NJ SCHOOL PERFORMANCE REPORT

Academy For Allied Health Sciences
(39-5260-020)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mr. Walter Smolenski
Address	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997
Phone Number	908-889-8288
Email Address	wsmolenski@ucvts.org
Website	http://www.ucvts.org
Facebook	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
Twitter	https://twitter.com/ucvts

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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	79	79	83
10	75	76	73
11	68	73	76
12	65	68	73
Total	287	296	305

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	70.7%	69.9%	69.5%
Male	29.3%	30.1%	30.5%
Economically Disadvantaged Students	11.1%	13.2%	13.1%
Students with Disabilities	0.3%	1.0%	1.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.3%
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	41.8%	38.9%	36.1%
Hispanic	16.4%	17.9%	21.6%
Black or African American	16.7%	15.5%	13.4%
Asian	24.0%	26.0%	27.5%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	0.3%	1.4%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	287	296	305
Shared Time Students	0	0	0
Full Time Equivalent	287	296	305

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	81.3%
Spanish	5.9%
Chinese	2.6%
Russian	1.6%
Urdu	1.0%
Other Languages	7.5%

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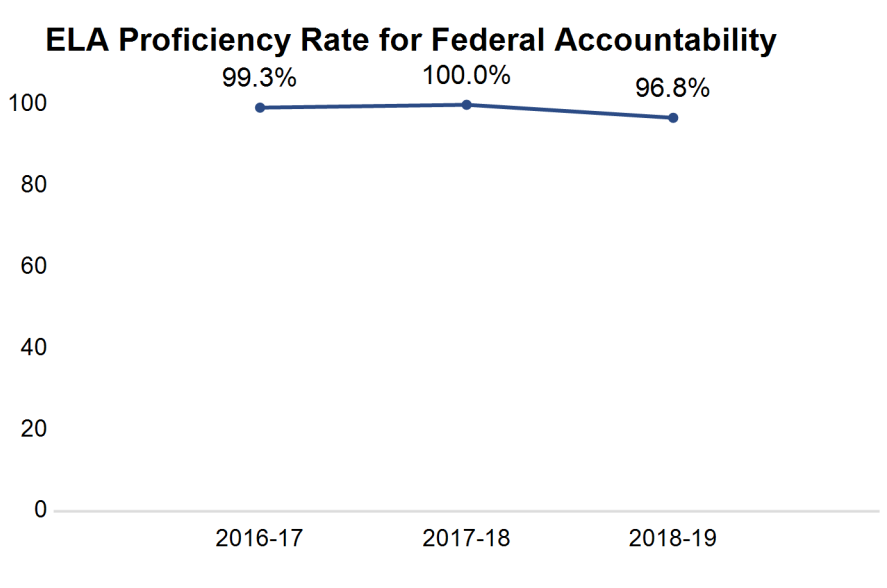
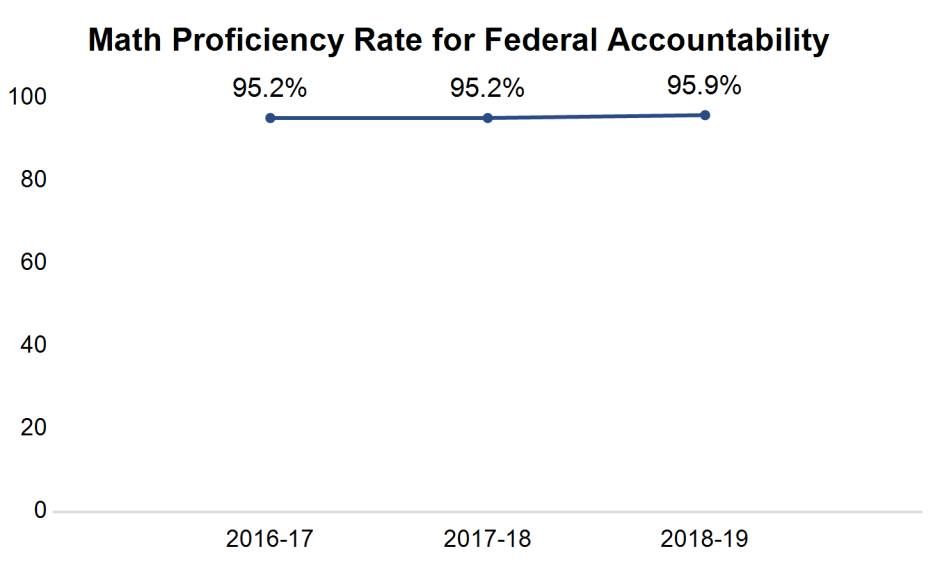
English Language Arts and Mathematics Performance Trends

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	99.3%	100.0%	96.8%	95.2%	95.2%	95.9%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal
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	156	100.0	96.8	95.8	57.9	96.8	80	Met Goal
White	50	100.0	98.0	97.1	66.9	98.0	80	Met Goal
Hispanic	36	100.0	88.9	90.9	43.9	88.9	80	Met Goal
Black or African American	*	*	*	94.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	48	100.0	100.0	99.4	82.9	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	115	100.0	96.5	96.2	64.8	96.5		
Male	41	100.0	97.6	95.2	51.3	97.6		
Economically Disadvantaged Students	22	100.0	100.0	95.8	40.0	100.0	N	N
Non-Economically Disadvantaged Students	134	100.0	96.3	95.8	67.9	96.3		
Students with Disabilities	*	*	*	92.9	22.7	*	**	**
Students without Disabilities	*	*	*	95.9	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	156	100.0	96.8	95.8	60.6	96.8		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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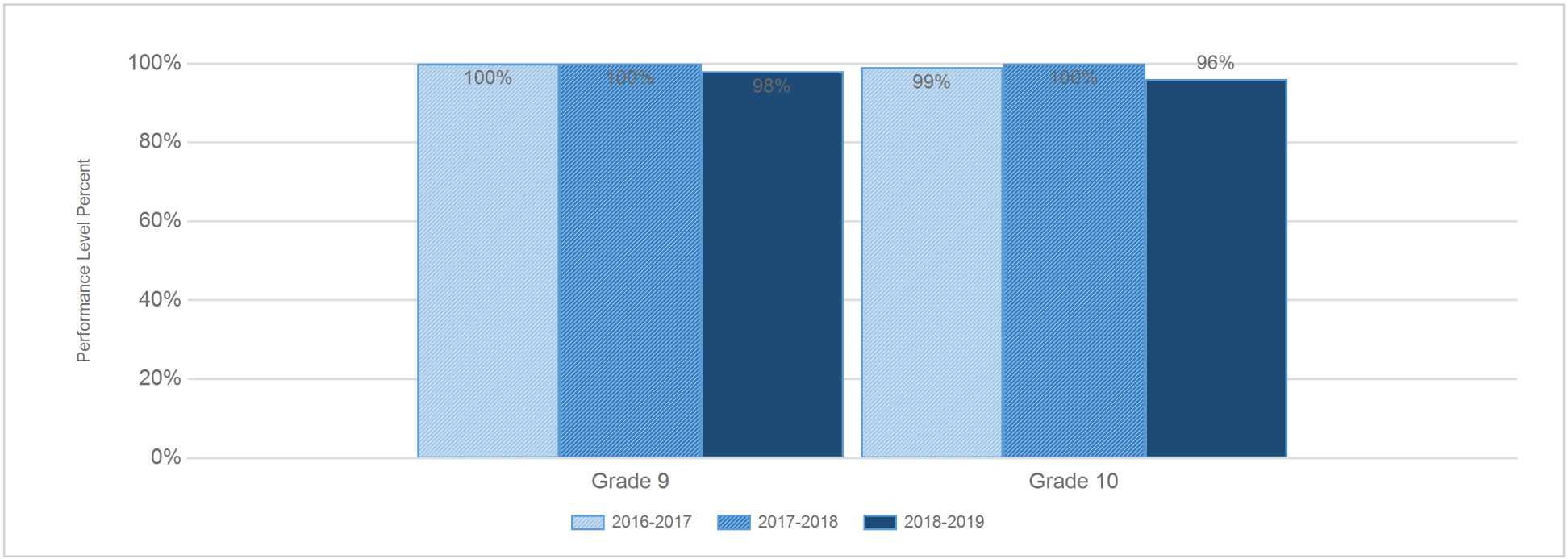
English Language Arts Assessment - Performance Trends

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	83	799	800	753	0%	0%	*	*	*	98%	56%
White	*	*	802	762	*	*	*	*	*	*	65%
Hispanic	*	*	793	737	*	*	*	*	*	*	40%
Black or African American	*	*	789	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	29	806	811	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	60	801	*	760	0%	0%	*	*	*	97%	63%
Male	23	796	*	746	0%	0%	*	*	*	100%	49%
Economically Disadvantaged Students	12	792	793	734	0%	0%	*	*	*	100%	36%
Non-Economically Disadvantaged Students	71	801	801	762	0%	0%	*	*	*	97%	65%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	17%
Students without Disabilities	83	799	*	760	0%	0%	*	*	*	98%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	83	799	*	755	0%	0%	*	*	*	98%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	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	73	821	808	757	0%	0%	*	*	*	96%	58%
White	26	825	810	767	0%	0%	*	*	*	96%	67%
Hispanic	*	*	800	738	*	*	*	*	*	*	43%
Black or African American	*	*	795	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	19	826	823	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	817	766	*	*	*	*	*	*	65%
Female	55	821	809	766	0%	0%	*	*	*	96%	66%
Male	18	821	807	749	0%	0%	*	*	*	94%	51%
Economically Disadvantaged Students	10	826	811	735	0%	0%	*	*	*	100%	40%
Non-Economically Disadvantaged Students	63	820	808	767	0%	0%	*	*	*	95%	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	73	821	808	760	0%	0%	*	*	*	96%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	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	146	100.0	95.9	87.1	44.5	95.9	80	Met Goal
White	47	100.0	100.0	89.3	54.1	100.0	80	Met Goal
Hispanic	36	100.0	86.1	82.2	28.8	86.1	80	Met Goal
Black or African American	*	*	*	78.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	41	100.0	100.0	97.7	76.5	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	109	100.0	96.3	84.1	44.9	96.3		
Male	37	100.0	94.6	91.7	44.2	94.6		
Economically Disadvantaged Students	22	100.0	95.5	81.9	26.3	95.5	N	N
Non-Economically Disadvantaged Students	124	100.0	96.0	87.8	54.9	96.0		
Students with Disabilities	*	*	*	78.6	17.4	*	**	**
Students without Disabilities	*	*	*	87.2	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	146	100.0	95.9	87.1	46.5	95.9		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

