



Burlington County Institute of Technology - Westampton

(05-0610-030)

Grades Offered: 09-12

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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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

Notes from the New Jersey Department of Education:



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School Contact Information

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 County Institute of Technology School District
Principal Name	Mr. Joseph Venuto
Address	695 Woodlane Road Westampton, NJ 08060-9614
Phone Number	609-267-4226
Email Address	jvenuto@burlcoschools.org
Website	https://www.bcit.cc/west
Facebook	https://www.facebook.com/Burlington-County-Institute-of-Technology-194099172381/
Twitter	https://twitter.com/BCITwestampton



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	303	306	316
10	325	306	310
11	288	311	305
12	275	286	302
Total	1,191	1,209	1,233

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	54.2%	54.2%	54.1%
Male	45.8%	45.8%	45.9%
Economically Disadvantaged Students	49.0%	47.6%	49.3%
Students with Disabilities	16.1%	13.5%	11.8%
English Learners	0.7%	0.5%	1.1%
Homeless Students	0.1%	0.0%	0.2%
Students in Foster Care	0.5%	0.4%	0.4%
Military-Connected Students	1.1%	1.7%	2.9%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	21.2%	21.3%	21.8%
Hispanic	17.5%	17.5%	17.7%
Black or African American	50.3%	50.8%	50.6%
Asian	2.7%	2.3%	1.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.3%	0.4%	0.4%
Two or More Races	7.9%	7.5%	7.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,191	1,209	1,233
Shared Time Students	0	0	0
Full Time Equivalent	1,191	1,209	1,233

Enrollment by Home Language

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

Home Language	% of Students
English	93.6%
Spanish	3.4%
Portuguese	1.0%
Other Languages	2.0%



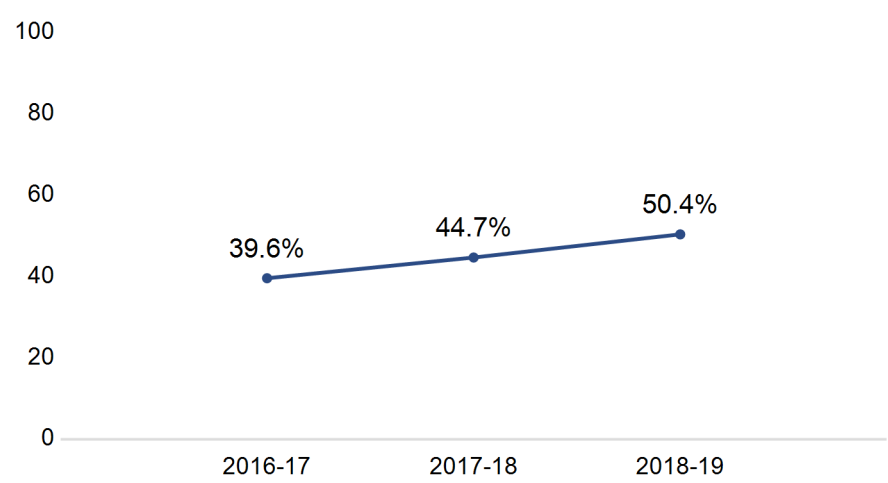
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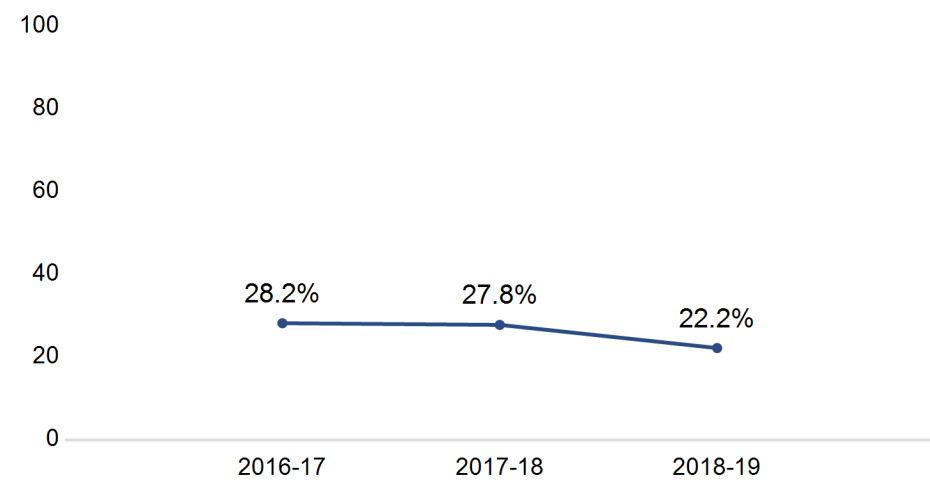
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	99.2%	99.7%	97.0%	99.2%	99.8%
Proficiency Rate for Federal Accountability	39.6%	44.7%	50.4%	28.2%	27.8%	22.2%
Annual Target	44.3%	46.2%	48.0%	25.9%	28.8%	31.6%
Met Annual Target?	Not Met	Met Target†	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	625	99.7	50.4	49.6	57.9	50.4	48	Met Target
White	144	99.3	51.4	50.5	66.9	51.4	40.9	Met Target
Hispanic	114	99.1	52.6	53.5	43.9	52.6	48	Met Target
Black or African American	317	100.0	47.9	46.1	38.5	47.9	48.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	38	100.0	57.9	50.0	64.4	57.9	49.5	Met Target
Female	320	99.4	57.2	59.0	64.8	57.2		
Male	305	100.0	43.3	39.9	51.3	43.3		
Economically Disadvantaged Students	298	100.0	52.3	50.3	40.0	52.3	45.7	Met Target
Non-Economically Disadvantaged Students	327	99.4	48.6	49.0	67.9	48.6		
Students with Disabilities	62	100.0	12.9	19.4	22.7	12.9	15.5	Met Target†
Students without Disabilities	563	99.6	54.5	55.1	65.1	54.5		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	18	100.0	50.0	62.5	57.8	50.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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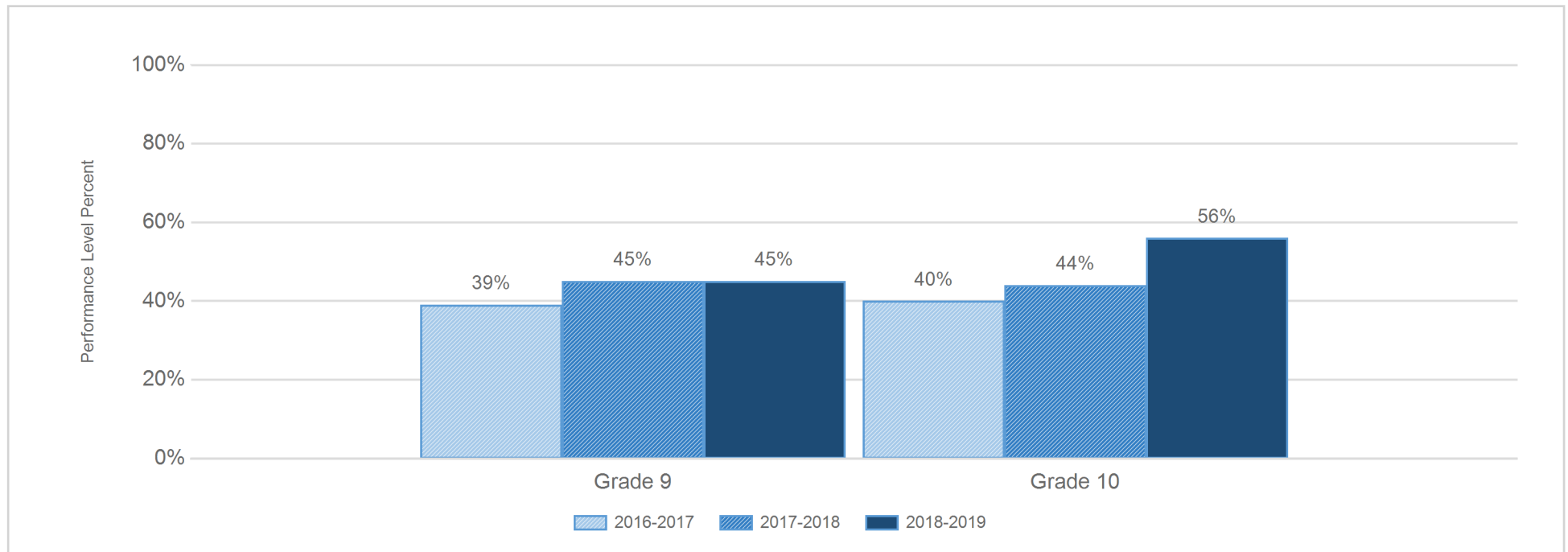
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	316	746	746	753	6%	19%	31%	35%	9%	45%	56%
White	79	748	745	762	*	18%	32%	*	*	46%	65%
Hispanic	59	743	745	737	*	22%	25%	*	*	44%	40%
Black or African American	146	745	745	732	*	17%	34%	*	*	42%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	166	751	752	760	*	16%	28%	*	*	52%	63%
Male	150	740	740	746	*	22%	34%	*	*	37%	49%
Economically Disadvantaged Students	155	746	745	734	*	16%	30%	*	*	46%	36%
Non-Economically Disadvantaged Students	161	746	746	762	*	21%	32%	*	*	43%	65%
Students with Disabilities	36	728	728	717	*	31%	44%	*	*	11%	17%
Students without Disabilities	280	748	749	760	*	17%	29%	*	*	49%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	12	747	*	755	*	*	*	*	*	42%	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	310	752	751	757	6%	14%	23%	47%	9%	56%	58%
White	66	752	752	767	*	15%	18%	*	*	59%	67%
Hispanic	55	760	755	738	*	*	18%	*	*	62%	43%
Black or African American	171	749	749	733	8%	13%	27%	46%	7%	53%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	12	757	*	766	0%	*	*	*	*	67%	65%
Female	154	760	760	766	*	*	23%	*	*	63%	66%
Male	156	744	741	749	*	*	23%	*	*	50%	51%
Economically Disadvantaged Students	143	751	748	735	*	15%	17%	*	*	59%	40%
Non-Economically Disadvantaged Students	167	754	752	767	*	13%	28%	*	*	54%	67%
Students with Disabilities	26	715	719	711	*	*	*	*	*	15%	19%
Students without Disabilities	284	756	756	765	*	*	*	*	*	60%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	310	752	751	760	6%	14%	23%	47%	9%	56%	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	760	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	625	99.8	22.2	23.6	44.5	22.2	31.6	Not Met
White	143	99.3	29.4	28.0	54.1	29.4	34.9	Met Target†
Hispanic	115	100.0	23.5	24.1	28.8	23.5	30.4	Not Met
Black or African American	317	100.0	16.1	16.3	23.0	16.1	29.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	38	100.0	36.8	35.3	53.3	36.8	23.8	Met Target
Female	322	99.7	25.2	23.9	44.9	25.2		
Male	303	100.0	19.1	23.3	44.2	19.1		
Economically Disadvantaged Students	297	100.0	19.5	19.4	26.3	19.5	32.2	Not Met
Non-Economically Disadvantaged Students	328	99.7	24.7	26.6	54.9	24.7		
Students with Disabilities	63	100.0	*	*	17.4	*	19	Not Met
Students without Disabilities	562	99.8	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	18	100.0	27.8	32.3	46.4	27.8		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



