NJ SCHOOL PERFORMANCE REPORT

ACADEMY FOR INFORMATION TECHNOLOGY
(39-5260-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

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	UNION
District	UNION COUNTY VOCATIONAL
Principal Name	MRS. GIALANELLA
Address	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997
Phone Number	(908)889-8288
Email Address	CGIALANELLA@UCVTS.ORG
Website	http://www.ucvts.org
Facebook	https://www.facebook.com/Academy-for-Information-Technology-502604469870630/
Twitter	https://twitter.com/ucvtsAIT

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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	76	81	78
10	71	75	77
11	61	69	69
12	65	61	69
Total	273	286	293

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	33.3%	30.8%	29.7%
Male	66.7%	69.2%	70.3%
Economically Disadvantaged Students	4.0%	10.5%	8.2%
Students with Disabilities	1.1%	3.1%	3.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.3%	0.0%
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	49.8%	48.3%	48.5%
Hispanic	15.8%	18.2%	17.7%
Black or African American	8.8%	8.7%	8.2%
Asian	22.0%	22.7%	23.2%
Native Hawaiian or Pacific Islander	1.1%	0.3%	0.3%
American Indian or Alaska Native	0.4%	0.3%	0.3%
Two or More Races	2.2%	1.4%	1.7%

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	273	286	293
Shared Time Students	0	0	0
Full Time Equivalent	273	286	293

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	82.9%
Spanish	4.8%
Chinese	3.1%
Polish	2.4%
Gujarati	1.4%
Other Languages	5.5%

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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	155	100.0	98.8	98.3	56.7	98.8	80	Met Goal
White	74	100.0	98.7	98.9	65.6	98.7	80	Met Goal
Hispanic	29	100.0	96.6	96.9	42.5	96.6	80	Met Goal
Black or African American	*	*	*	98.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	100.0	100.0	82.3	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	92.0	63.4	*	**	**
Female	38	100.0	100.0	98.2	64.5	100.0		
Male	117	100.0	98.3	98.5	49.4	98.3		
Economically Disadvantaged Students	12	100.0	100.0	96.7	38.5	100.0	**	**
Non-Economically Disadvantaged Students	143	100.0	98.6	98.5	67.5	98.6		
Students with Disabilities	*	*	*	100.0	21.6	*	**	**
Students without Disabilities	*	*	*	98.3	63.9	*		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	155	100.0	98.8	*	59.4	98.8		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
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	78	807	799	752	0%	0%	0%	27%	73%	100%	55%
White	37	807	798	760	0%	0%	0%	27%	73%	100%	64%
Hispanic	10	795	795	735	0%	0%	0%	*	*	100%	38%
Black or African American	*	*	788	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	21	815	815	782	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	801	760	*	*	*	*	*	*	63%
Female	16	818	*	759	0%	0%	0%	*	*	100%	63%
Male	62	804	*	744	0%	0%	0%	*	*	100%	46%
Economically Disadvantaged Students	*	*	796	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	800	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	15%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	78	807	799	755	0%	0%	0%	27%	73%	100%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	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	77	807	810	749	0%	0%	*	*	*	97%	51%
White	37	808	816	756	0%	0%	*	*	*	97%	58%
Hispanic	19	795	799	733	0%	0%	*	*	*	95%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	825	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	22	813	811	759	0%	0%	*	*	*	100%	60%
Male	55	805	809	739	0%	0%	*	*	*	96%	42%
Economically Disadvantaged Students	*	*	799	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	812	758	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	15%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	77	807	*	752	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	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	68	793	796	736	0%	*	*	38%	54%	93%	39%
White	29	795	*	737	0%	*	*	38%	55%	93%	41%
Hispanic	*	*	796	731	*	*	*	*	*	*	35%
Black or African American	*	*	784	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	20	798	808	759	0%	0%	*	*	*	95%	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	24	802	*	745	0%	*	*	*	*	100%	48%
Male	44	788	*	728	0%	*	*	*	*	89%	31%
Economically Disadvantaged Students	*	*	797	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	796	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	774	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	796	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	68	793	*	738	0%	*	*	38%	54%	93%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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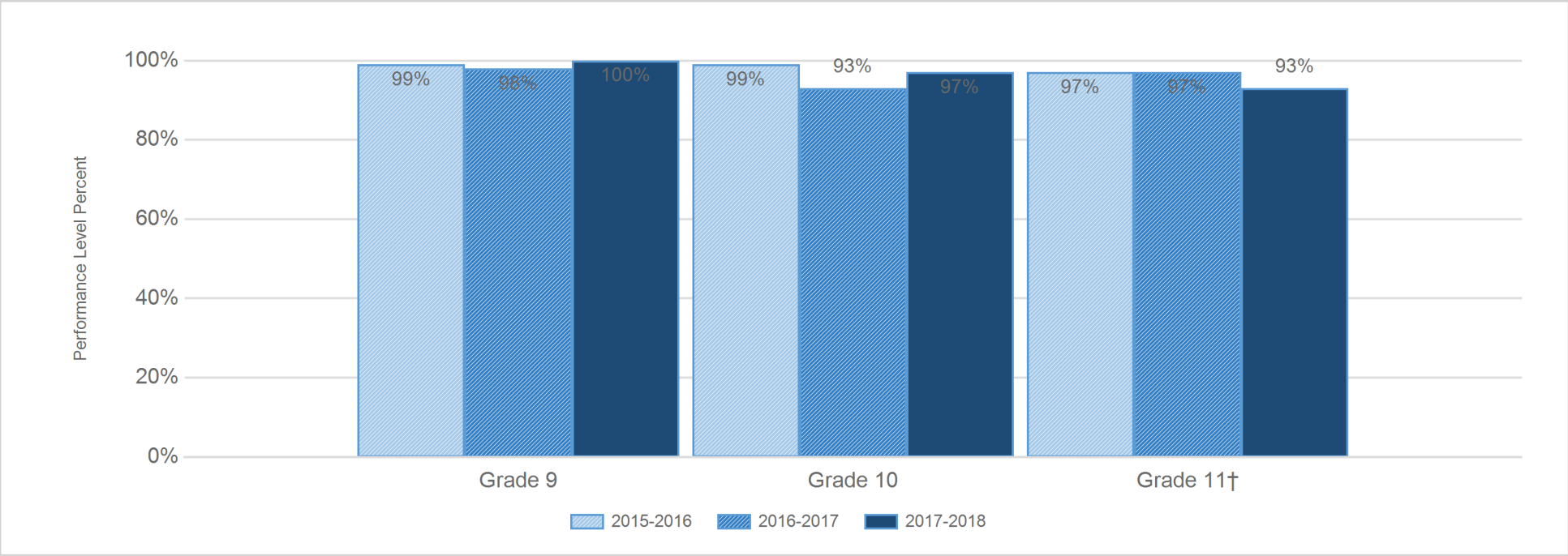
English Language Arts/Literacy Assessment - Performance Trends