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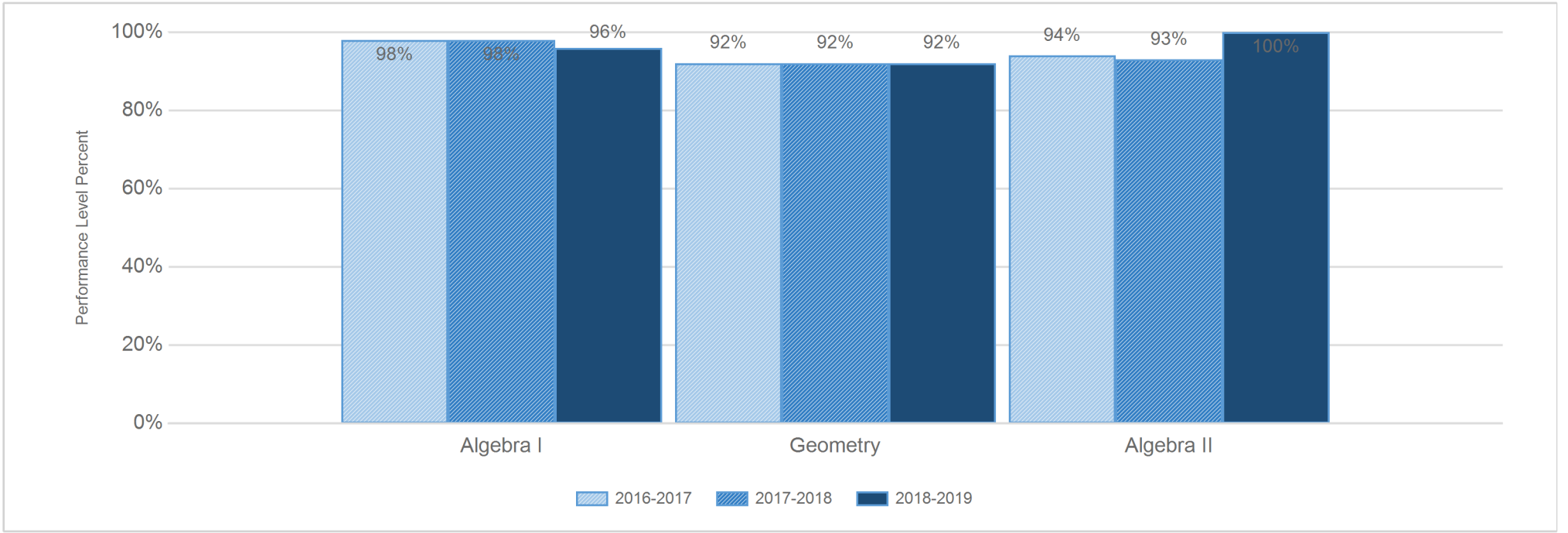
Mathematics Assessment – Performance Trends

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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	52	789	782	744	0%	0%	*	*	*	96%	42%
White	17	794	785	752	0%	0%	0%	*	*	100%	53%
Hispanic	21	783	780	728	0%	0%	*	*	*	90%	24%
Black or African American	*	*	765	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	39	790	*	745	0%	0%	*	*	*	97%	44%
Male	13	787	*	743	0%	0%	*	*	*	92%	41%
Economically Disadvantaged Students	10	794	784	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	42	788	782	752	0%	0%	*	*	*	95%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	52	789	*	748	0%	0%	*	*	*	96%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	52	789	*	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	774	766	737	0%	0%	*	*	*	92%	35%
White	12	776	768	743	0%	0%	0%	*	*	100%	43%
Hispanic	15	766	*	724	0%	0%	*	*	*	80%	17%
Black or African American	*	*	759	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	14	782	779	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	759	745	*	*	*	*	*	*	46%
Female	40	772	*	738	0%	0%	*	*	*	93%	36%
Male	13	777	771	736	0%	0%	*	*	*	92%	34%
Economically Disadvantaged Students	*	*	760	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	767	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	53	774	766	738	0%	0%	*	*	*	92%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Academy For Allied Health Sciences
(39-5260-020)
Grades Offered: 09-12
2018-2019

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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	41	796	793	755	0%	0%	0%	66%	34%	100%	58%
White	18	797	788	758	0%	0%	0%	*	*	100%	62%
Hispanic	N	N	776	731	N	N	N	N	N	N	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	14	803	812	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	30	794	787	752	0%	0%	0%	*	*	100%	55%
Male	11	804	801	758	0%	0%	0%	*	*	100%	62%
Economically Disadvantaged Students	*	*	771	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	795	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	41	796	*	756	0%	0%	0%	66%	34%	100%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	41	796	793	755	0%	0%	0%	66%	34%	100%	59%
Homeless Students	N	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	N	N	N	742	N	N	N	N	N	N	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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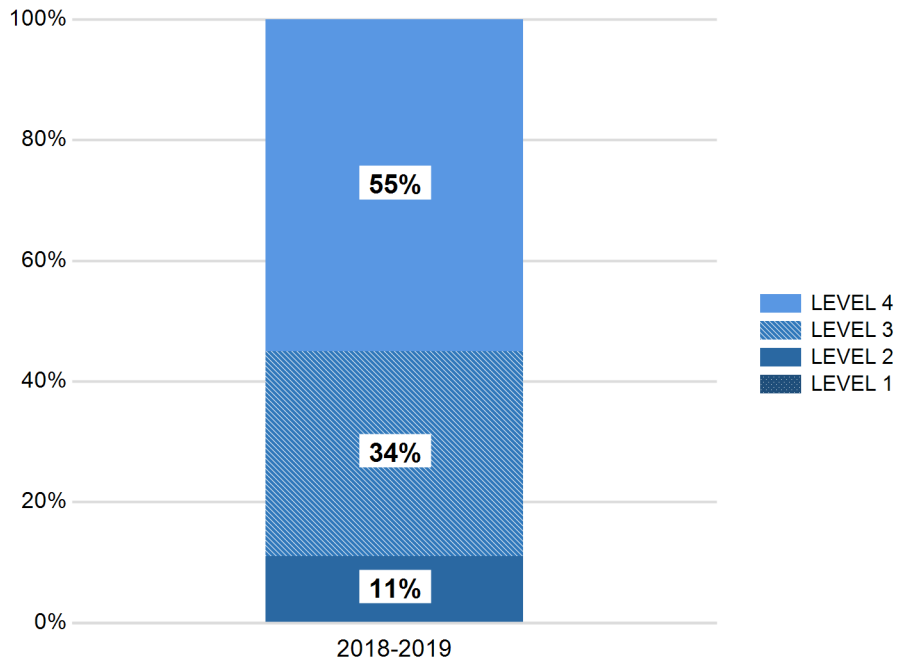
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	0	11	34	55
White	0	15	26	59
Hispanic	0	7	50	43
Black or African American	0	13	53	33
Asian, Native Hawaiian, or Pacific Islander	0	5	20	75
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	0	15	38	47
Male	0	0	24	76
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	0	11	34	55
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
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 in2018-19. 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	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	79.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	47.9%	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	621	476	Grade 10: 430 Grade 11: 460	99%	61%
PSAT 10/NMSQT - Math	616	477	Grade 10: 480 Grade 11: 510	97%	43%
SAT - Reading and Writing	675	539	480	100%	70%
SAT - Math	694	541	530	100%	53%
ACT - Reading	30	25	22	89%	66%
ACT - English	30	24	18	100%	81%
ACT - Math	29	24	22	86%	65%
ACT - Science	29	24	23	86%	57%

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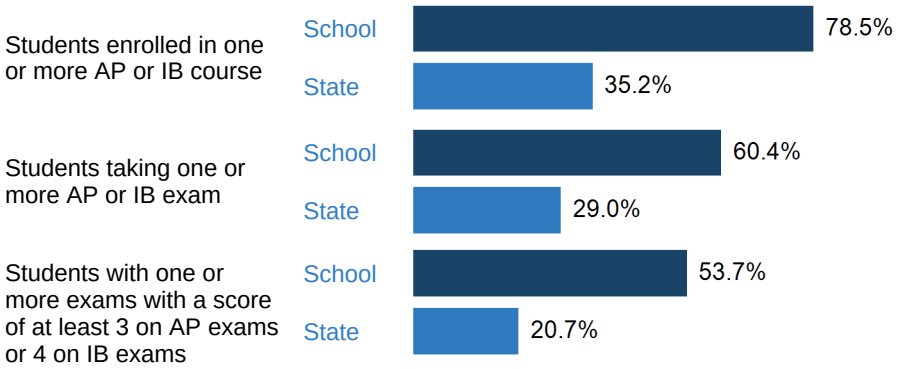
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

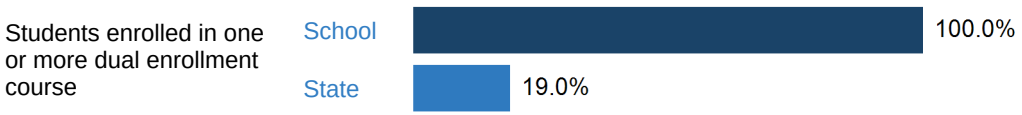
AP/IB Coursework – Participation and Performance

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.