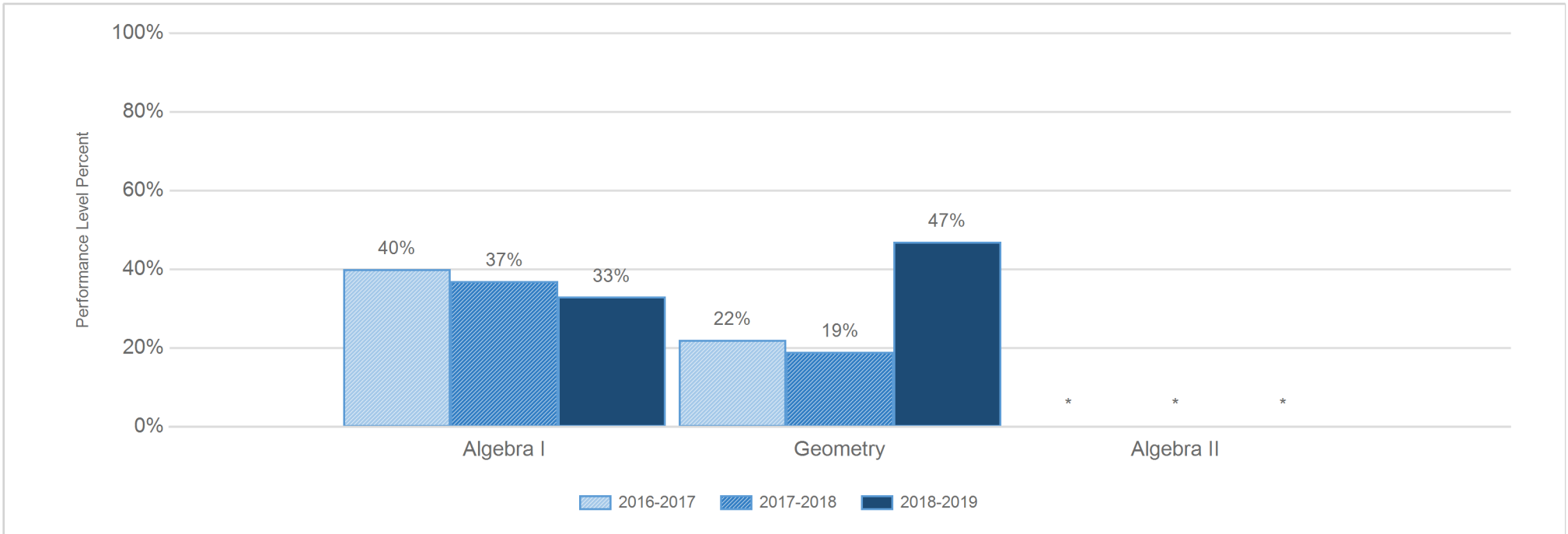
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	312	739	740	744	8%	29%	30%	*	*	33%	42%
White	77	744	744	752	*	*	30%	39%	0%	39%	53%
Hispanic	59	740	740	728	*	29%	34%	*	*	32%	24%
Black or African American	145	735	735	725	10%	33%	30%	*	*	28%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	165	738	739	745	8%	29%	27%	*	*	35%	44%
Male	147	740	742	743	7%	29%	33%	*	*	31%	41%
Economically Disadvantaged Students	153	738	738	727	8%	27%	33%	*	*	32%	23%
Non-Economically Disadvantaged Students	159	740	742	752	8%	30%	28%	*	*	34%	52%
Students with Disabilities	37	724	725	717	*	43%	27%	*	*	16%	12%
Students without Disabilities	275	741	743	748	*	27%	31%	*	*	35%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	11	748	*	744	0%	*	*	*	*	45%	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	748	749	737	0%	*	39%	*	*	47%	35%
White	*	*	751	743	*	*	*	*	*	*	43%
Hispanic	10	756	*	724	0%	*	*	*	*	60%	17%
Black or African American	26	742	*	720	0%	*	54%	*	*	27%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	25	751	*	738	0%	*	*	*	*	56%	36%
Male	24	746	*	736	0%	*	*	*	*	38%	34%
Economically Disadvantaged Students	15	741	*	722	0%	*	*	*	*	27%	16%
Non-Economically Disadvantaged Students	34	752	*	743	0%	*	*	*	*	56%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	49	748	749	738	0%	*	39%	*	*	47%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	266	708	705	755	*	*	*	*	*	*	58%
White	59	716	709	758	29%	24%	37%	*	*	10%	62%
Hispanic	46	712	706	731	*	*	*	*	*	*	34%
Black or African American	147	702	701	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	10	718	*	761	*	*	*	*	*	10%	65%
Female	133	709	705	752	*	*	*	*	*	*	55%
Male	133	707	705	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	129	708	704	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	137	708	706	761	*	*	*	*	*	*	65%
Students with Disabilities	24	690	691	715	*	*	*	*	*	*	25%
Students without Disabilities	242	710	708	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	266	708	705	755	*	*	*	*	*	*	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	719	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Burlington County Institute of Technology - Westampton

(05-0610-030)

Grades Offered: 09-12

2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	71.4%	**	**

† 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	10	70.0%	30.0%
3-4	*	*	*
5 or more	N	N	N



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(05-0610-030)

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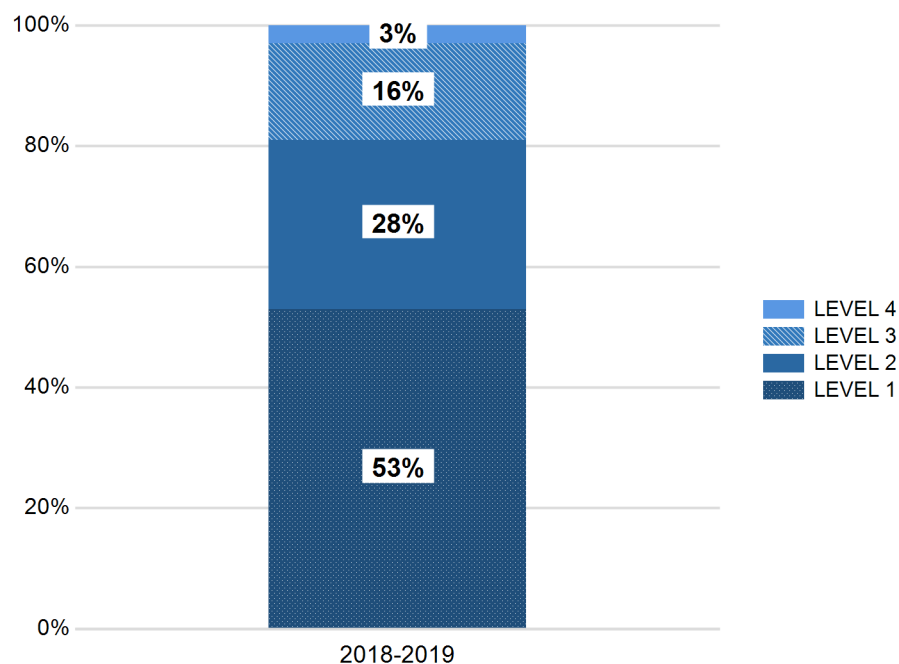
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	28	16	3
White	44	22	33	0
Hispanic	63	18	16	4
Black or African American	55	32	10	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	29	13	3
Male	50	27	20	4
Economically Disadvantaged Students	54	30	13	3
Non-Economically Disadvantaged Students	51	27	18	3
Students with Disabilities	86	8	5	0
Students without Disabilities	48	31	17	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	55.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	58.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	7.3%	19.6%

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	466	476	Grade 10: 430 Grade 11: 460	58%	61%
PSAT 10/NMSQT - Math	447	477	Grade 10: 480 Grade 11: 510	20%	43%
SAT - Reading and Writing	509	539	480	64%	70%
SAT - Math	495	541	530	34%	53%
ACT - Reading	19	25	22	18%	66%
ACT - English	18	24	18	55%	81%
ACT - Math	19	24	22	23%	65%
ACT - Science	19	24	23	23%	57%



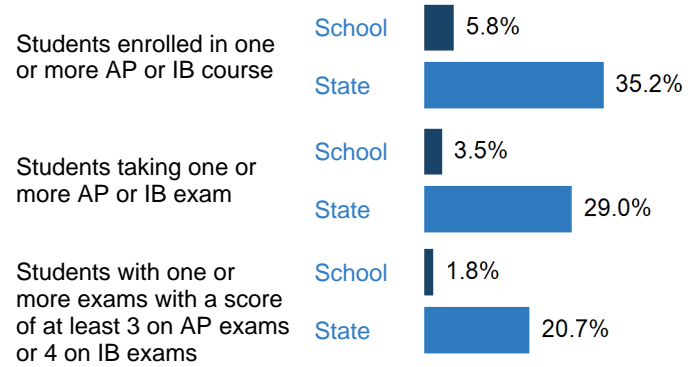
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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



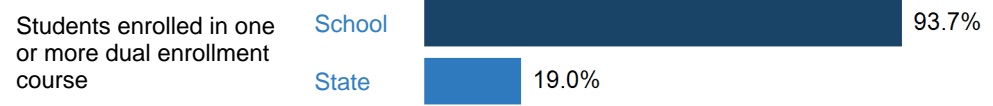
AP/ IB Courses Offered

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	5	0
AP English Language and Composition	14	11
AP English Literature and Composition	10	3
AP World History	13	12
Total Exams taken		26
Exams with scores of at least 3 on AP exams or 4 on IB exams		12

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were 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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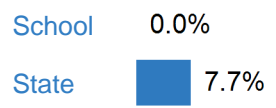
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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

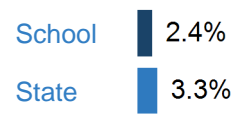
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	100.0%	7.7%	10.3%
White	0.0%	100.0%	6.1%	9.6%
Hispanic	0.0%	100.0%	10.3%	11.3%
Black or African American	0.0%	100.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	100.0%	6.8%	12.1%
Female	0.0%	100.0%	7.3%	10.6%
Male	0.0%	100.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	100.0%	10.4%	11.8%
Students with Disabilities	0.0%	100.0%	6.6%	9.2%
English Learners	0.0%	100.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	100.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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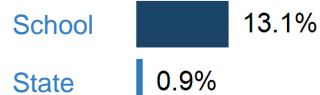
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Industry-Valued Credentials