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.

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	147	100.0	96.6	88.0	45.0	96.6	80	Met Goal
White	71	100.0	98.6	91.1	54.1	98.6	80	Met Goal
Hispanic	29	100.0	89.6	83.0	29.2	89.6	80	Met Goal
Black or African American	*	*	*	78.5	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	96.8	94.8	77.0	96.8	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	92.0	53.0	*	**	**
Female	37	100.0	91.9	84.8	46.0	91.9		
Male	110	100.0	98.2	92.7	43.9	98.2		
Economically Disadvantaged Students	12	100.0	100.0	83.7	26.6	100.0	**	**
Non-Economically Disadvantaged Students	135	100.0	96.3	88.5	55.9	96.3		
Students with Disabilities	*	*	*	92.3	17.1	*	**	**
Students without Disabilities	*	*	*	87.9	50.5	*		
English Learners	N	N	N	*	24.6	N	**	**
Non-English Learners	147	100.0	96.6	*	46.9	96.6		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
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	44	808	786	746	0%	0%	0%	39%	61%	100%	46%
White	23	808	788	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	785	730	*	*	*	*	*	*	27%
Black or African American	*	*	778	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	797	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	787	755	*	*	*	*	*	*	54%
Female	*	*	780	748	*	*	*	*	*	*	48%
Male	*	*	797	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	786	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	787	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	44	808	786	749	0%	0%	0%	39%	61%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	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	66	774	766	735	0%	0%	*	*	*	92%	30%
White	31	777	769	740	0%	0%	*	*	*	97%	37%
Hispanic	17	768	758	723	0%	0%	*	*	*	82%	14%
Black or African American	*	*	758	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	10	780	*	760	0%	0%	*	*	*	90%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	19	764	*	736	0%	0%	*	*	*	84%	30%
Male	47	778	774	734	0%	0%	*	*	*	96%	29%
Economically Disadvantaged Students	*	*	758	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	767	741	*	*	*	*	*	*	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	66	774	*	736	0%	0%	*	*	*	92%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Grades Offered: 09-12
2017-2018

