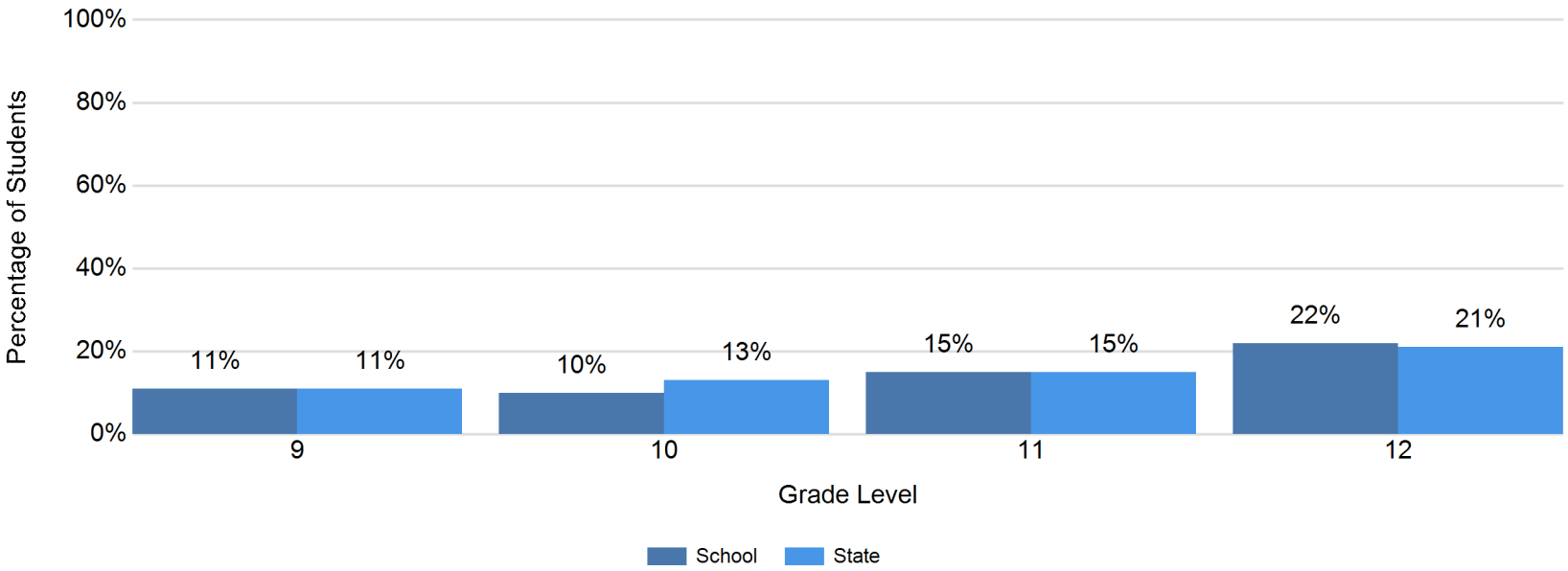
Chronic Absenteeism by Grade

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	11
Weapons	2
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	4.34

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	8
Weapons	2
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	1

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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	2	5	7
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	3	3
Disability	9	1	10
Other	8	6	14
No Identified Nature	0		0

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	47	6.2%
Out-of-School Suspensions	75	9.9%
Any Suspension	101	13.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
225

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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	63	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	76.2%	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	12:1	13:1
Students to Administrators	190:1	141:1
Teachers to Administrators	16:1	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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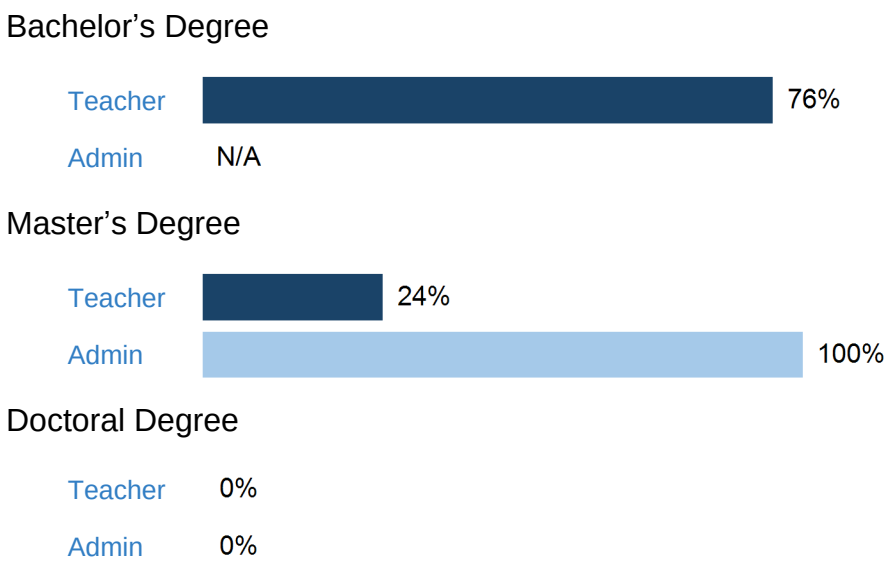
Teachers and Administrators - Level of Education