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
Agriculture, Food & Natural Resources	62		
Architecture & Construction	28	*	*
Arts, AV Technology & Communications	152		
Health Science	190	38	38
Hospitality & Tourism	149		
Human Services	132	34	34
Information Technology	59	56	56
Law, Public Safety, Corrections & Security	66		
Manufacturing	131		
Marketing	117		
Science, Technology, Engineering & Mathematics	54		
Transportation, Distribution & Logistics	93	*	*
Total (All Clusters)	1,233	161	161



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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	328	0	76	0	0	0	0
10	1	47	263	0	0	0	2
11	1	206	4	65	3	6	27
12	0	2	4	39	35	28	1
Total	330	255	347	104	38	34	30
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	104	38	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	34	0	0	292	0	0
10	291	12	0	7	0	0
11	3	292	0	1	11	0
12	0	12	0	0	24	0
Total	328	316	0	300	35	0
Enrolled in AP/IB Course	0	5		0	0	0
Enrolled in Dual Enrollment Course	106	85	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	326	0	0	0	0
10	4	310	0	0	0	0
11	284	22	0	0	0	0
12	15	4	0	0	0	0
Total	303	662	0	0	0	0
Enrolled in AP/IB Course	13	0	0	0		0
Enrolled in Dual Enrollment Course	0	140	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	3	0	0	0	0	0	0
10	0	0	0	0	0	0	1
11	N	N	N	N	N	N	N
12	278	0	0	0	0	0	36
Total	281	0	0	0	0	0	37
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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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	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
Portuguese	*
Spanish	*
Turkish	*
Total	10



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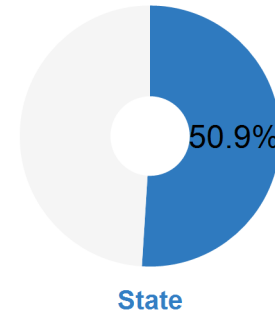
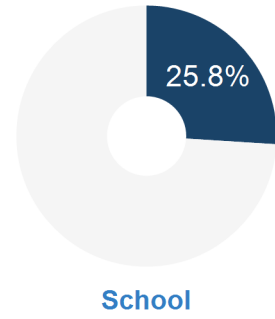
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Visual and Performing Arts – Course Participation

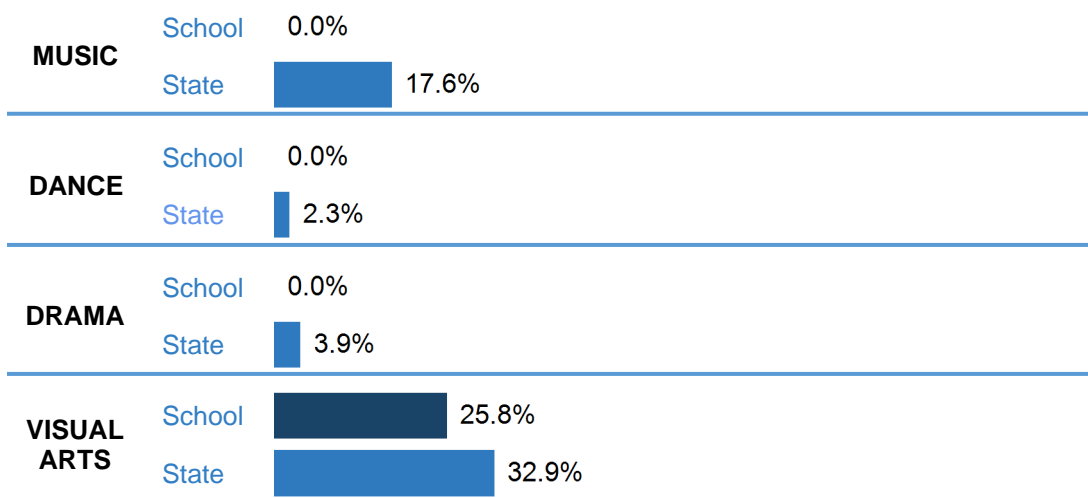
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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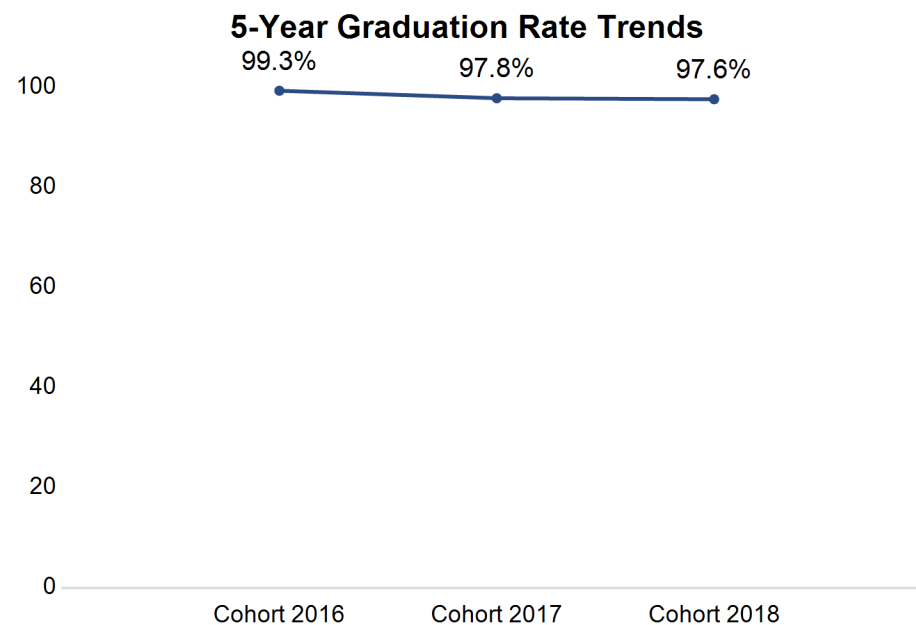
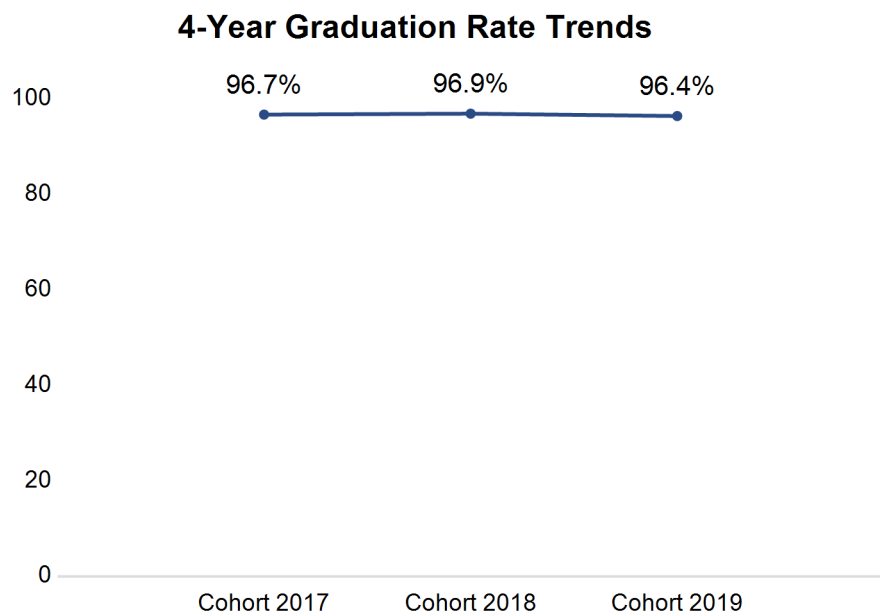
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.7%	96.9%	96.4%	99.3%	97.8%	97.6%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.4%	90.6%	97.6%	92.5%	96.9%	N	Met Goal	97.8%	N	Met Goal
White	97.1%	94.9%	98.3%	95.9%	95.0%	N	Met Goal	93.8%	91.1%	Met Target
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	97.6%	N	Met Goal
Black or African American	94.9%	83.3%	95.9%	87.1%	95.9%	N	Met Goal	99.3%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	95.0%	91.4%	*	94.2%	*	N	Met Goal	100.0%	**	**
Female	97.6%	92.8%	97.4%	94.4%	97.4%			96.4%		
Male	94.9%	88.5%	97.8%	90.8%	96.3%			99.3%		
Economically Disadvantaged Students	94.9%	84.0%	96.7%	87.3%	96.7%	N	Met Goal	96.8%	N	Met Goal
Students with Disabilities	93.5%	79.2%	100.0%	83.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



Burlington County Institute of Technology - Westampton

(05-0610-030)

Grades Offered: 09-12

2018-2019

Report Key:

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N No Data is available to display

† This indicates a table specific note, see note below table

Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	71.7%	66.2%
Substitute Competency Test	18.8%	19.8%
Portfolio Appeals Process	3.1%	5.5%
Alternate Requirements specified in IEP	6.5%	8.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.1%	1.1%



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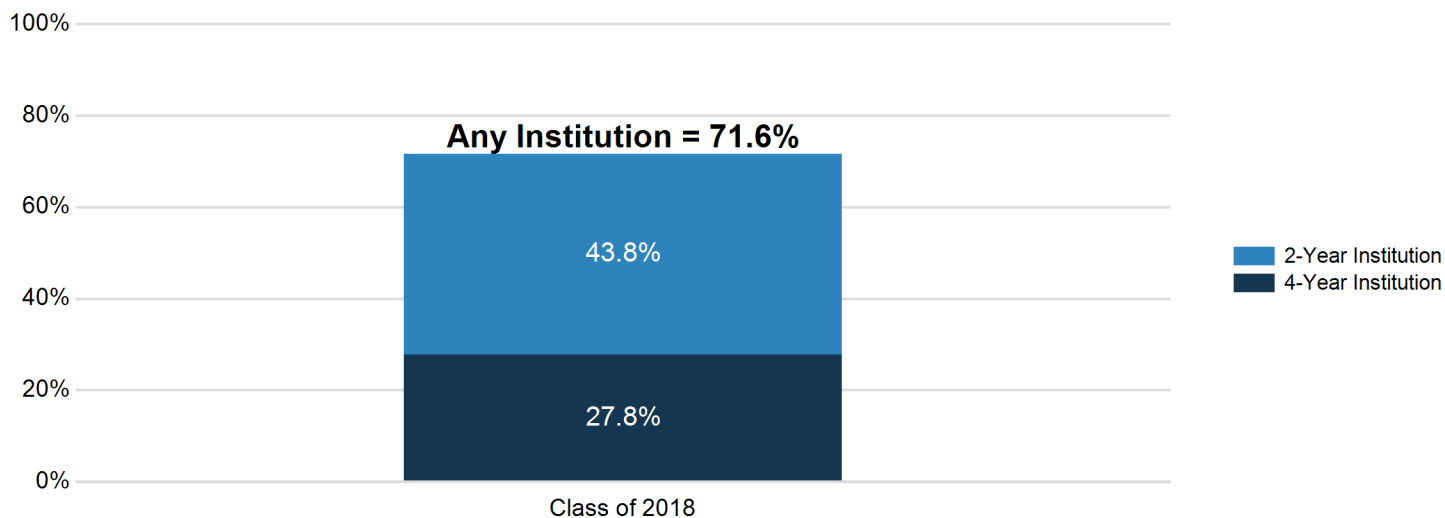
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	43.8%
% Enrolled in 4-Year Institution	27.8%
% Enrolled in Any Postsecondary Institution	71.5%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	63.7%	67%	33%
White	50.7%	74.3%	25.7%
Hispanic	60.9%	71.4%	28.6%
Black or African American	69.9%	65.7%	34.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	63.6%	50%	50%
Economically Disadvantaged	61.1%	69.2%	30.8%
Students with Disabilities	40%	88.9%	11.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.5%	61.2%	38.8%	86.6%	13.4%	82.1%	17.9%
White	56.1%	65.6%	34.4%	87.5%	12.5%	78.1%	21.9%
Hispanic	78.8%	63.4%	36.6%	95.1%	4.9%	85.4%	14.6%
Black or African American	75.2%	60.4%	39.6%	85.8%	14.2%	84%	16%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	73.4%	57.4%	42.6%	87.2%	12.8%	84%	16%
Students with Disabilities	64.1%	76%	24%	92%	8%	80%	20%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