Report Key:
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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	74	795	785	727	*	*	*	50%	41%	91%	30%
White	36	799	*	733	*	*	*	47%	44%	92%	35%
Hispanic	*	*	772	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	20	813	815	766	0%	0%	0%	*	*	100%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	24	796	*	728	*	*	*	*	*	96%	30%
Male	50	794	*	727	*	*	*	*	*	88%	30%
Economically Disadvantaged Students	*	*	765	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	787	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	74	795	*	729	*	*	*	50%	41%	91%	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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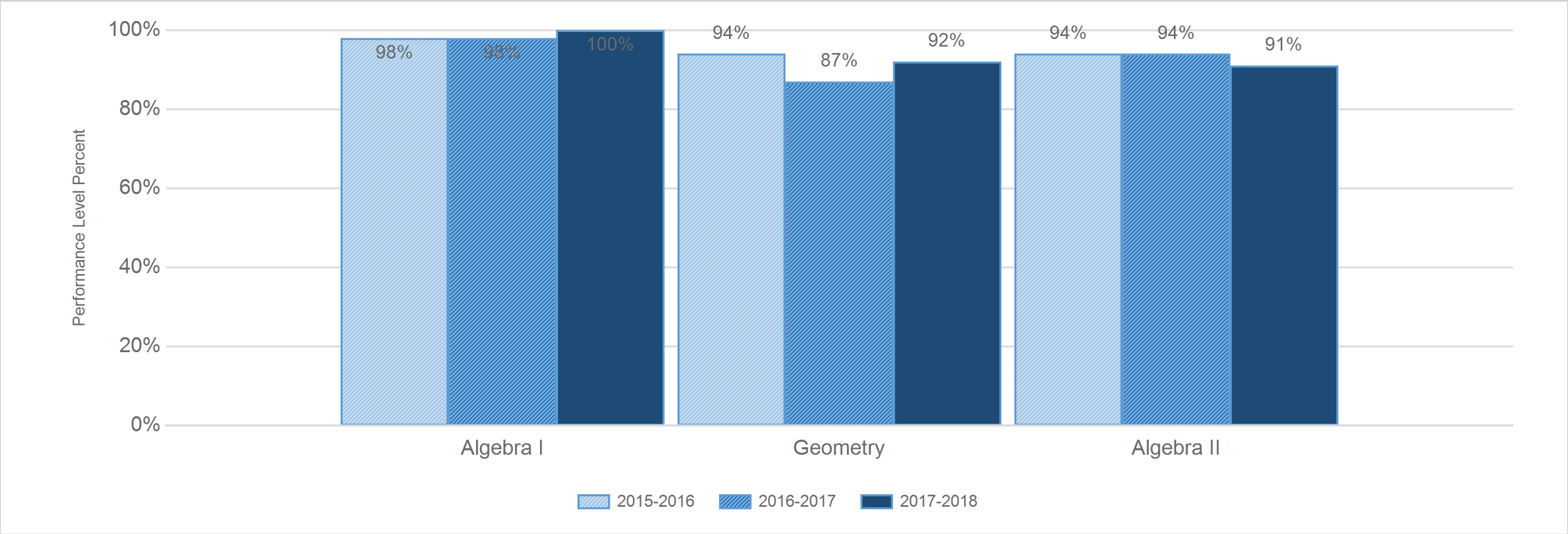
Mathematics Assessment – Performance Trends

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	99.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	85.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	43.5%	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	613	478	Grade 10: 430 Grade 11: 460	100%	62%
PSAT 10/NMSQT - Math	629	478	Grade 10: 480 Grade 11: 510	99%	42%
SAT - Reading and Writing	665	542	480	100%	72%
SAT - Math	685	543	530	97%	54%
ACT - Reading	29	24	22	90%	62%
ACT - English	31	24	18	100%	78%
ACT - Math	29	24	22	100%	62%
ACT - Science	28	23	23	93%	53%