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	96.4%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	55.6%	25.0%
Male	44.4%	75.0%
White	90.5%	100.0%
Hispanic	3.2%	0.0%
Black or African American	6.3%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	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	19.77	17.5%
Mathematics Proficiency	28.37	17.5%
Graduation Rate - 4-Year	88.25	25.0%
Graduation Rate - 5-Year	75.29	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	44.83	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.03	n/a
Summative Rating: Percentile Rank of Summative Score	55.30	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	N	Met	No
White	33.97	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	67.09	8.94	No	Met Target†	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	81.93	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Economically Disadvantaged Students	63.42	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	77.90	8.94	No	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
English Learners	**	**	No	**	**	N	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:	• BCIT-Medford is a county vocational institution that provides a career focus in 21 areas of which many were upgraded. • Our students can earn industry based certifications and college level credits at BCIT. • BCIT-Medford has two academies: Electronic & Computer Engineering and the Academy of Performing Arts.
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 New Jersey Student Learning Standards in Grades 9 through 12 in a safe, secure, and caring environment
Awards, Recognition, Accomplishments:	The following CTE areas had a 100% passing rate on their End of Course Assessment: Advertising Art & Design, Allied Health, Buidling Trades, Culinary Arts, HVAC, Law & Public Safety, Electroinc and Computer Engineering, Sports Medicine, Veterinary Tech, & Welding.

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Courses, Curriculum, Instruction:	The school strives to challenge its students and continues to do so through offering the following Honors and AP courses: Honors English 9 - 12, Honors Algebra I, Honors Algebra II, Honors Geometry, Calculus, Honors Biology, Honors Chemistry, Physics, Honors US I & II, Honors World History, AP Language and Composition, AP Literature, AP World History, and AP Chemistry. We also offer CAP courses for all of our Honors classes as well as Dual Enrollment with RCBC.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (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 200 students participate on a sports team at some level each school year. In addition to the sports selected above, we also offer JV and Varsity level cheerleading.
Clubs and Activities:	BCIT-Medford offers the following Student Groups and Activities: Bible Club, Building Men, Class of 2019, 2020, 2021, 2022, Equestrian, Gay Straight Alliance, Honor Guard, Interact, International Thespian Society, Jaguar Band, National Honor Society, National Technical Honor Society, National Honor Society for Dance, Performing Arts Club, PRIDE, Robotics, Scholarships, SkillsUSA, Stage Crew, Students Against Bullying, Student Council, Table Top Game Club, Tech Crew, Teen Writer's Guild, Vo-TAG, Women Of Tomorrow, Yearbook.

NJ SCHOOL PERFORMANCE REPORT

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(05-0610-040)
Grades Offered: 09-12
2017-2018

Report Key:
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School Narrative

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

Before and After School Programs:	BCIT-Medford provides our students Homework Club three times a week. During this session, certified teachers provide support in the areas of Mathematics, Language Arts and Science depending on the assigned day.
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:	During the 2017-2018 school year, 100% of our seniors in HVAC, Performing Arts: Theatre and Dance, Pre-engineering, Sports Medicine, and Welding Technology met the requirements for their corresponding certifications. The Class of 2017 earned over $1,000,000 in scholarships; 60% are attending a two-year college and 20% are attending a four-year college. Other graduates pursue the military; apprenticeship; or immediate employment.

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Student Supports and Services:	We provide English Language Services through a push-in/pull-out model to support our ELLs in the content areas. We offer a complete child study team and provide support services/resources for all students. Various course offerings allow for proper educational settings to address the needs of all learners. Flexible grouping, progress-monitoring, additional push-in teachers, blended learning resources, and targeted instruction are in place to meet students' varying levels in math and literacy
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.
Parent and Community Involvement:	Parents of Title I eligible students are invited to regular meetings to highlight initiatives and solicit feedback from stakeholders. Business and industry leaders participate in the Program Advisory Committee meetings held twice/year to advise on the curriculum and equipment used in the career majors. Parent advisory committees also meet quarterly. Monthly electronic newsletters are shared with our parents to provide campus news and spotlight the achievements of our students and staff.

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Climate Surveys:	The Medford campus regularly seeks feedback from all stakeholders. This year's climate survey showed that almost all stakeholders consider the Medford Campus to be excellent and are proud their child attends our school. In addition, most parents believe that staff members encourage students to respect one another's differences.
Facilities:	BCIT-Medford is a 350,000 sq/ft facility that has 21 CTE shops. The campus has recently renovated our Allied Health Profession, Cosmetology, Culinary Arts, Welding, HVAC/R, Auto Technology, Auto Collision, Sports Medicine, and Engineering Academy shops. The Welding Technology shop at Medford has been enlarged and equipped additional equipment and virtual reality welding simulators. The Medford campus also has five recently renovated science labs, three computer labs, and a Technology Lounge that is available to our students and staff.
School Safety:	BCIT Medford has implmented the following in regards to school safety and security: Full-time Student Resource Officer; Security Team (4 Staff members on duty daily); 250+ security cameras throughout building; Mobile access to security cameras; Secure entrance for visitors; All state required drills are conducted in accordance with state regulations.

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Other Information:	In technical and academic classrooms, BCIT Medford has the latest advanced technology and equipment, such as drone technology, virtual welders, and access to over 400 Chromebooks. In addition, our classrooms have multiple computer stations, digital document cameras, and LCD projectors. The Medford Campus has a computer lab, ten mobile carts, a high-tech lounge, and a library outfitted with brand new, large screen PCs. Our CTE areas are equipped with equipment and tools that are current in industry today. Our students graduate from BCIT-Medford with the desired academics to enter post-secondary institutions or the required industry certifications to become active members of the workforce.