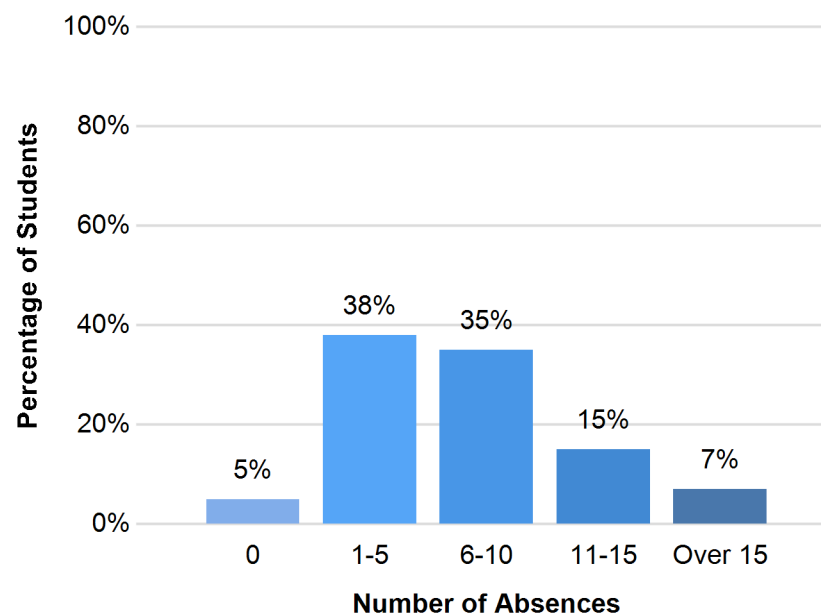
Chronic Absenteeism

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	49	4.0	14.2	Met
White	13	4.8	14.2	Met
Hispanic	11	5.0	14.2	Met
Black or African American	18	2.9	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	4.3	14.2	Met
Female	29	4.3		
Male	20	3.5		
Economically Disadvantaged Students	28	4.6	14.2	Met
Students with Disabilities	11	7.5	14.2	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	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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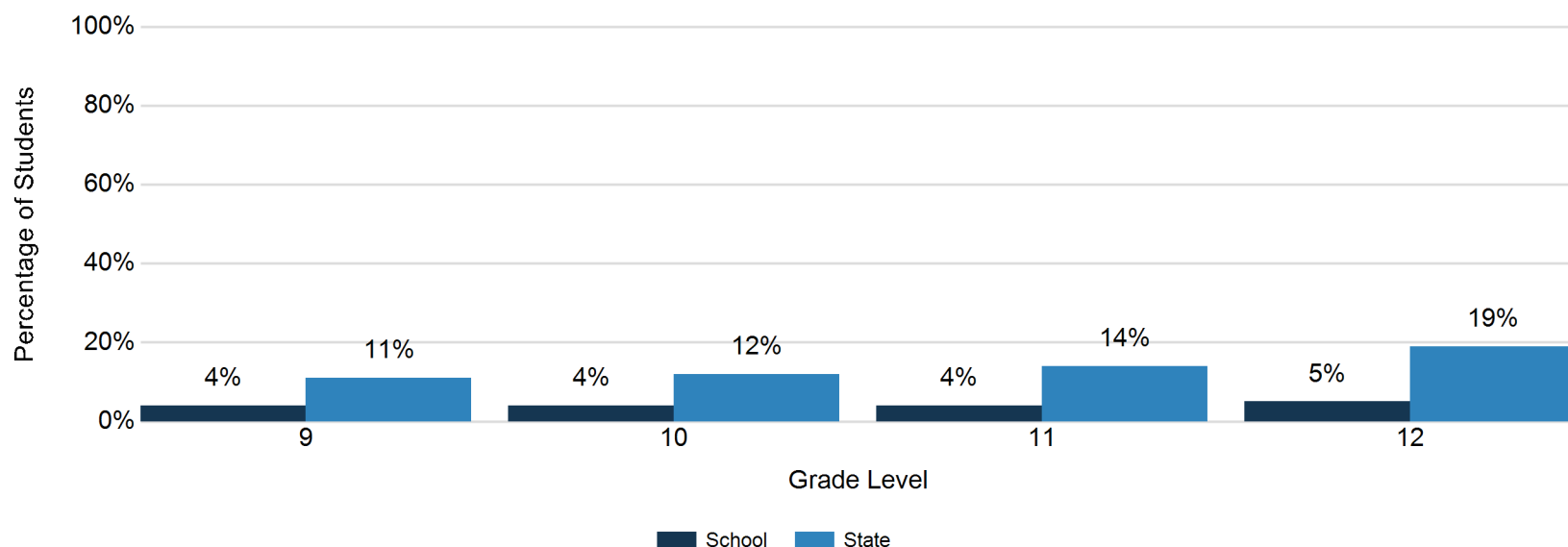
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	1
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	2.92

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	3
Weapons	1
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	7



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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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	1	0	1
Ancestry	1	0	1
Gender	2	4	6
Sexual Orientation	2	1	3
Disability	1	0	1
Other	8	11	19
No Identified Nature	5		5

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	104	8.4%
Any Suspension	104	8.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

284



Burlington County Institute of Technology - Westampton

(05-0610-030)

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	81	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	75.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	14:1
Students to Administrators	308:1	186:1
Teachers to Administrators	20:1	13:1
Students to Librarians/Media Specialists		1024:1
Students to Nurses		1024:1
Students to Counselors		228:1
Students to Child Study Team Members		293:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.1%	58.0%	50.0%	48.4%	77.1%	54.9%
Male	45.9%	42.0%	50.0%	51.6%	22.9%	45.1%
White	21.8%	76.5%	75.0%	42.4%	83.6%	77.4%
Hispanic	17.7%	4.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	50.6%	14.8%	25.0%	15.0%	6.6%	13.9%
Asian	1.9%	2.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	1.2%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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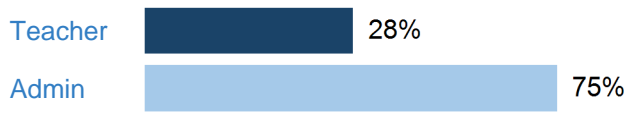
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

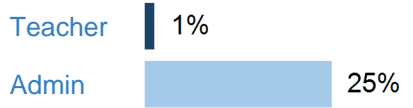
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	78.6%	87.9%

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
2018-19	95.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.6%	44.7%	50.4%
Math Proficiency	28.2%	27.8%	22.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.7%	96.9%	96.4%
5-Year Graduation Rate†	99.3%	97.8%	97.6%
Progress toward English Language Proficiency		*	71.4%
Chronic Absenteeism	10.1%	8.8%	4.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Burlington County Institute of Technology - Westampton
(05-0610-030)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target†	Met Goal	Met Target	n/a	Met	No
Hispanic	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Met Goal	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Goal	Met Goal	n/a	Met	No
English Learners	**	**	**	**	**	**	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

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Highlights:

- All freshman and sophomore students have been provided chromebooks on a 1-1 basis.
- Senior students have over eighty-seven percent pass rate on their career and technical end of program assessments. Students can earn industry based certifications and college level credits.
- We have the some of the most technological advanced career and technical programs in New Jersey. We strive to maintain industry standard in all fields of study.



Mission, Vision, Theme:

BCIT Mission Statement: To respond to societal needs through the development of career and technical education programs; to support community-wide social, cultural, counseling and career and technical education training programs; to position students for success in mastering the NJ Student Learning Standards in Grades 9-12 in a safe, secure and caring environment.



Awards, Recognition, Accomplishments:

100% of students in Advertising Art and Design, Allied Health, Cosmetology, Law and Public Safety, Culinary, Dental Occupations, Architecture Technology, Early Childhood Development, HVAC, Sports Medicine, Entertainment Technology and Veterinary Technology passed their certification tests. Winner of Bravo's Top Chef competition. Winner of Food Network's Teen Chopped. Winner of Food Network's Rewrapped. NJ State Teacher of the Year 2012. CTSOs compete and place at the national level.



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



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 <p>Before and After School Programs:</p>	<p>After school assistance in math is available for students enrolled in Algebra I, Geometry, and Algebra II. The program is offered twice a week after school for one hour and bus transportation is provided. Three math instructors per day provide students with individualized instruction and remediation in a small group setting. Educational math technology (IXL, Khan Academy) is utilized to support differentiated instruction for students at varying levels.</p>
 <p>Staff and Professional Learning:</p>	<p>Our focus for the 2019-20 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.</p>
 <p>Postsecondary Information:</p>	<p>Seventy-seven percent of our Class of 2019 graduates report attending two or four year colleges. The remaining twenty-three percent enter the military, apprenticeship programs, other post-secondary schools/training, or seek immediate employment. Parent Financial Aid Night, featuring college financial aid officers, is offered annually. We provide PSAT school day testing to all juniors and some sophomores and we participate in the SAT and ACT fee waiver programs.</p>



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



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 <p>Climate Surveys:</p>	<p>The BCIT campuses regularly solicit feedback from stakeholders. The results of this year's climate survey showed that almost all parents and students believe that the learning environment at BCIT is excellent. They also highlighted that teachers respect their students and teach the students to respect one another's differences.</p>
 <p>Facilities:</p>	<p>The building was constructed in 1968 and was renovated in 2004 to add an Adult Education wing, new math and science classrooms, and upgrades to our Cosmetology, Allied Health, and Advertising Art and Design programs. In addition, the center of the building is highlighted by a beautiful, naturally lighted atrium, which has been utilized to showcase Burlington County's Academic Excellence Awards. State of the art technology supports all programs from Pre-Engineering to Cosmetology.</p>
 <p>School Safety:</p>	<p>BCIT Westampton houses a School Resource officer as well as security personnel. The campus has over 350 security cameras with mobile access availability. Entrances are secured throughout the day. The main entrance utilizes a security management system. All state required drills are conducted in accordance with state regulations.</p>



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Other Information

We strive to maintain an industry standard in all of the 21 different career and technical areas as well the academic classrooms. Each classroom is equipped with digital document cameras and overhead projectors with availability of over 700 Chromebooks and three computer labs. We are beginning to add virtual reality technology in select career programs and plan to implement others as the resources become available. The school community is diverse in many aspects and we focus on providing a safe and positive school climate with a focus on social emotional learning. Each year we see an increase in staff members who are Google certified and those who implement the latest technology.