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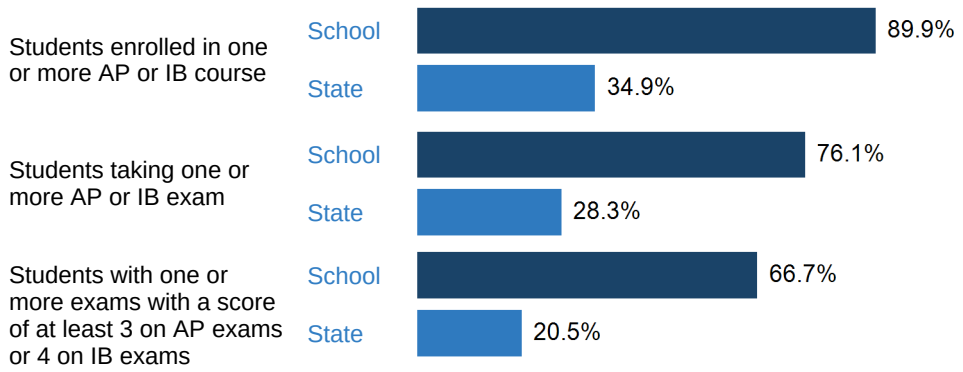
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

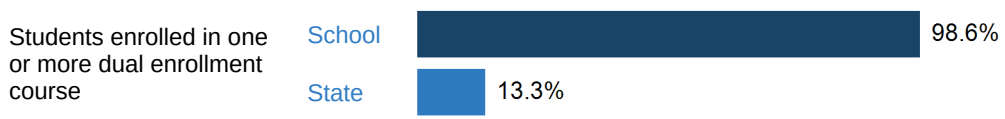
AP/IB Coursework – Participation and Performance

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.



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.



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 Biology	18	12
AP Calculus AB	51	50
AP Calculus BC	18	16
AP Chemistry	8	8
AP Chinese Language and Culture	0	1
AP Computer Science A	41	13
AP Computer Science Principles	0	47
AP English Literature and Composition	17	9
AP Environmental Science	16	11
AP European History	4	3
AP Italian Language and Culture	0	1
AP Macroeconomics	55	38
AP Microeconomics	0	38
AP Physics 1	0	1
AP Physics C	28	0
AP Physics C: Electricity and Magnetism	0	2

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	19
AP Psychology	8	2
AP Research	18	16
AP Seminar	17	14
AP Spanish Language	7	7
AP Spanish Literature	2	2
AP Statistics	32	23
AP U.S. Government and Politics	11	6
AP U.S. History	3	18
Total Exams taken		357
Exams with scores of at least 3 on AP exams or 4 on IB exams		301

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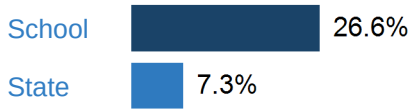
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

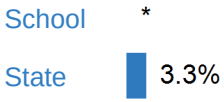


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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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
Information Technology	293	292	573
Total (All Clusters)	293	292	573

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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	0	0	0	0	2	0	76
10	0	0	0	0	6	0	71
11	0	0	0	0	29	0	40
12	0	0	0	0	41	33	8
Total	0	0	0	0	78	33	195
Enrolled in AP/IB Course					69	32	0
Enrolled in Dual Enrollment Course	0	0	0	0	69	32	6

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	74	4	0	0	0	78
10	0	77	0	0	0	0
11	4	4	0	0	69	0
12	16	12	0	16	27	1
Total	94	97	0	16	96	79
Enrolled in AP/IB Course	18	8		16	28	0
Enrolled in Dual Enrollment Course	92	0	0	0	96	1

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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	78	0	0	0	0	0
10	0	77	0	0	0	0
11	0	69	36	0	0	4
12	0	4	19	8	0	22
Total	78	150	55	8	0	26
Enrolled in AP/IB Course	0	3	55	8		14
Enrolled in Dual Enrollment Course	0	0	55	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	78	0	0	0	0	0	0
10	77	0	0	0	0	0	0
11	65	0	0	0	0	0	4
12	9	0	0	0	0	0	2
Total	229	0	0	0	0	0	6
Enrolled in AP/IB Course	9	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	84	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
Spanish	*
Total	*

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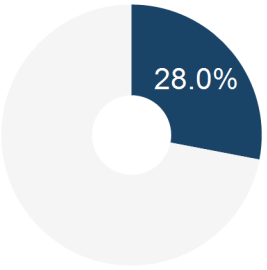
Visual and Performing Arts – Course Participation