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.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	36	32
AP Calculus AB	42	35
AP Calculus BC	16	13
AP Chemistry	16	12
AP Chinese Language and Culture	0	1
AP English Language and Composition	2	1
AP English Literature and Composition	57	9
AP Environmental Science	0	1
AP European History	10	2
AP German Language and Culture	0	1
AP Macroeconomics	15	5
AP Microeconomics	0	5
AP Physics C	15	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	9
AP Psychology	39	17

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	5	7
AP Spanish Literature	14	7
AP Statistics	32	24
AP U.S. Government and Politics	9	2
AP U.S. History	1	3
Total Exams taken		187
Exams with scores of at least 3 on AP exams or 4 on IB exams		169

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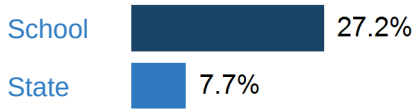
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

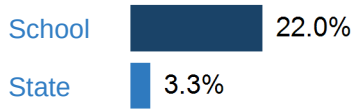


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	27.2%	72.8%	7.7%	10.3%
White	21.8%	78.2%	6.1%	9.6%
Hispanic	36.4%	63.6%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	34.5%	65.5%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	28.3%	71.7%	7.3%	10.6%
Male	24.7%	75.3%	8.0%	10.1%
Economically Disadvantaged Students	30.0%	70.0%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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
Health Science	305	*	*
Law, Public Safety, Corrections & Security	0	*	*
Total (All Clusters)	305	222	372

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	0	0	0	1	0	82
10	0	0	0	0	9	0	64
11	0	0	0	0	29	0	47
12	0	0	0	0	26	48	1
Total	0	0	0	0	65	48	194
Enrolled in AP/IB Course					58	32	0
Enrolled in Dual Enrollment Course	0	0	0	0	58	32	2

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	81	2	0	0	0	83
10	0	72	0	0	1	0
11	27	9	0	0	74	76
12	9	9	0	0	15	61
Total	117	92	0	0	90	220
Enrolled in AP/IB Course	36	16		0	15	0
Enrolled in Dual Enrollment Course	36	2	0	0	15	107

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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	83	0	0	0	0	0
10	0	73	0	0	0	0
11	0	76	5	0	0	11
12	0	1	10	39	0	23
Total	83	150	15	39	0	34
Enrolled in AP/IB Course	0	1	15	39		19
Enrolled in Dual Enrollment Course	0	0	15	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	83	0	0	0	0	0	0
10	73	0	0	0	0	0	0
11	76	0	0	0	0	0	1
12	26	0	0	0	0	0	3
Total	258	0	0	0	0	0	4
Enrolled in AP/IB Course	19	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	105	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	2	0	0	0	1	0
Total	2	0	0	0	1	0
Enrolled in AP/IB Course	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
Spanish	20
Total	20

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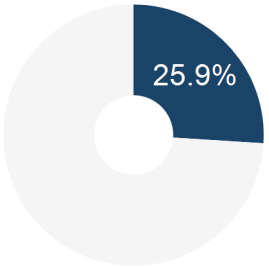
Visual and Performing Arts – Course Participation

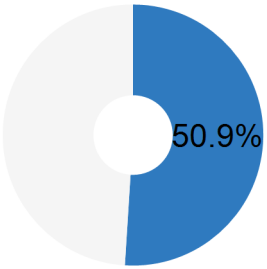
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

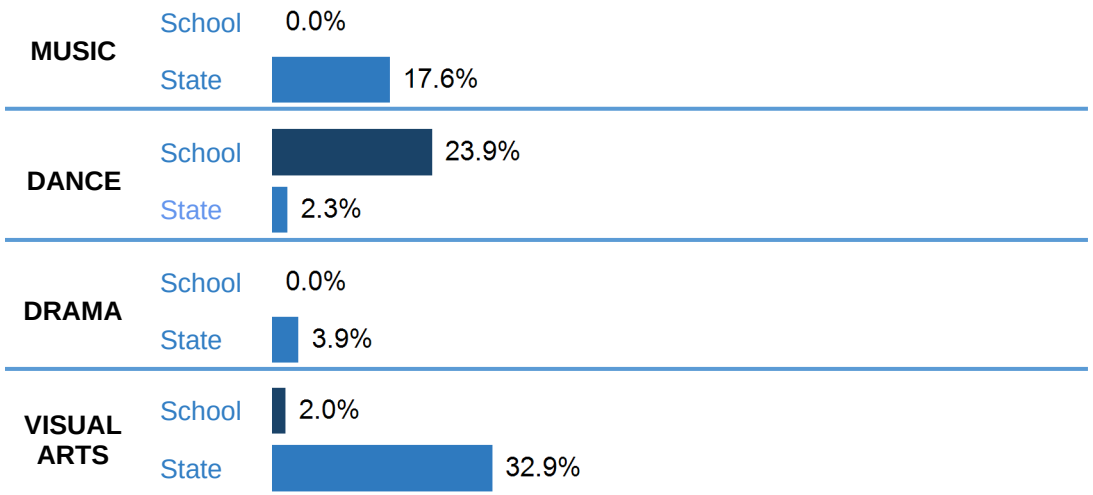


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Academy For Allied Health Sciences
(39-5260-020)
Grades Offered: 09-12
2018-2019

Report Key:
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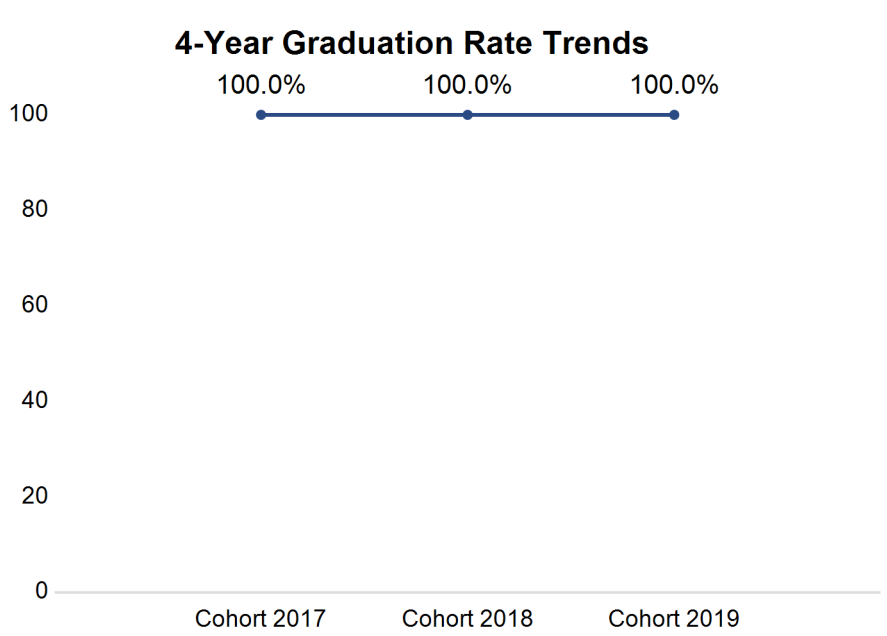
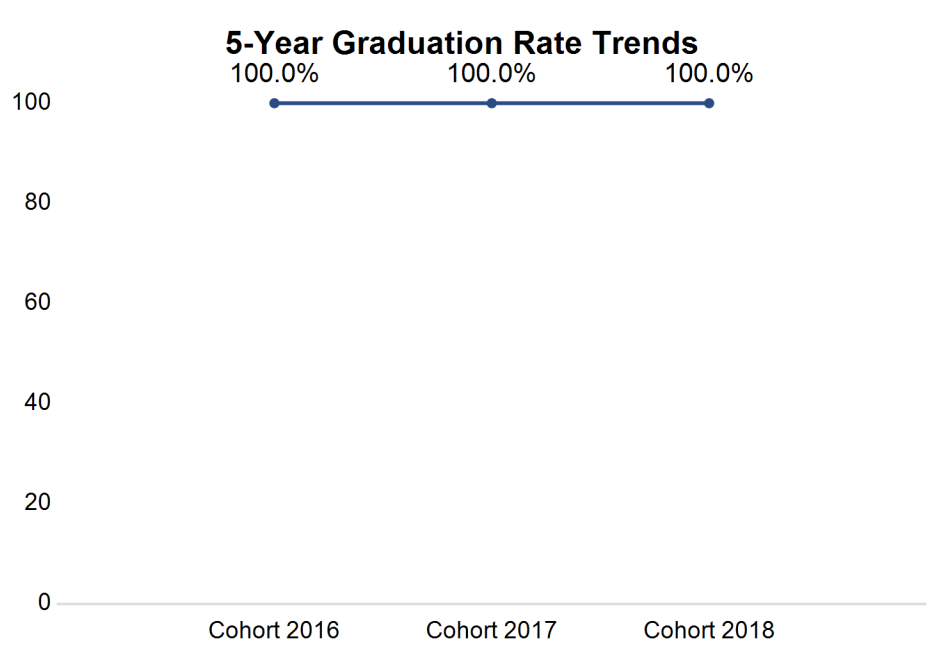
† This indicates a table specific note,see note below table

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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	100.0%	95.9%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	100.0%	87.1%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	100.0%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	100.0%	88.5%	100.0%	90.8%	100.0%			100.0%		
Economically Disadvantaged Students	*	84.0%	100.0%	87.3%	100.0%	**	**	100.0%	**	**
Students with Disabilities	*	79.2%	N	83.8%	N	N	N	N	N	N
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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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	100.0%	98.6%
Substitute Competency Test	0.0%	1.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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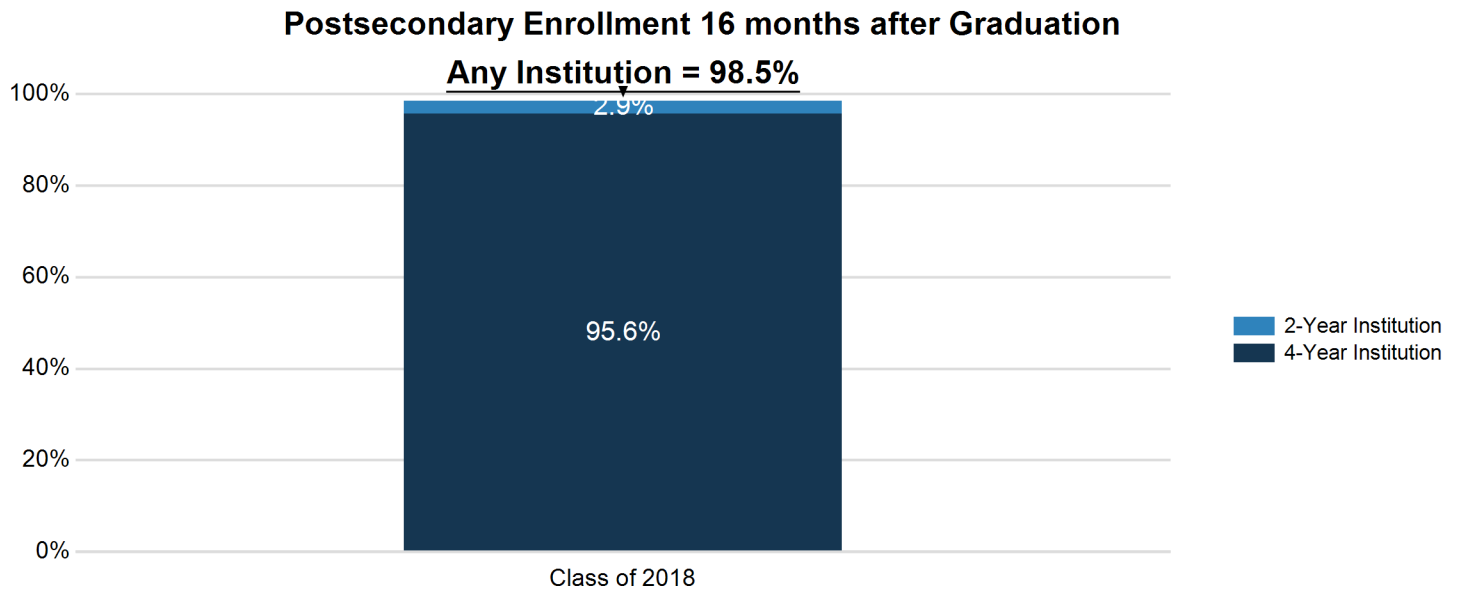
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	2.9%
% Enrolled in 4-Year Institution	95.6%
% Enrolled in Any Postsecondary Institution	98.5%