Burlington County Institute of Technology - Medford

(05-0610-040)

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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

Notes from the New Jersey Department of Education:



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School Contact Information

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 County Institute of Technology School District
Principal Name	Mr. Michael Parker
Address	10 Hawkin Road Medford, NJ 08055-9412
Phone Number	609-654-0200
Email Address	mparker@burlicoschools.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 data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	191	208	242
10	202	191	211
11	184	183	184
12	181	179	178
Total	758	761	815

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.9%	49.1%	48.7%
Male	51.1%	50.9%	51.3%
Economically Disadvantaged Students	37.5%	35.7%	36.0%
Students with Disabilities	25.1%	24.4%	21.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	0.7%	0.6%
Students in Foster Care	0.5%	0.5%	0.1%
Military-Connected Students	2.8%	2.4%	3.1%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	56.5%	57.2%	57.1%
Hispanic	16.4%	14.6%	15.3%
Black or African American	18.9%	18.8%	19.5%
Asian	0.9%	0.9%	0.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.4%
Two or More Races	7.1%	8.3%	7.0%

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	2016-17	2017-18	2018-19
Full Time Students	758	761	815
Shared Time Students	0	0	0
Full Time Equivalent	758	761	815

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	97.5%
Spanish	1.8%
Other Languages	0.6%



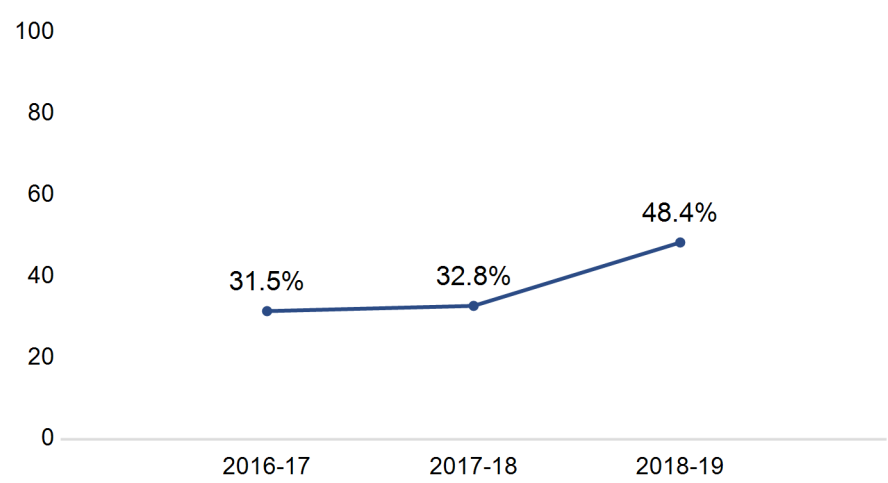
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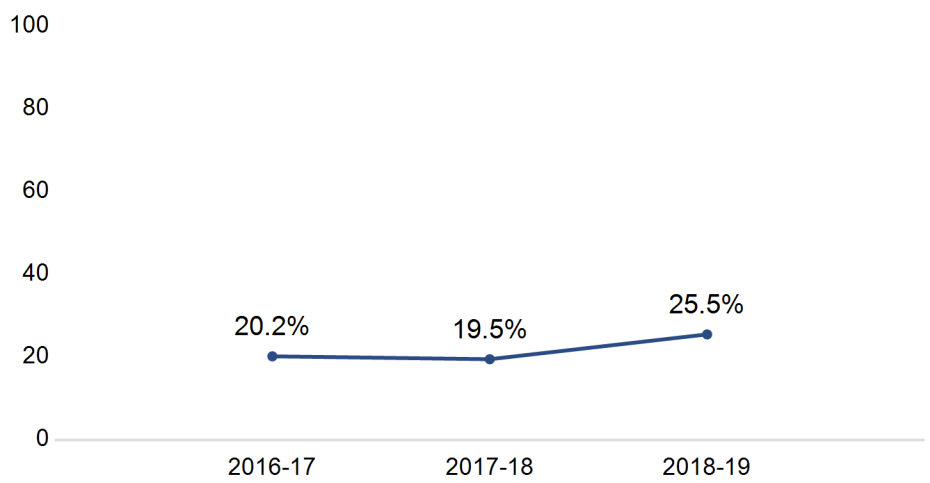
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	99.5%	98.9%	98.0%	98.0%	98.2%
Proficiency Rate for Federal Accountability	31.5%	32.8%	48.4%	20.2%	19.5%	25.5%
Annual Target	28.9%	31.6%	34.3%	16.0%	19.3%	22.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	448	98.9	48.4	49.6	57.9	48.4	34.3	Met Target
White	258	98.9	50.0	50.5	66.9	50.0	35.5	Met Target
Hispanic	73	100.0	54.8	53.5	43.9	54.8	37.3	Met Target
Black or African American	80	98.8	38.8	46.1	38.5	38.8	25.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	30	96.8	40.0	50.0	64.4	40.0	32.4	Met Target
Female	222	98.3	61.7	59.0	64.8	61.7		
Male	226	99.6	35.4	39.9	51.3	35.4		
Economically Disadvantaged Students	155	98.7	46.5	50.3	40.0	46.5	30.1	Met Target
Non-Economically Disadvantaged Students	293	99.0	49.5	49.0	67.9	49.5		
Students with Disabilities	103	100.0	23.3	19.4	22.7	23.3	18.9	Met Target
Students without Disabilities	345	98.6	55.9	55.1	65.1	55.9		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	448	98.9	48.4	*	60.6	48.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	14	100.0	78.6	62.5	57.8	78.6		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



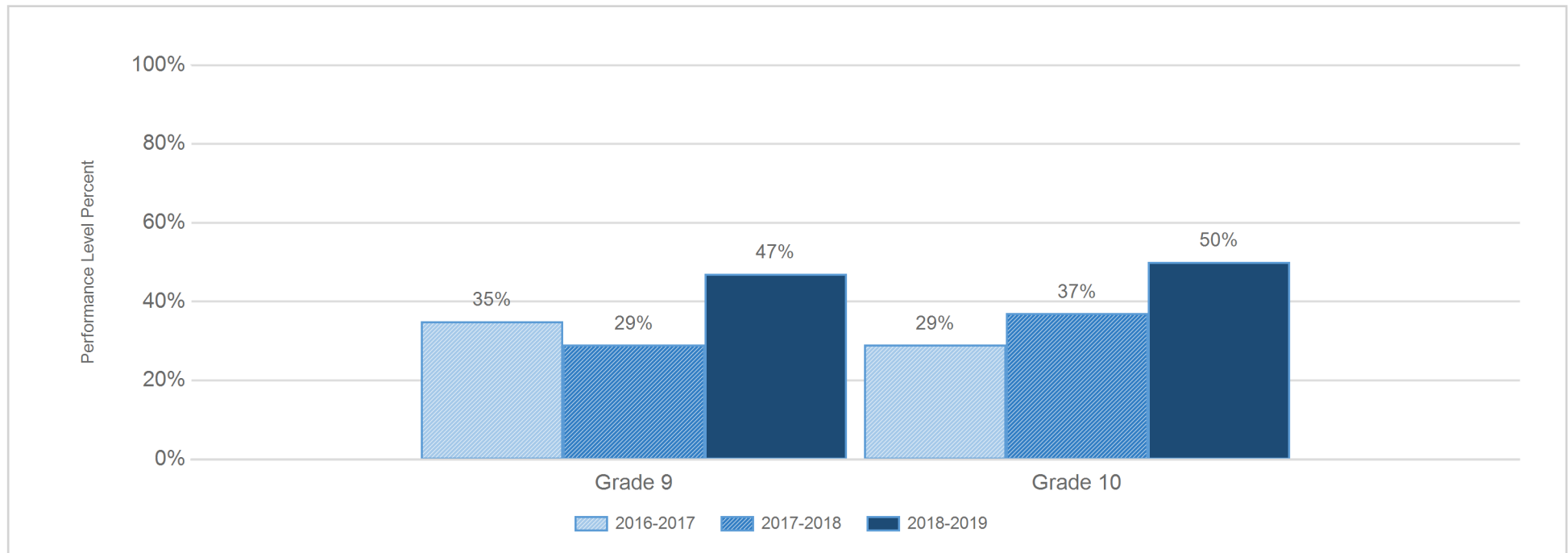
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	242	746	746	753	6%	16%	31%	39%	7%	47%	56%
White	138	744	745	762	9%	17%	28%	38%	9%	46%	65%
Hispanic	41	747	745	737	*	*	27%	*	*	51%	40%
Black or African American	45	747	745	732	*	*	47%	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	13	751	*	761	0%	*	*	*	*	54%	63%
Female	116	753	752	760	*	13%	26%	*	*	59%	63%
Male	126	739	740	746	*	19%	36%	*	*	36%	49%
Economically Disadvantaged Students	83	744	745	734	*	18%	33%	*	*	45%	36%
Non-Economically Disadvantaged Students	159	746	746	762	*	15%	30%	*	*	48%	65%
Students with Disabilities	56	728	728	717	*	29%	32%	*	*	23%	17%
Students without Disabilities	186	751	749	760	*	12%	31%	*	*	54%	63%
English Learners	N	N	*	693	N	N	N	N	N	N	*
Non-English Learners	242	746	*	755	6%	16%	31%	39%	7%	47%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	210	749	751	757	9%	14%	27%	40%	10%	50%	58%
White	122	752	752	767	*	16%	23%	*	*	53%	67%
Hispanic	33	747	755	738	*	*	*	58%	0%	58%	43%
Black or African American	36	749	749	733	*	*	39%	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	109	759	760	766	*	*	23%	*	*	64%	66%
Male	101	737	741	749	*	*	31%	*	*	35%	51%
Economically Disadvantaged Students	74	744	748	735	*	15%	28%	*	*	47%	40%
Non-Economically Disadvantaged Students	136	751	752	767	*	14%	26%	*	*	51%	67%
Students with Disabilities	49	721	719	711	*	*	27%	*	*	22%	19%
Students without Disabilities	161	757	756	765	*	*	27%	*	*	58%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	210	749	751	760	9%	14%	27%	40%	10%	50%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	760	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	444	98.2	25.5	23.6	44.5	25.5	22.7	Met Target
White	254	97.3	27.2	28.0	54.1	27.2	24.8	Met Target
Hispanic	72	100.0	25.0	24.1	28.8	25.0	17.9	Met Target
Black or African American	81	100.0	17.3	16.3	23.0	17.3	18.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	30	96.9	33.3	35.3	53.3	33.3	20.5	Met Target
Female	218	97.4	22.0	23.9	44.9	22.0		
Male	226	99.1	28.8	23.3	44.2	28.8		
Economically Disadvantaged Students	156	98.1	19.2	19.4	26.3	19.2	22	Met Target†
Non-Economically Disadvantaged Students	288	98.3	28.8	26.6	54.9	28.8		
Students with Disabilities	100	97.1	14.0	*	17.4	14.0	15.4	Met Target†
Students without Disabilities	344	98.6	28.8	*	50.0	28.8		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	444	98.2	25.5	*	46.5	25.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	13	100.0	38.5	32.3	46.4	38.5		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