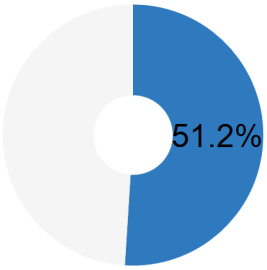
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

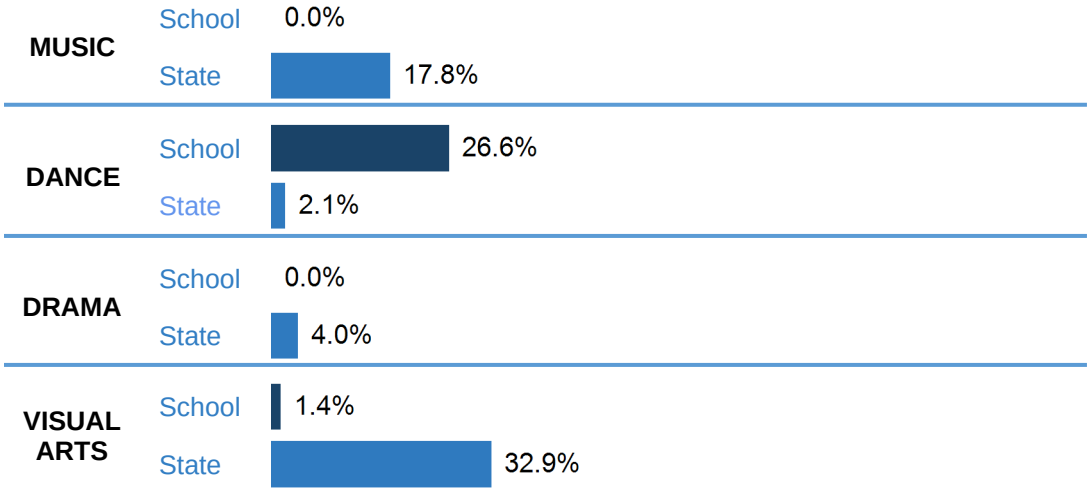


School



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	100.0%	90.9%	100.0%	92.4%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	95.0%	100.0%	95.7%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	100.0%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	*	84.6%	*	87.0%	*	**	**	*	**	**
Students with Disabilities	N	80.1%	*	83.5%	*	**	**	N	N	N
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	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	98.6%	92.8%
Substitute Competency Test	1.4%	7.2%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	100.0%	-
2017	100.0%	100.0%
2016	100.0%	100.0%

Dropout Rate Trends

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

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

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Grades Offered: 09-12
2017-2018

Report Key:
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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	91.3%	3.2%	96.8%
White	89.5%	5.9%	94.1%
Hispanic	90%	0%	100%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	92.3%	0%	100%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
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	90.2%	9.1%	90.9%	50.9%	49.1%	54.5%	45.5%
White	88.9%	8.3%	91.7%	37.5%	62.5%	50%	50%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	7.1%	92.9%	64.3%	35.7%	42.9%	57.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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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.