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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	91.8%	6%	94%
White	93.9%	9.7%	90.3%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	90.9%	20%	80%
Students with Disabilities	*	*	*
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	98.5%	3%	97%	53.7%	46.3%	44.8%	55.2%
White	100%	8%	92%	60%	40%	36%	64%
Hispanic	*	*	*	*	*	*	*
Black or African American	100%	0%	100%	41.7%	58.3%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	95.5%	0%	100%	57.1%	42.9%	42.9%	57.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	100%	7.1%	92.9%	50%	50%	50%	50%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

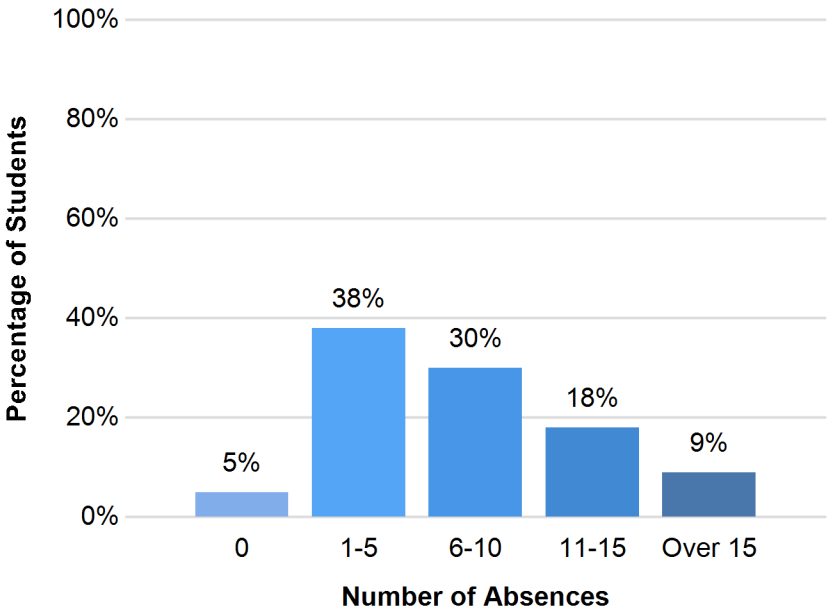
Chronic Absenteeism

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	11	3.6	14.2	Met
White	5	4.5	14.2	Met
Hispanic	3	4.5	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	2	2.4	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	3.8		
Male	3	3.2		
Economically Disadvantaged Students	3	7.5	14.2	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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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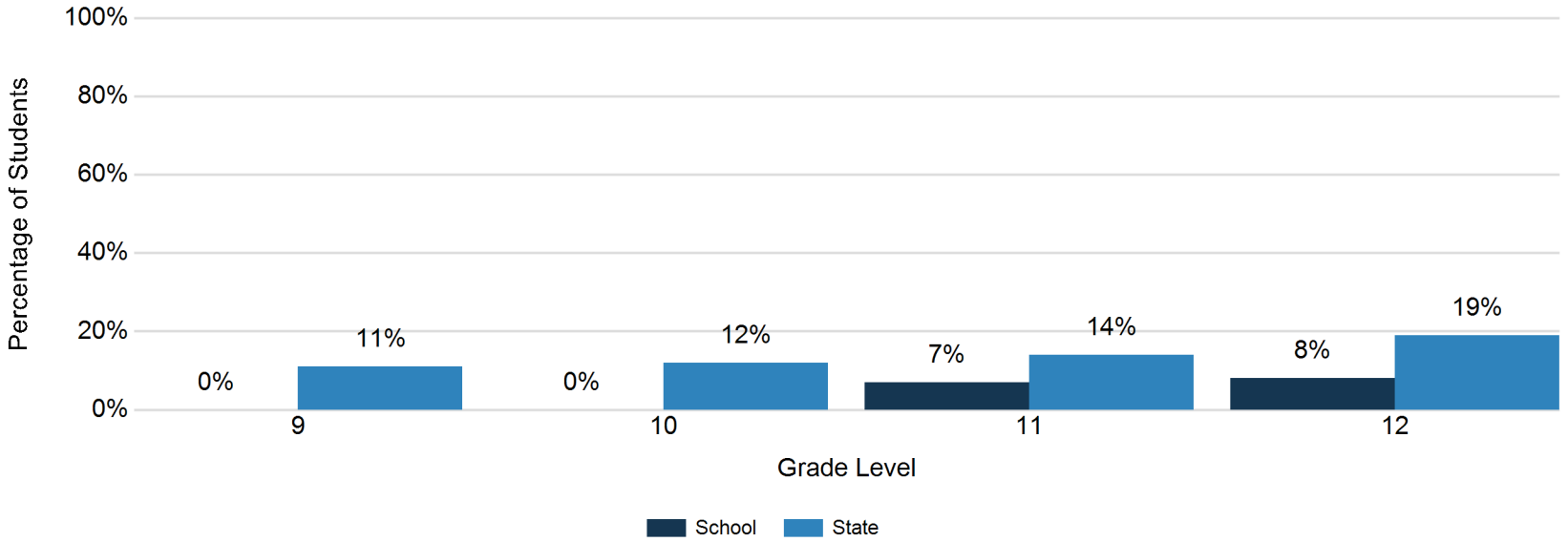
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	0	2
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 2 Mins
Shared Time - Instructional Time	6 Hrs. 2 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.4	10.8
Percentage of Teachers with 4 or more years experience in the district	89.5%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	16:1	14:1
Students to Administrators	153:1	101:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	69.5%	63.2%	0.0%	48.4%	77.1%	54.9%
Male	30.5%	36.8%	100.0%	51.6%	22.9%	45.1%
White	36.1%	78.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.4%	5.3%	0.0%	15.0%	6.6%	13.9%
Asian	27.5%	15.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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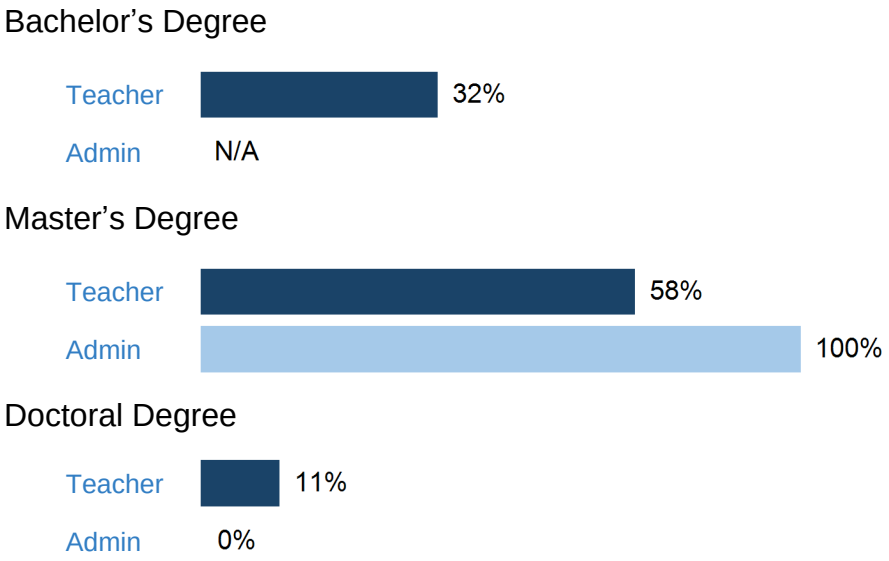
Teachers and Administrators - Level of Education

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.



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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	97.9%

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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.

NJ SCHOOL PERFORMANCE REPORT

Academy For Allied Health Sciences
(39-5260-020)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	99.3%	100.0%	96.8%
Math Proficiency	95.2%	95.2%	95.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	2.8%	1.7%	3.6%

† 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 Goal	Met Goal	Met Goal	Met Goal	N	Met	No
White	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Goal	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Goal	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	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:	• Curriculum includes certification opportunities in BLS, First Aid, and the National Registry EMT exam. • Majority of vocational curriculum is offered as a dual-enrollment opportunity with Rutgers University. • AAHS was awarded the National Blue Ribbon award in 2017.
Mission, Vision, Theme:	The Union County Academy for Allied Health Sciences (AAHS) is a vocational career academy for secondary high school students that immerses students in honors and college level academics, while preparing them for college and a career in the health sciences. The mission of our school is to develop well-rounded students through challenging academic experiences and with exposure to health career skills and occupations.
Awards, Recognition, Accomplishments:	The Academy for Allied Health Sciences was recognized by the United States Department of Education as a National Blue Ribbon School in 2017, and by Newsweek Magazine and U.S. News and World Report as one of the top high schools in the United States. The Academy for Allied Health Sciences is a program that is recognized for innovation and excellence.

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Courses, Curriculum, Instruction:	All courses at AAHS are taught at the Honors or College level. Our students take 4 years of ELA, Math, Science, Fitness, and 3 years of Social Studies and Foreign Language. Our vocational component includes 7 courses offered as a dual-enrollment opportunity with Rutgers University. The Advanced Placement offerings at the Academy for Allied Health Sciences enrich our already challenging sequence of courses.
Clubs and Activities:	Our vocational organization is HOSA, which provides students with learning opportunities in the health sciences. Our students are provided with the opportunity to join a variety of building-based and district-based organizations and clubs. Some of these include FBLA, SkillsUSA, Robotics, Art Club, Drama Club, GSA, Spanish Club, Multi-Cultural Club, Relay for Life, Newspaper Club, Debate & Speech, Chess Club, Math League, Science Club, Yearbook, and Student Government.