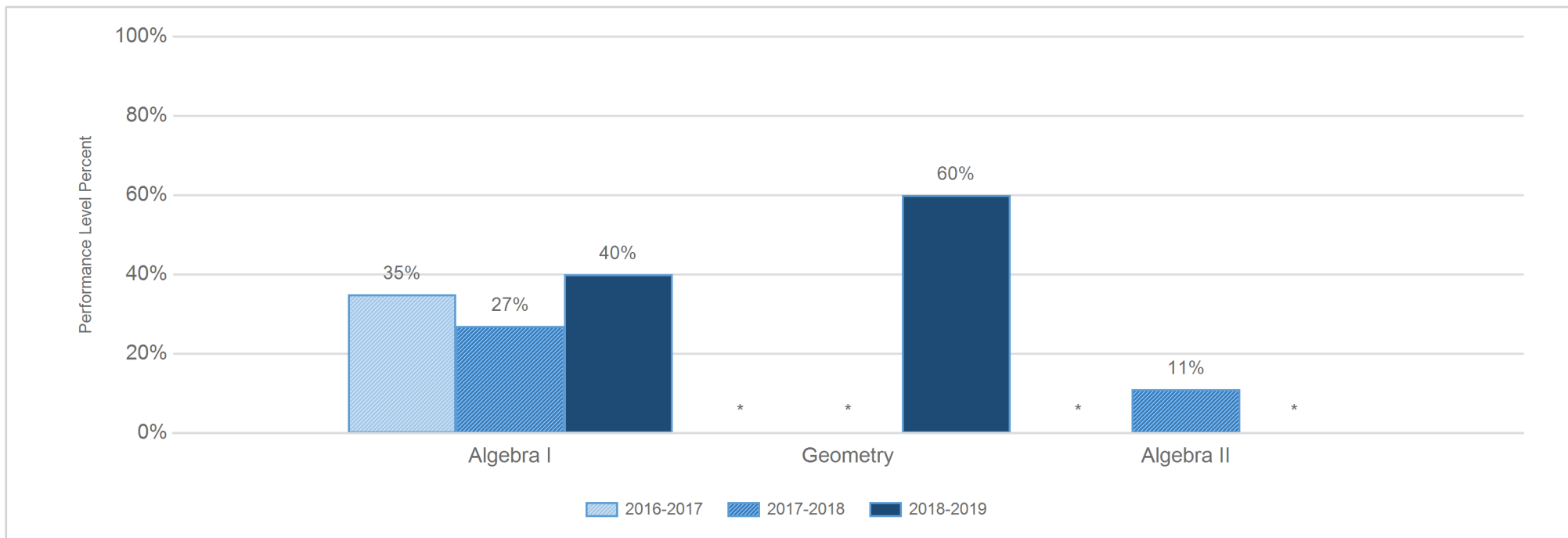
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	240	742	740	744	5%	22%	33%	*	*	40%	42%
White	134	744	744	752	*	19%	35%	*	*	41%	53%
Hispanic	43	740	740	728	*	*	30%	37%	0%	37%	24%
Black or African American	45	736	735	725	*	*	*	*	*	31%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	13	751	*	752	*	*	*	*	*	62%	51%
Female	116	740	739	745	*	*	33%	*	*	36%	44%
Male	124	744	742	743	*	*	33%	*	*	43%	41%
Economically Disadvantaged Students	83	737	738	727	*	*	31%	*	*	31%	23%
Non-Economically Disadvantaged Students	157	745	742	752	*	*	34%	*	*	44%	52%
Students with Disabilities	54	726	725	717	*	39%	24%	*	*	22%	12%
Students without Disabilities	186	747	743	748	*	17%	35%	*	*	45%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	240	742	*	745	5%	22%	33%	*	*	40%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	10	749	749	737	*	0%	*	*	*	60%	35%
White	*	*	751	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	10	749	749	738	*	0%	*	*	*	60%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	702	705	755	*	*	*	*	*	*	58%
White	112	705	709	758	*	*	*	*	*	*	62%
Hispanic	30	696	706	731	*	*	*	*	*	*	34%
Black or African American	37	694	701	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	102	701	705	752	*	*	*	*	*	*	55%
Male	97	703	705	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	74	697	704	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	125	705	706	761	*	*	*	*	*	*	65%
Students with Disabilities	47	691	691	715	*	*	*	*	*	*	25%
Students without Disabilities	152	705	708	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	199	702	705	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	719	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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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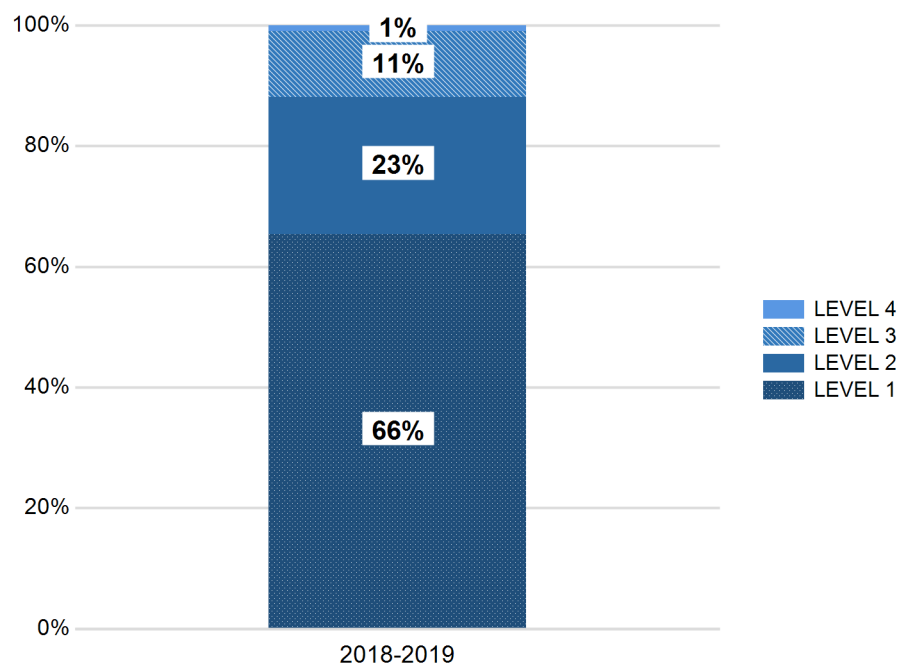
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	23	11	1
White	58	28	14	0
Hispanic	75	18	7	0
Black or African American	77	14	6	3
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	73	20	7	0
Female	65	27	8	0
Male	67	19	13	1
Economically Disadvantaged Students	68	21	11	0
Non-Economically Disadvantaged Students	65	24	10	1
Students with Disabilities	83	15	3	0
Students without Disabilities	61	25	13	1
English Learners	N	N	N	N
Non-English Learners	66	23	11	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	51.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	43.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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	458	476	Grade 10: 430 Grade 11: 460	51%	61%
PSAT 10/NMSQT - Math	440	477	Grade 10: 480 Grade 11: 510	22%	43%
SAT - Reading and Writing	514	539	480	68%	70%
SAT - Math	482	541	530	25%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



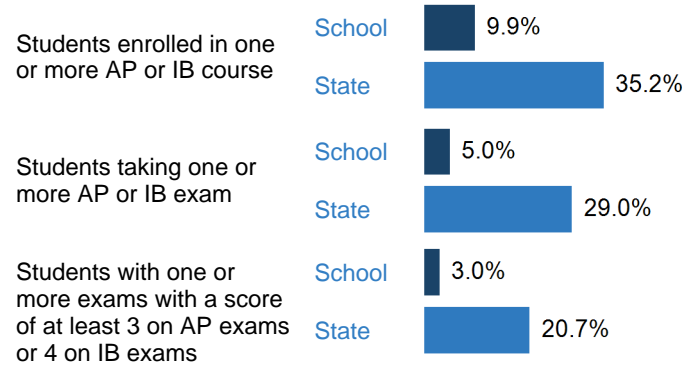
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	9	0
AP English Language and Composition	14	11
AP English Literature and Composition	8	0
AP World History	18	13
Total Exams taken		24
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were 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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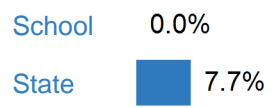
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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

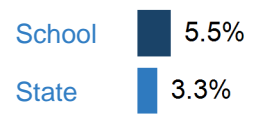
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	99.9%	7.7%	10.3%
White	0.0%	99.8%	6.1%	9.6%
Hispanic	0.0%	100.0%	10.3%	11.3%
Black or African American	0.0%	100.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	100.0%	6.8%	12.1%
Female	0.0%	100.0%	7.3%	10.6%
Male	0.0%	99.8%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	100.0%	10.4%	11.8%
Students with Disabilities	0.0%	100.0%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	100.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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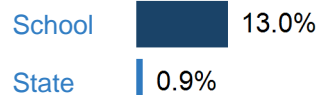
† This indicates a table specific note, see note below table

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](#).