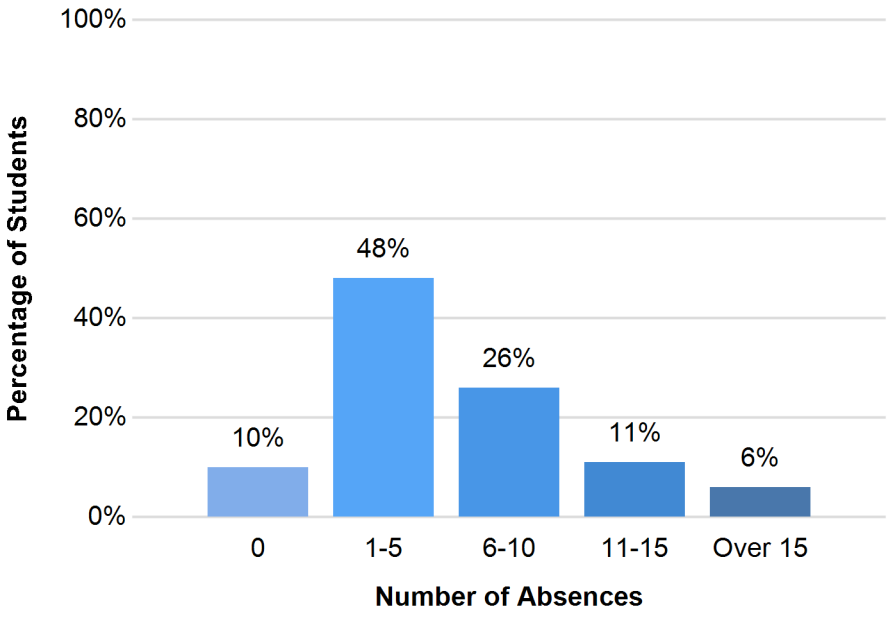
Chronic Absenteeism

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	9	3.1	14.9	Met
White	4	2.8	14.9	Met
Hispanic	4	7.7	14.9	Met
Black or African American	1	4.2	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	8.3	14.9	Met
Students with Disabilities	1	10.0	**	**
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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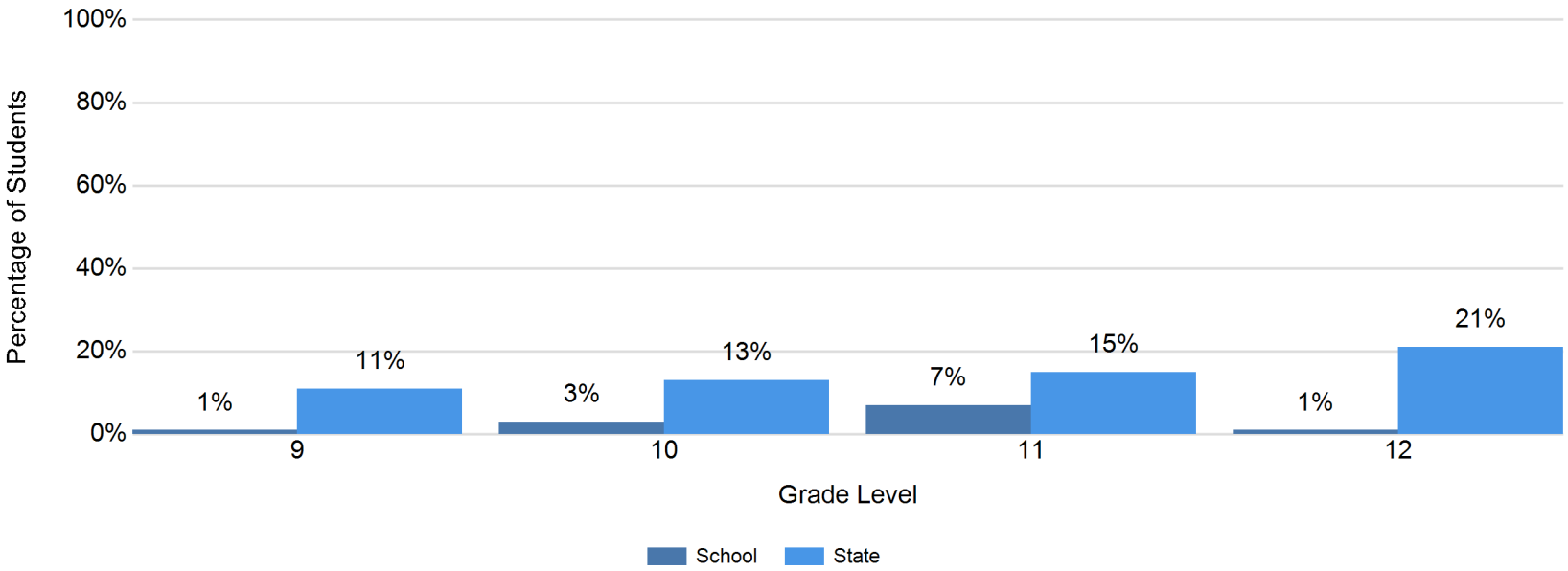
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.68

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	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
13

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

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)	$549	$11,232	$11,781

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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	19	117,464
Average years experience in public schools	8.6	12.0
Average years experience in district	7.7	10.7
Teachers in district for 4 or more years	63.2%	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	19	9,374
Average years experience in public schools	15.1	16.0
Average years experience in district	13.1	12.0
Administrators in district for 4 or more years	78.9%	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	15:1	13:1
Students to Administrators	147:1	96:1
Teachers to Administrators	10:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		1831:1
Students to Counselors		166:1
Students to Child Study Team		N