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Before and After School Programs:	AAHS facilitates a peer-tutoring program during school that is open to all students. In addition, students can meet with peer tutors after-school in our multi-media center. Also, ELA, Math, and Science teachers are available during a free student period for tutoring and enrichment. There are also numerous college and financial information sessions, a college fair, and a personalized test preparation program for College entrance testing for free on campus after-school.
Staff and Professional Learning:	At AAHS we believe that learning is a lifelong endeavor. We strive to provide our teachers with the support and resources to identify areas of growth that will have the most impact in helping students learn. The district supports internal teacher learning by providing resources and facilitating a supportive learning structure. Our district supports teacher learning by encouraging attendance at external workshops and graduate-level coursework.
Postsecondary Information:	99% of all AAHS graduates since our 1st class in 2009 have gone on to attend College or a University. The remaining students have entered the workforce or joined the military. Through Naviance, student meetings & numerous information sessions our counselors work closely with students & their families to determine the student's best course of action for college. The Academy for Allied Health Sciences, in conjunction with Union County College & Rutgers School of Health Related Professionals provides its students in Grades 9-12 with the opportunity to earn college credits during the course of the regular school day. Credit & grades earned through students' dual-enrolled courses appear on official transcripts from Rutgers University.

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Student Supports and Services:	All AAHS students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.
Student Health and Wellness:	All students participate in required health and physical education courses. Each of these courses are infused with our vocational component to promote fitness and wellness in an Allied Health context. Also, there are 4 fitness centers available for students to use during and after school.
Parent and Community Involvement:	AAHS benefits greatly from a collaborative partnership with our PSA group and Advisory Board. The PSA meets monthly to foster parental involvement and support for the school. The AAHS Advisory Board is a vital component that provides feedback to ensure that our course offerings, curriculum, and certifications are relevant and valuable for students. The advisory board is composed of health sciences, business, higher education, and government members, as well as teachers, parents, and students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers We administer a yearly school climate survey that is based off of the Middle States Association climate survey. We use this survey to get feedback from all stakeholders about school culture and climate. We are proud that the surveys have communicated that we have an inclusive and welcoming learning environment at the school, and plan to continue administering this survey as a way to maintain a safe and respectful learning environment. This survey has provided direction for the upcoming Middle States Accreditation process which is focusing on improving the school's capability to deliver effective support and instruction in student Social Emotional Health.
Facilities:	Baxel Hall is an air-conditioned building which was renovated and an addition was completed in the 2007-2008 school year. We have two computer labs, 2 Allied Health labs, and 4 fully-equipped science labs.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	All classrooms have whiteboards and projectors, and all students are provided with Chromebooks to support learning. All teachers have been trained in utilizing Google Classroom to deliver instruction and help students manage their coursework and communication. In partnership with The Academy for Information Technologies, students enrolled in Bioinformatics can participate in The Waksman Student Scholars Program through which students are afforded the opportunity to work alongside a faculty member to conduct an “authentic research project in molecular biology and bioinformatics and publish their findings.”

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

NJ SCHOOL PERFORMANCE REPORT

Academy For Information Technology
(39-5260-030)
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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mrs. Colleen Gialanella
Address	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997
Phone Number	908-889-8288
Email Address	cgialanella@ucvts.org
Website	https://www.ucvts.tec.nj.us/Page/471
Facebook	https://www.facebook.com/Academy-for-Information-Technology-502604469870630/
Twitter	https://twitter.com/ucvtsAIT

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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	81	78	65
10	75	77	73
11	69	69	72
12	61	69	67
Total	286	293	277

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	30.8%	29.7%	31.8%
Male	69.2%	70.3%	68.2%
Economically Disadvantaged Students	10.5%	8.2%	7.9%
Students with Disabilities	3.1%	3.4%	3.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.3%	0.0%	0.0%
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	48.3%	48.5%	44.4%
Hispanic	18.2%	17.7%	20.2%
Black or African American	8.7%	8.2%	7.9%
Asian	22.7%	23.2%	25.3%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.7%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two or More Races	1.4%	1.7%	1.1%

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	286	293	277
Shared Time Students	0	0	0
Full Time Equivalent	286	293	277

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	83.8%
Spanish	5.4%
Chinese	2.9%
Polish	1.4%
Other Languages	6.5%

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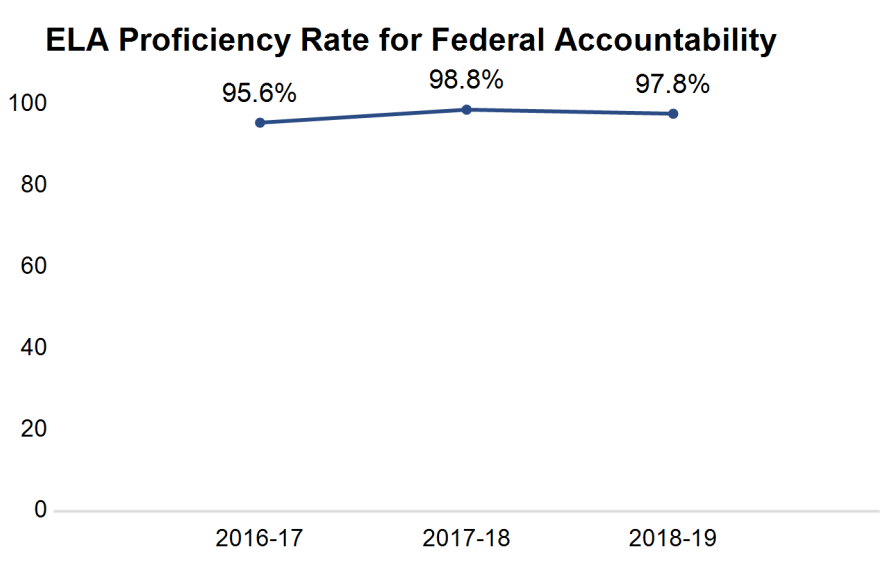
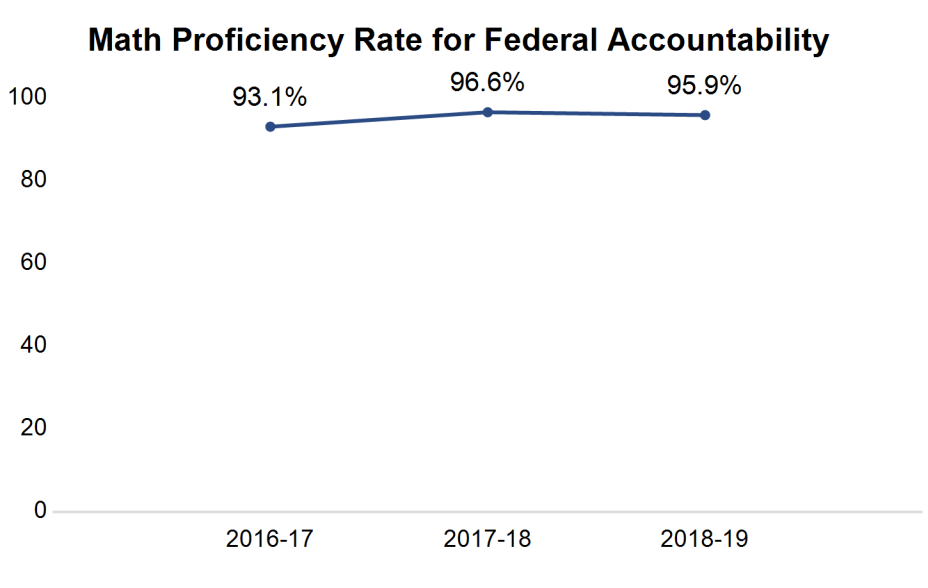
English Language Arts and Mathematics Performance Trends

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.3%	100.0%	100.0%	99.2%
Proficiency Rate for Federal Accountability	95.6%	98.8%	97.8%	93.1%	96.6%	95.9%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal
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	137	99.3	97.8	95.8	57.9	97.8	80	Met Goal
White	62	98.4	96.8	97.1	66.9	96.8	80	Met Goal
Hispanic	22	100.0	95.5	90.9	43.9	95.5	80	Met Goal
Black or African American	11	100.0	100.0	94.1	38.5	100.0	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	100.0	99.4	82.9	100.0	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	43	100.0	100.0	96.2	64.8	100.0		
Male	94	98.9	96.8	95.2	51.3	96.8		
Economically Disadvantaged Students	10	100.0	100.0	95.8	40.0	100.0	**	**
Non-Economically Disadvantaged Students	127	99.2	97.6	95.8	67.9	97.6		
Students with Disabilities	*	*	*	92.9	22.7	*	**	**
Students without Disabilities	*	*	*	95.9	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	137	99.3	97.8	95.8	60.6	97.8		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academy For Information Technology
(39-5260-030)
Grades Offered: 09-12
2018-2019

Report Key:
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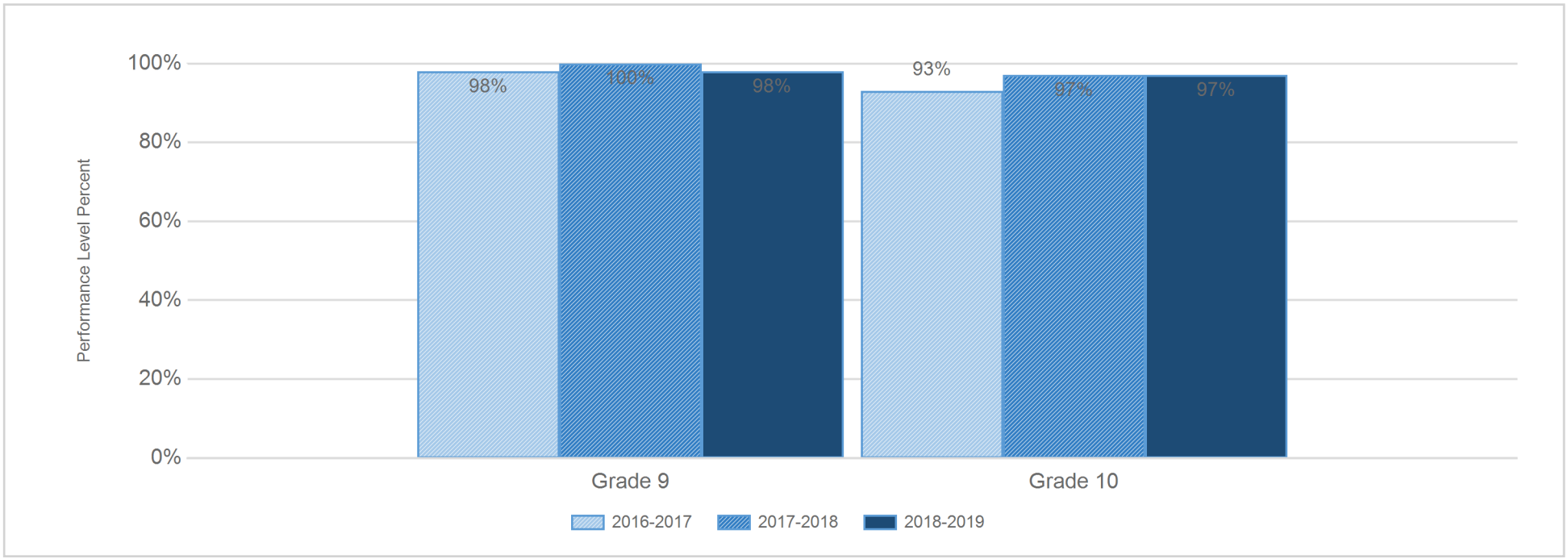
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Academy For Information Technology
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2018-2019