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	33		
Architecture & Construction	72	15	15
Arts, AV Technology & Communications	177		
Health Science	91	19	19
Hospitality & Tourism	74		
Human Services	48	11	11
Information Technology	40	32	32
Law, Public Safety, Corrections & Security	49		
Manufacturing	127	13	13
Science, Technology, Engineering & Mathematics	40		
Transportation, Distribution & Logistics	63	16	16
Total (All Clusters)	814	106	106



Burlington County Institute of Technology - Medford
(05-0610-040)
Grades Offered: 09-12
2018-2019

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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	256	0	39	0	0	0	0
10	2	11	205	0	0	0	1
11	0	152	6	8	4	0	21
12	0	1	0	25	4	0	12
Total	258	164	250	33	8	0	34
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	33	8	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	1	0	0	204	0	0
10	191	14	0	3	0	0
11	6	141	0	4	7	0
12	0	21	0	1	21	0
Total	198	176	0	212	28	0
Enrolled in AP/IB Course	0	9		0	0	0
Enrolled in Dual Enrollment Course	43	36	0	0	0	0



Burlington County Institute of Technology - Medford
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2018-2019

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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	2	249	0	0	0	0
10	12	196	0	0	0	0
11	96	26	0	0	0	0
12	57	6	0	0	0	0
Total	167	477	0	0	0	0
Enrolled in AP/IB Course	18	0	0	0		0
Enrolled in Dual Enrollment Course	0	88	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	10	0	0	0	0	0	0
10	16	0	0	0	0	0	0
11	74	0	0	0	0	0	5
12	110	0	0	0	0	0	23
Total	210	0	0	0	0	0	28
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



Burlington County Institute of Technology - Medford
(05-0610-040)
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2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Burlington County Institute of Technology - Medford

(05-0610-040)

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2018-2019

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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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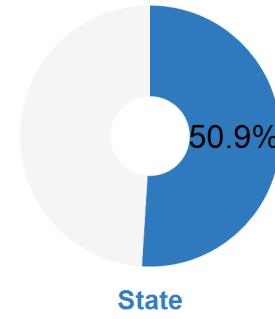
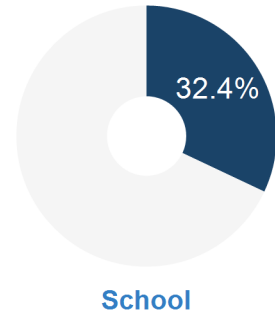
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Visual and Performing Arts – Course Participation

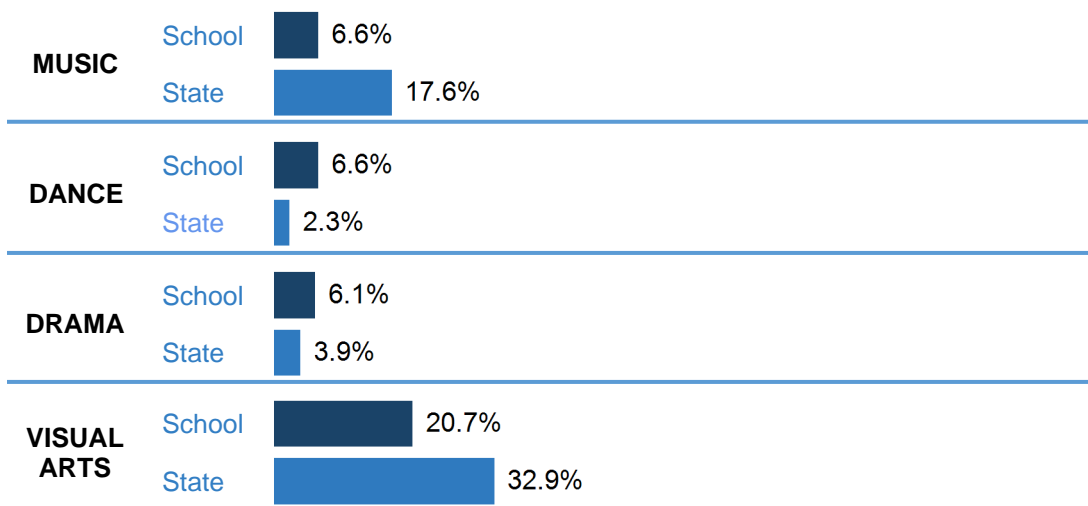
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Burlington County Institute of Technology - Medford
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Grades Offered: 09-12
2018-2019

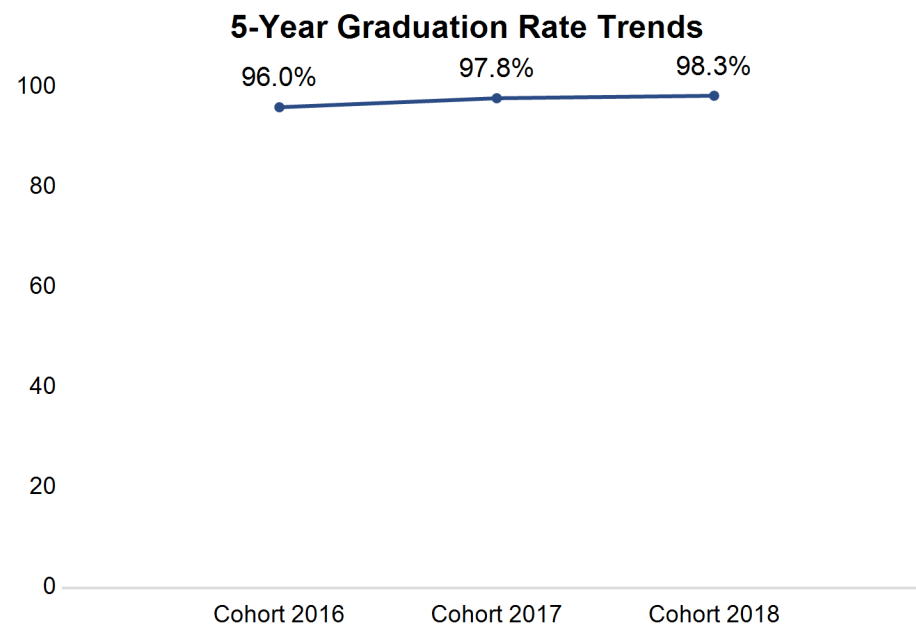
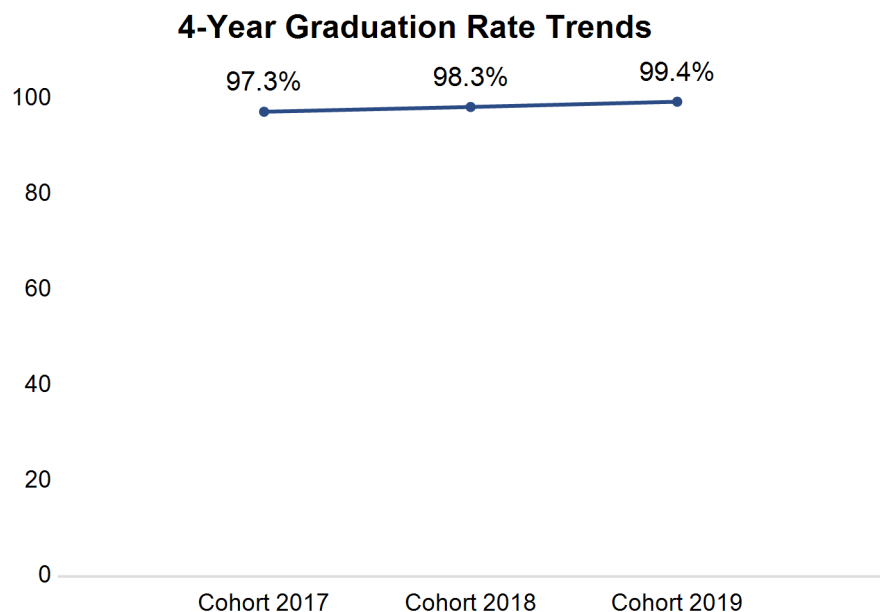
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	98.3%	99.4%	96.0%	97.8%	98.3%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	99.4%	90.6%	98.3%	92.5%	98.3%	N	Met Goal	97.8%	N	Met Goal
White	99.0%	94.9%	98.0%	95.9%	98.0%	N	Met Goal	97.2%	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	100.0%	83.3%	100.0%	87.1%	100.0%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	100.0%	91.4%	*	94.2%	*	**	**	*	**	**
Female	100.0%	92.8%	97.6%	94.4%	97.6%			95.9%		
Male	99.0%	88.5%	99.0%	90.8%	99.0%			100.0%		
Economically Disadvantaged Students	100.0%	84.0%	96.0%	87.3%	96.0%	N	Met Goal	96.7%	N	Met Goal
Students with Disabilities	100.0%	79.2%	100.0%	83.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Burlington County Institute of Technology - Medford

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	57.1%	48.6%
Substitute Competency Test	28.2%	32.8%
Portfolio Appeals Process	4.5%	7.9%
Alternate Requirements specified in IEP	9.6%	10.2%
Unknown	0.6%	0.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.4%	1.1%



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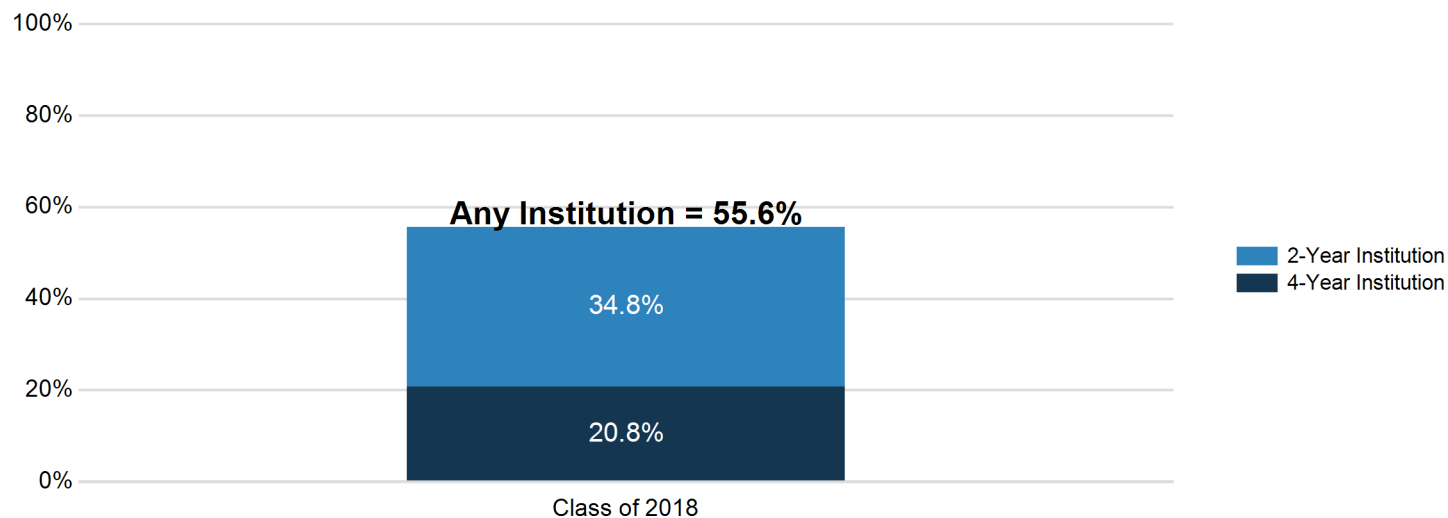
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.8%
% Enrolled in 4-Year Institution	20.8%
% Enrolled in Any Postsecondary Institution	55.6%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	53.1%	68.8%	31.2%
White	50.5%	78%	22%
Hispanic	58.3%	71.4%	28.6%
Black or African American	53.8%	38.1%	61.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	63.6%	100%	0%
Economically Disadvantaged	51.5%	71.4%	28.6%
Students with Disabilities	32.4%	75%	25%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	55.6%	62.6%	37.4%	77.8%	22.2%	71.7%	28.3%
White	40.4%	65%	35%	80%	20%	70%	30%
Hispanic	65.4%	70.6%	29.4%	82.4%	17.6%	70.6%	29.4%
Black or African American	81.3%	50%	50%	73.1%	26.9%	73.1%	26.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	64.2%	61.8%	38.2%	76.5%	23.5%	73.5%	26.5%
Students with Disabilities	44.2%	78.9%	21.1%	89.5%	10.5%	84.2%	15.8%
English Learners	N	N	N	N	N	N	N