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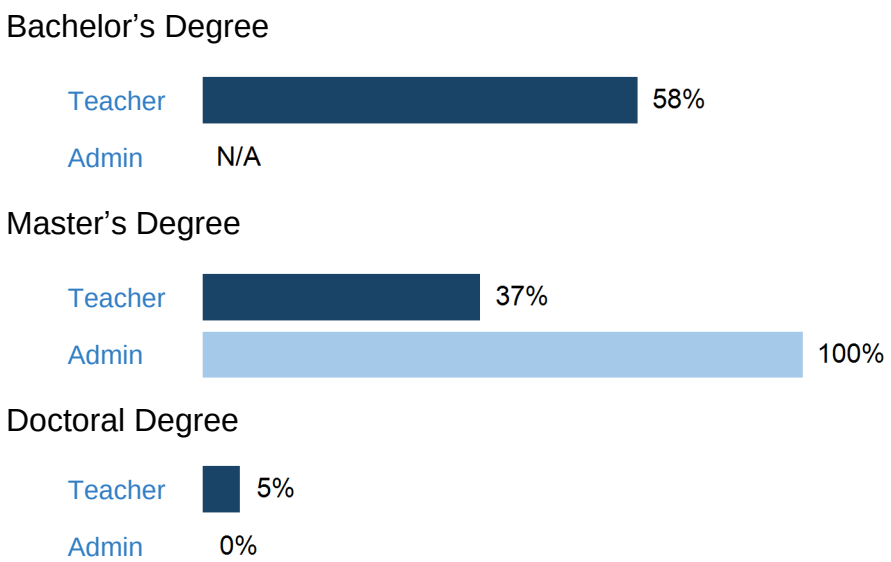
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	94.7%	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	97.6%

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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	68.4%	100.0%
Male	31.6%	0.0%
White	94.7%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	5.3%	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	97.42	17.5%
Mathematics Proficiency	98.57	17.5%
Graduation Rate - 4-Year	96.28	25.0%
Graduation Rate - 5-Year	95.40	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	90.80	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	95.84	n/a
Summative Rating: Percentile Rank of Summative Score	99.14	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 Goal	Met Goal	Met Goal	Met Goal	N	Met	No
White	98.53	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	N	n/a	**	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:	• The Academy for Information Technology (AIT) is a National Blue Ribbon School. • AIT offers both AP Computer Science Courses, is a Microsoft School, a Comp TIA Academy Partner, and an Oracle Academy. • AIT offers the AP Capstone Diploma Program and the NJ State Seal of Biliteracy.
Mission, Vision, Theme:	The Academy for Information Technology is a small, four-year, career academy that fosters critical thinking skills in its culturally diverse student population. By stressing intellectual curiosity, hard work, ethical behavior, and technological expertise with business integration, the school community guides its students to achieve their greatest potential. The AIT graduate is prepared academically, technologically, and interpersonally for the challenges of the future.
Awards, Recognition, Accomplishments:	In 2013, AIT was named a National Blue Ribbon School. U.S. News & World Report has repeatedly included AIT among America's Best High Schools, earning a gold medal in 2016, 2017 and 2018. AIT has also been named one of the nation's "Best High Schools for Math and Science" and "Best STEM High Schools" by US News & World Report. Since 2012, AIT has been named among Newsweek's list of "America's Best High Schools", with a National rank of #23 in 2016. Most recently, the Academy for Information Technology was identified by US News and World Report as #10 among the Best High Schools in NJ. The Academy for Information Technology is proud to be a part of the Union County Vocational-Technical Schools, an AP Honor Roll District.

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Courses, Curriculum, Instruction:	Working closely with an Advisory Board of industry experts, our curriculum was developed around the philosophy that technological expertise shares a deep connection with business. Students are consistently challenged to evaluate real world issues and create solutions through the application of proficiencies acquired in their business and technology courses. AIT students enjoy access to Bloomberg Technology through Bloomberg Market Concepts. Courses such as AP Research and Seminar, Bioinformatics, and Business Intelligence and Analytics create opportunities for analytical thinking across content areas. In partnership with The Academy for Allied Health Sciences, students enrolled in Bioinformatics participate in The Waksman Student Scholars Program through which students are afforded the opportunity to work alongside a faculty member to conduct an “authentic research project in molecular biology and bioinformatics and publish their findings.”
Sports and Athletics:	Outside of class time and after school, students have access to our Fitness Center and a variety of intramural sports, allowing students to learn, participate, and succeed in extracurricular activities that will enhance their education and social progression. More than an athletic competition, the intramural program offers instruction to students on how to improve upon their skills in the chosen activity. The program consists of two seasons of team sports activities.
Clubs and Activities:	AIT is home to a vibrant chapter of FBLA as well as a Coding Club, where student created workshops foster exploration of ideas. Opportunities available to students include: Art Club; Chess Club; Dance Club; Debate Club; Drama Club; FFA; Gay/Straight Alliance; Intramurals; Math League; Multi-Cultural Club; Music Club; National Honor Society; Newspaper Club; Relay for Life; Robotics; Skills USA; Science Club; Spanish Honor Society; Student Government; Technology Student Association; and Yearbook.