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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	64	806	800	753	0%	0%	*	*	*	98%	56%
White	27	805	802	762	0%	0%	*	*	*	96%	65%
Hispanic	13	802	793	737	0%	0%	0%	*	*	100%	40%
Black or African American	*	*	789	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	18	814	811	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	28	809	*	760	0%	0%	*	*	*	100%	63%
Male	36	804	*	746	0%	0%	*	*	*	97%	49%
Economically Disadvantaged Students	*	*	793	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	801	762	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	17%
Students without Disabilities	64	806	*	760	0%	0%	*	*	*	98%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	64	806	*	755	0%	0%	*	*	*	98%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	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	73	809	808	757	0%	*	*	27%	70%	97%	58%
White	35	810	810	767	0%	0%	*	*	*	97%	67%
Hispanic	*	*	800	738	*	*	*	*	*	*	43%
Black or African American	*	*	795	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	20	813	823	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	817	766	*	*	*	*	*	*	65%
Female	15	816	809	766	0%	*	*	*	*	100%	66%
Male	58	807	807	749	0%	*	*	*	*	97%	51%
Economically Disadvantaged Students	*	*	811	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	808	767	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	73	809	808	760	0%	*	*	27%	70%	97%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	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	121	99.2	95.9	87.1	44.5	95.9	80	Met Goal
White	56	98.2	98.2	89.3	54.1	98.2	80	Met Goal
Hispanic	22	100.0	95.5	82.2	28.8	95.5	80	Met Goal
Black or African American	11	100.0	90.9	78.2	23.0	90.9	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	92.9	97.7	76.5	92.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	40	100.0	97.5	84.1	44.9	97.5		
Male	81	98.8	95.1	91.7	44.2	95.1		
Economically Disadvantaged Students	10	100.0	100.0	81.9	26.3	100.0	**	**
Non-Economically Disadvantaged Students	111	99.1	95.5	87.8	54.9	95.5		
Students with Disabilities	*	*	*	78.6	17.4	*	**	**
Students without Disabilities	*	*	*	87.2	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	121	99.2	95.9	87.1	46.5	95.9		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academy For Information Technology
(39-5260-030)
Grades Offered: 09-12
2018-2019

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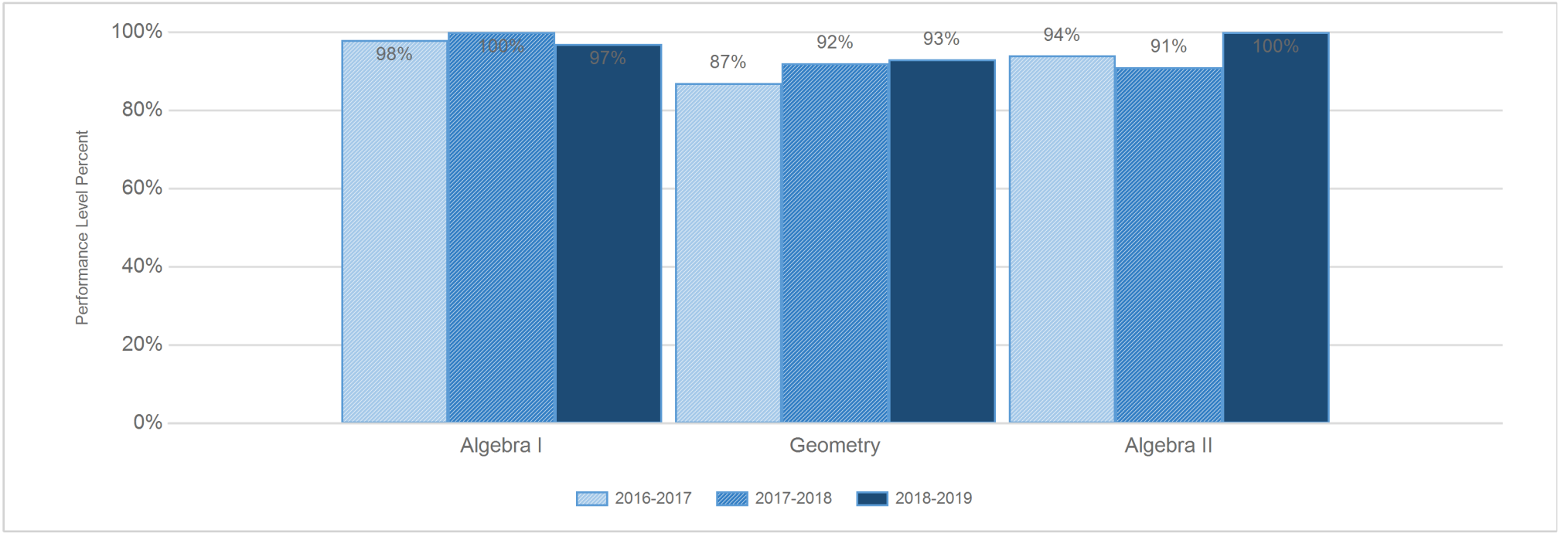
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	36	803	782	744	0%	0%	*	*	*	97%	42%
White	17	808	785	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	780	728	*	*	*	*	*	*	24%
Black or African American	*	*	765	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	11	798	*	745	0%	0%	*	*	*	91%	44%
Male	25	806	*	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	784	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	782	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	36	803	*	748	0%	0%	*	*	*	97%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	36	803	*	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	59	771	766	737	0%	*	*	71%	22%	93%	35%
White	26	769	768	743	0%	*	0%	*	*	96%	43%
Hispanic	12	771	*	724	0%	0%	*	*	*	92%	17%
Black or African American	*	*	759	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	15	774	779	762	0%	0%	*	*	*	87%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	759	745	*	*	*	*	*	*	46%
Female	19	777	*	738	0%	*	*	*	*	100%	36%
Male	40	768	771	736	0%	*	*	*	*	90%	34%
Economically Disadvantaged Students	*	*	760	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	767	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	59	771	766	738	0%	*	*	71%	22%	93%	*
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	*	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	26	803	793	755	0%	0%	0%	62%	38%	100%	58%
White	13	801	788	758	0%	0%	0%	*	*	100%	62%
Hispanic	*	*	776	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	812	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	10	793	787	752	0%	0%	0%	*	*	100%	55%
Male	16	808	801	758	0%	0%	0%	*	*	100%	62%
Economically Disadvantaged Students	*	*	771	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	795	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	26	803	*	756	0%	0%	0%	62%	38%	100%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	26	803	793	755	0%	0%	0%	62%	38%	100%	59%
Homeless Students	N	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	N	N	N	742	N	N	N	N	N	N	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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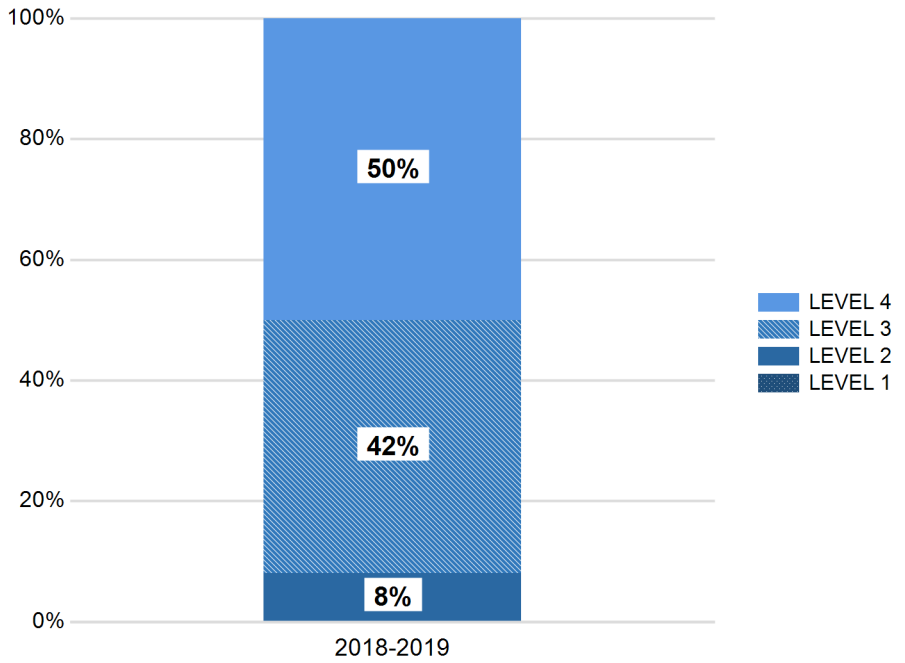
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	0	8	42	50
White	0	0	24	76
Hispanic	0	25	60	15
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	0	27	45	27
Male	0	0	40	60
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	0	8	42	50
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
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 in2018-19. 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	99.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	22.4%	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	623	476	Grade 10: 430 Grade 11: 460	99%	61%
PSAT 10/NMSQT - Math	632	477	Grade 10: 480 Grade 11: 510	99%	43%
SAT - Reading and Writing	666	539	480	100%	70%
SAT - Math	694	541	530	96%	53%
ACT - Reading	31	25	22	100%	66%
ACT - English	32	24	18	100%	81%
ACT - Math	30	24	22	100%	65%
ACT - Science	29	24	23	93%	57%

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: 09-12
2018-2019

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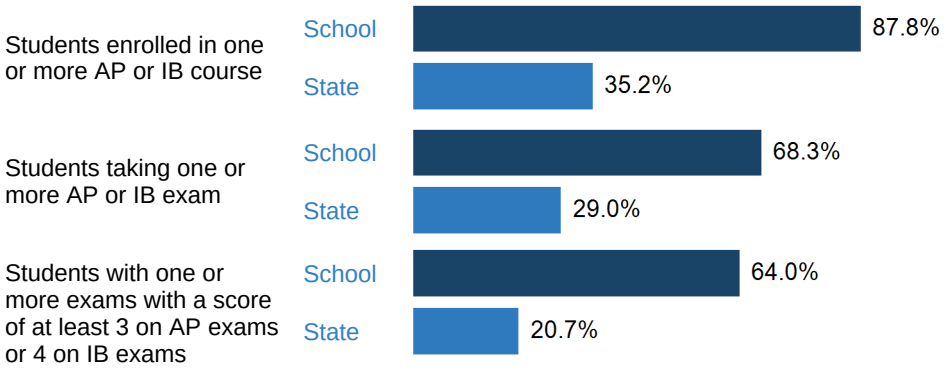
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