Burlington County Institute of Technology - Medford

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

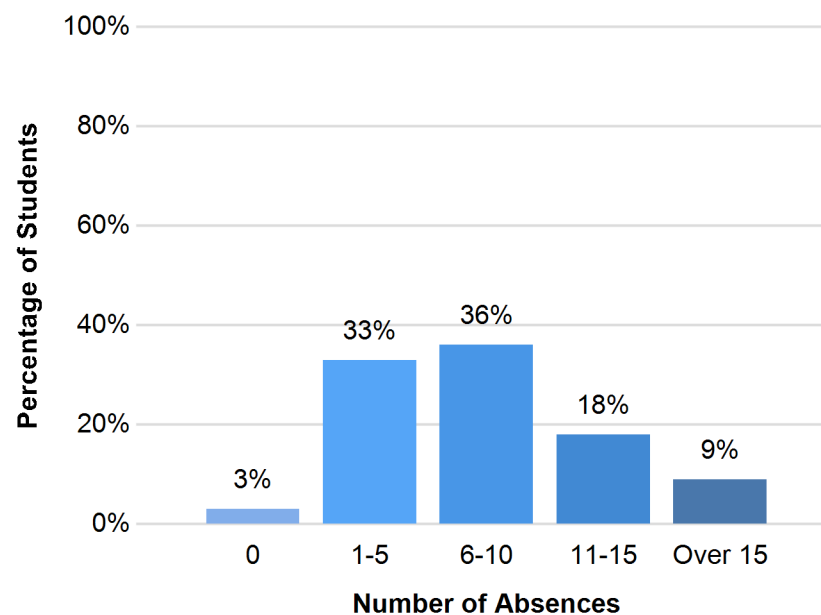
Chronic Absenteeism

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	45	5.5	14.2	Met
White	32	6.9	14.2	Met
Hispanic	3	2.4	14.2	Met
Black or African American	4	2.5	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	10.5	14.2	Met
Female	28	7.1		
Male	17	4.1		
Economically Disadvantaged Students	20	6.8	14.2	Met
Students with Disabilities	7	4.0	14.2	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	4.0		
Migrant Students	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.





Burlington County Institute of Technology - Medford

(05-0610-040)

Grades Offered: 09-12

2018-2019

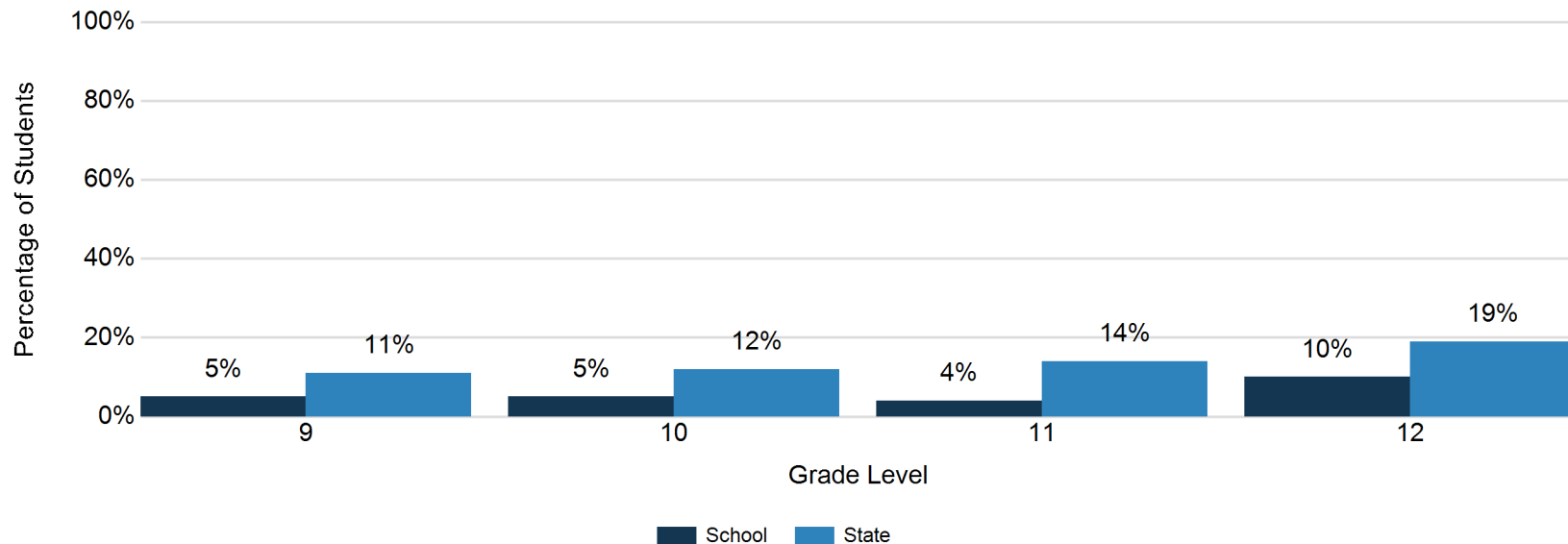
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Chronic Absenteeism by Grade

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





Burlington County Institute of Technology - Medford

(05-0610-040)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	12
Weapons	2
Vandalism	3
Substances	11
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	4.91

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	3
Weapons	2
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0



Burlington County Institute of Technology - Medford

(05-0610-040)

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2018-2019

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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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	3	4
Religion	0	0	0
Ancestry	1	0	1
Gender	2	2	4
Sexual Orientation	2	3	5
Disability	3	1	4
Other	3	6	9
No Identified Nature	1		1

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	22	2.7%
Out-of-School Suspensions	82	10.1%
Any Suspension	96	11.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	13	1.6%

School Days Missed due to Out-of-School Suspensions

312



Burlington County Institute of Technology - Medford

(05-0610-040)

Grades Offered: 09-12

2018-2019

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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	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Burlington County Institute of Technology - Medford

(05-0610-040)

Grades Offered: 09-12

2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	73.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	14.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

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	13:1	14:1
Students to Administrators	204:1	186:1
Teachers to Administrators	16:1	13:1
Students to Librarians/Media Specialists		1024:1
Students to Nurses		1024:1
Students to Counselors		228:1
Students to Child Study Team Members		293:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	55.6%	25.0%	48.4%	77.1%	54.9%
Male	51.3%	44.4%	75.0%	51.6%	22.9%	45.1%
White	57.1%	90.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.3%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.5%	6.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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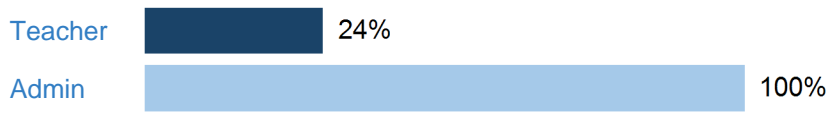
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	78.6%	87.9%

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
2018-19	96.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.5%	32.8%	48.4%
Math Proficiency	20.2%	19.5%	25.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.3%	98.3%	99.4%
5-Year Graduation Rate†	96.0%	97.8%	98.3%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	12.5%	14.5%	5.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Goal	Met Goal	N	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



Highlights:

- BCIT is a vocational institution that provides a career focus in 21 areas. BCIT has implemented a 1:1 Chromebook Initiative to further enhance the educational experience at BCIT.
- BCIT provides our students the ability to earn industry based certifications and college level credits. Graduating seniors from the class of 2019 had a 87% passing rate on their Exit Assessments.
- BCIT-Medford has two academies: Electronic 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, Building Trades, Culinary Arts, HVAC, Law & Public Safety, Electroinc and Computer Engineering, Sports Medicine, Veterinary Tech, & Welding.



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 <p>Courses, Curriculum, Instruction:</p>	<p>The school strives to challenge its students and continues to do so through offering the following Honors and AP courses: Honors English 9 - 12, Honors Algebra I, Honors Algebra II, Honors Geometry, Calculus, Honors Biology, Honors Chemistry, Physics, Honors US I & II, Honors World History, AP Language and Composition, AP Literature, AP World History, and AP Chemistry. We also offer CAP courses for all of our Honors classes as well as Dual Enrollment with RCBC.</p>
 <p>Sports and Athletics:</p>	<p>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)</p> <p>BCIT's athletic program is a member of both the county athletic league (BCSL) as well as the statewide 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 along with the addition of a new Step Team. BCIT Medford will also be participating in E-Sports during the 2019-20 SYR.</p>
 <p>Clubs and Activities:</p>	<p>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.</p>



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 <p>Before and After School Programs:</p>	<p>BCIT-Medford provides our students Homework Club three times a week. During this session, certified teachers provide support in the areas of Mathematics, Language Arts and Science depending on the assigned day.</p>
 <p>Staff and Professional Learning:</p>	<p>Our focus for the 2019-20 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.</p>
 <p>Postsecondary Information:</p>	<p>Fifty-one percent of our Class of 2019 graduates report attending two or four year colleges. Nineteen percent of the graduating class will be attending a four-year institution. Thirty-six percent will be attending a two year institution or attending a trade related program. Parent Financial Aid Night, featuring college financial aid officers, is offered annually. We provide PSAT school day testing to all juniors and some sophomores and we participate in the SAT and ACT fee waiver programs.</p>



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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:

In addition, 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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 <p>Climate Surveys:</p>	<p>The BCIT campuses regularly solicit feedback from stakeholders. The results of this year's climate survey showed that almost all parents and students believe that the learning environment at BCIT is excellent. They also highlighted that teachers respect their students and teach the students to respect one another's differences.</p>
 <p>Facilities:</p>	<p>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.</p>
 <p>School Safety:</p>	<p>BCIT Medford has implemented 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.</p>



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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. This school year BCIT has implemented a 1:1 Chromebook initiative for our freshmen and sophomore students. In addition, our classrooms have digital document cameras, interactive displays, LCD projectors and several CTE specific technology devices in our shops. The Medford Campus has a computer lab, ten mobile carts, a high-tech lounge, and a library outfitted with (35) 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.