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Before and After School Programs:	Students are supported with access to peer tutoring and use of the Multi Media Center and Hack Shack before and after the school day. Faculty members offer before and after school support by appointment. AIT's belief in fitness for life is supported with access to the Fitness Center long after the school day has ended.
Staff and Professional Learning:	Our faculty actively participates in the development and implementation of Strategic Planning Action Plans. This year, teachers are working collaboratively to implement a student eportfolio; to improve student presentation skills through consistent feedback; and to infuse technology and business learning into all courses. Through the use of Google Classroom, AIT teachers have committed to student contact with resources outside the classroom, with many transitioning to a flipped classroom.
Postsecondary Information:	AIT graduates have achieved success at colleges and universities throughout the world. AIT benefits from an ongoing articulation agreement with the New Jersey Institute of Technology that allows AIT students choosing to attend NJIT upon graduation to receive full college credit for numerous AIT courses. AIT has a flawless graduation rate and is proud to report that 100% of graduates continue their education beyond high school in college, the military, technical institutions or apprenticeships.

NJ SCHOOL PERFORMANCE REPORT

ACADEMY FOR INFORMATION TECHNOLOGY
(39-5260-030)
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
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Student Supports and Services:	AIT students are supported through a low student to counselor ratio, a comprehensive school counseling plan, and through the assistance of Special Services. Peer tutoring is available as a compliment to the co-curricular help sessions offered by all teachers. The Multi Media Center remains open each day as a location for peer support or quiet study. Students with disabilities receive appropriate services through their Individualized Education Plan or 504 Plan.
Student Health and Wellness:	With lifetime fitness the overarching goal, each year, students engage in a meaningful curriculum of health, fitness, Project Adventure, and sports. AIT's program incorporates the five components of fitness: cardiovascular endurance, muscular endurance, muscle strength, flexibility and body composition. Individual fitness goals are developed through assessments and monitored through individual portfolios. Outside of class, students have access to the Fitness Center and intramural sports.
Parent and Community Involvement:	The volunteer efforts of our parents help to make AIT a true community. The AIT Parent Organization (PSSO) plans special events, and provide an organized venue for parents to have direct feedback into the programs we offer. AIT parent volunteers serve as chaperones for field trips and competitions; mentors to our students; and active members of our Industry Advisory Board. In 2016, more than a dozen AIT parents provided industry talks to AIT students in the areas of business and technology.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers AIT's organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. All stakeholders are surveyed twice during each Strategic Planning Cycle. Previous survey results indicate stakeholders feel members of the administrative, and instructional staff are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission.
Facilities:	Construction of Bistocchi Hall began in 2002, with the building opening for use in 2004. The heart of the building is a large multi media center. Adjacent to that room is a student designed Hack Shack, where discovery based projects are conducted. Bistocchi Hall is fully air conditioned and is home to four science labs, five computer labs, a fitness center, and a multi purpose gymnasium equipped with rock climbing walls and other Project Adventure equipment.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	Technology is embraced in all classrooms through one-to-one devices, laptops, computer labs, 3-D Printers, and the Microsoft Surface Hub. All courses are administered via Google Apps for Education. Courses such as Bioinformatics create opportunities for programming across content areas. Our business courses offer an exciting opportunity for our students to use Bloomberg technology. AIT's technology courses focus on the development and application of productivity software, operating systems, database design and development, and code. AIT students benefit from a partnership with the Oracle Corporation and has been designated as an Oracle Academy. All AIT students earn industry-recognized technology certifications. Included among these are each of the IC3 Certifications, the Microsoft Office Specialist Certification, Comp TIA IT Fundamentals, Oracle Database and Java Programming. AIT is honored to have been named an Oracle Academy of Distinction by the Oracle Corporation.

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