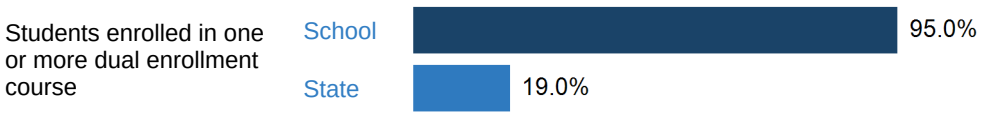
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage 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.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	14	10
AP Calculus AB	47	38
AP Calculus BC	13	13
AP Chemistry	7	7
AP Computer Science A	39	22
AP Computer Science Principles	0	53
AP English Language and Composition	0	2
AP English Literature and Composition	29	14
AP Environmental Science	13	4
AP European History	2	1
AP Japanese Language and Culture	0	1
AP Macroeconomics	50	37
AP Microeconomics	0	36
AP Physics C	18	0
AP Physics C: Electricity and Magnetism	0	5
AP Physics C: Mechanics	0	13

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	14	6
AP Research	14	10
AP Seminar	17	17
AP Spanish Language	3	3
AP Spanish Literature	2	1
AP Statistics	25	14
AP U.S. Government and Politics	9	5
AP U.S. History	9	30
AP World History	0	3
Total Exams taken		345
Exams with scores of at least 3 on AP exams or 4 on IB exams		297

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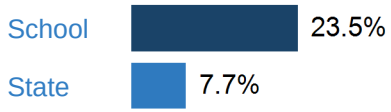
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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	23.5%	76.5%	7.7%	10.3%
White	22.8%	77.2%	6.1%	9.6%
Hispanic	23.2%	76.8%	10.3%	11.3%
Black or African American	*	77.3%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	25.0%	75.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	31.8%	68.2%	7.3%	10.6%
Male	19.6%	80.4%	8.0%	10.1%
Economically Disadvantaged Students	*	72.7%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Information Technology	277	276	554
Total (All Clusters)	277	276	554

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	0	0	0	2	0	63
10	0	0	0	0	14	0	59
11	0	0	0	0	29	0	43
12	0	0	0	0	29	35	11
Total	0	0	0	0	74	35	176
Enrolled in AP/IB Course					60	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	60	25	9

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	64	1	0	0	0	65
10	0	72	0	0	1	0
11	5	2	0	4	72	0
12	9	9	0	9	18	8
Total	78	84	0	13	91	73
Enrolled in AP/IB Course	14	7		13	18	0
Enrolled in Dual Enrollment Course	14	7	0	0	91	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	65	0	0	0	0	0
10	0	73	0	0	0	0
11	0	72	43	3	0	1
12	0	9	7	11	0	18
Total	65	154	50	14	0	19
Enrolled in AP/IB Course	0	9	50	14		11
Enrolled in Dual Enrollment Course	0	0	50	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	65	0	0	0	0	0	0
10	73	0	0	0	0	0	0
11	70	0	0	0	0	0	2
12	10	0	0	0	0	0	4
Total	218	0	0	0	0	0	6
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	95	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	0	0	0	73	0	0
11	1	0	30	7	0	0
12	39	0	0	4	3	0
Total	40	0	30	84	3	0
Enrolled in AP/IB Course	39		0			0
Enrolled in Dual Enrollment Course	39	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

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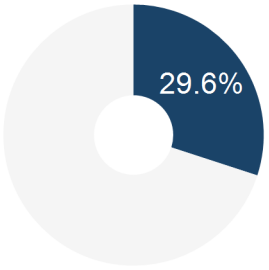
Visual and Performing Arts – Course Participation

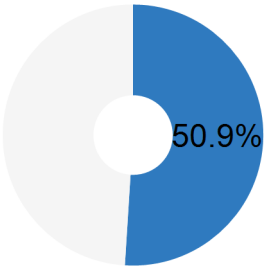
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

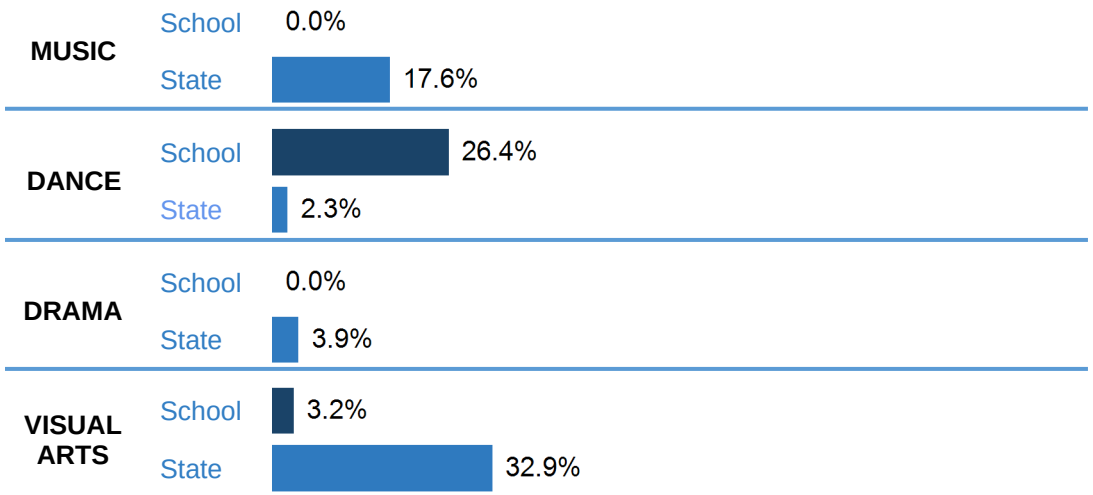


School



State

Students enrolled in one or more classes by discipline:



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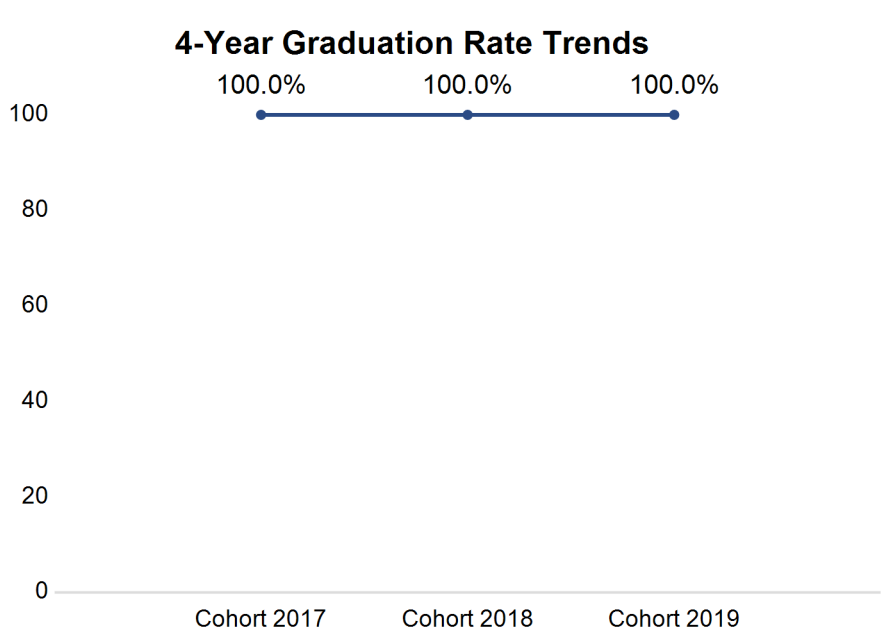
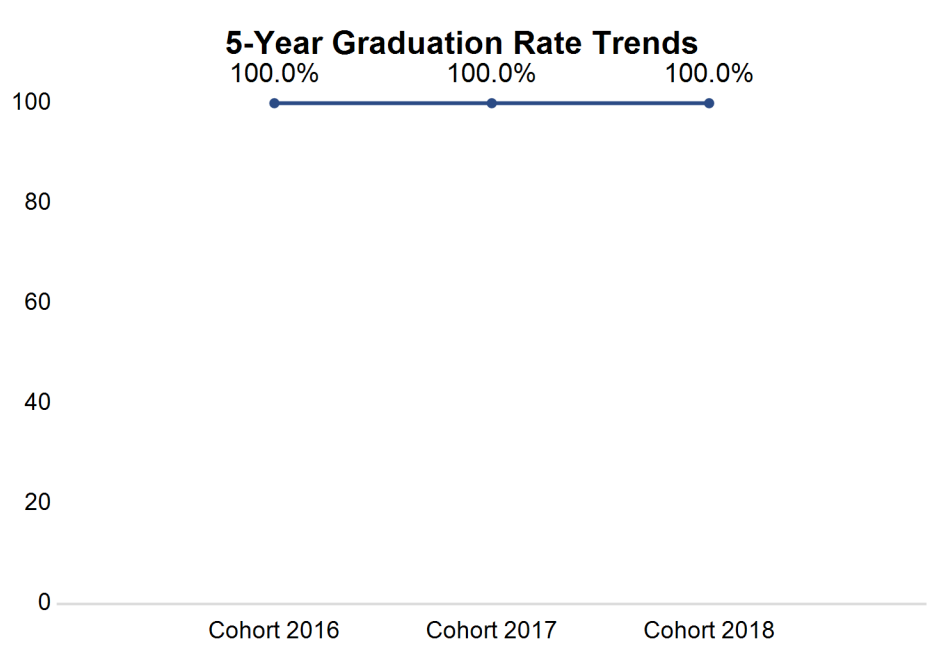
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation 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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	100.0%	95.9%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.5%	100.0%	87.3%	100.0%	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	100.0%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	100.0%	88.5%	100.0%	90.8%	100.0%			100.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	*	79.2%	N	83.8%	N	N	N	*	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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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	98.5%	98.5%
Substitute Competency Test	1.5%	1.5%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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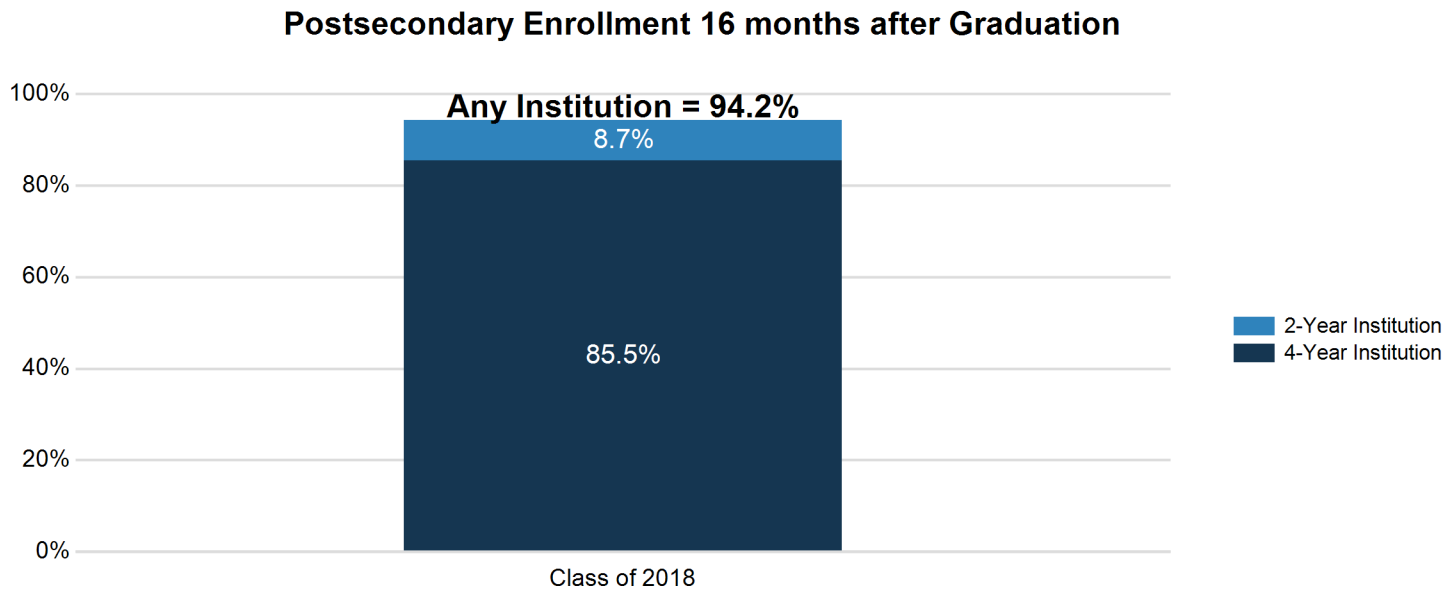
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	8.7%
% Enrolled in 4-Year Institution	85.5%
% Enrolled in Any Postsecondary Institution	94.2%

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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	95.5%	9.4%	90.6%
White	96.4%	14.8%	85.2%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94.7%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
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	94.2%	9.2%	90.8%	53.8%	46.2%	52.3%	47.7%
White	94.7%	8.3%	91.7%	52.8%	47.2%	52.8%	47.2%
Hispanic	100%	20%	80%	80%	20%	70%	30%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84.6%	0%	100%	36.4%	63.6%	45.5%	54.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Academy For Information Technology
(39-5260-030)
Grades Offered: 09-12
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.

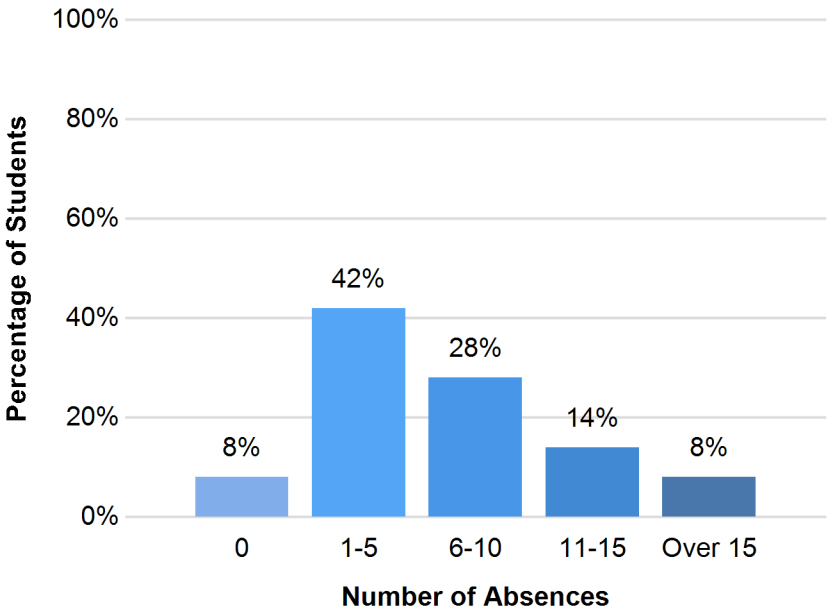
Chronic Absenteeism

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	11	4.0	14.2	Met
White	7	5.7	14.2	Met
Hispanic	1	1.8	14.2	Met
Black or African American	1	4.5	14.2	Met
Asian, Native Hawaiian, or Pacific	2	2.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	6.8		
Male	5	2.6		
Economically Disadvantaged Students	0	0	14.2	Met
Students with Disabilities	0	0	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
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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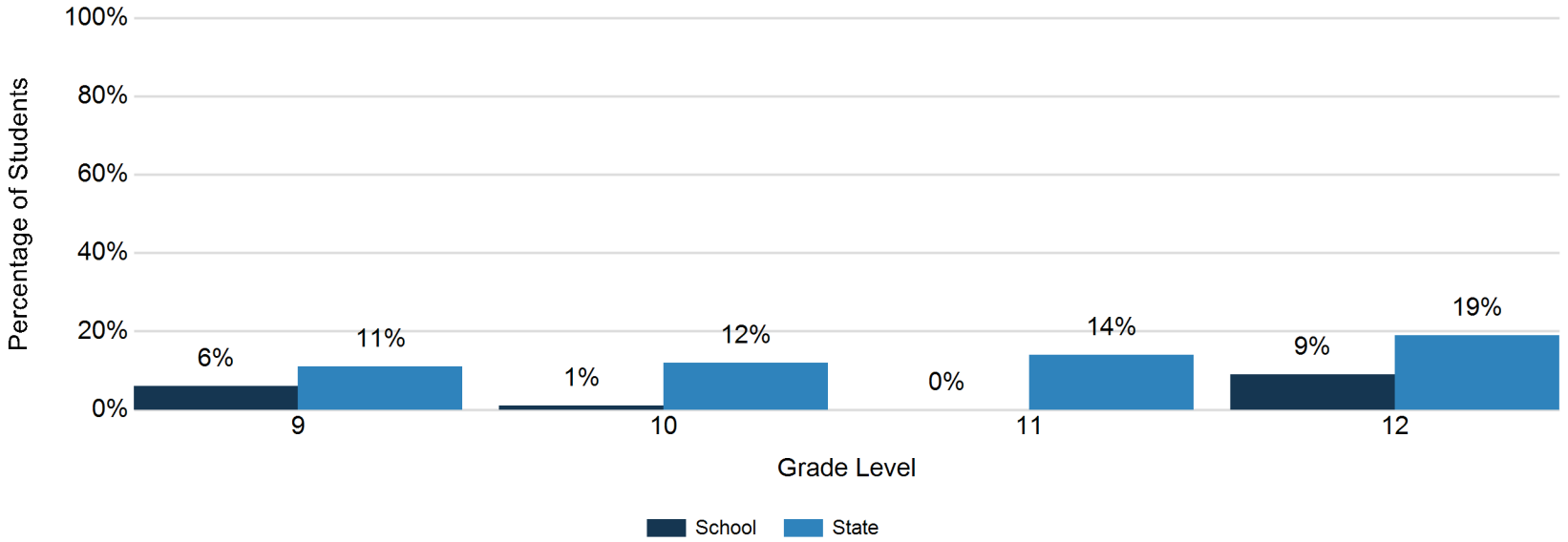
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.08

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 2 Mins
Shared Time - Instructional Time	6 Hrs. 2 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	8.5	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	63.2%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	139:1	101:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	31.8%	63.2%	50.0%	48.4%	77.1%	54.9%
Male	68.2%	36.8%	50.0%	51.6%	22.9%	45.1%
White	44.4%	89.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	25.3%	10.5%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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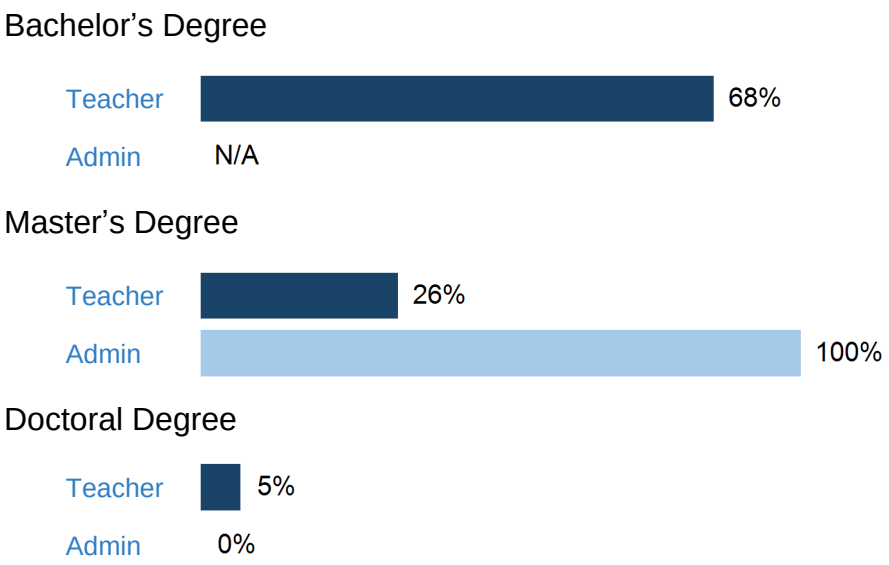
Teachers and Administrators - Level of Education

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.



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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	97.5%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	95.6%	98.8%	97.8%
Math Proficiency	93.1%	96.6%	95.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.6%	3.1%	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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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 Goal	Met Goal	Met Goal	Met Goal	N	Met	No
White	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Goal	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	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:	• The Academy for Information Technology (AIT) is a National Blue Ribbon School. • AIT offers both AP Computer Science Courses, is a Microsoft School, a Comp TIA Academy Partner, and an Oracle Academy. • AIT offers the AP Capstone Diploma Program and the NJ State Seal of Biliteracy.
Mission, Vision, Theme:	The Academy for Information Technology is a small, four-year, career academy that fosters critical thinking skills in its culturally diverse student population. By stressing intellectual curiosity, hard work, ethical behavior, and technological expertise with business integration, the school community guides its students to achieve their greatest potential. The AIT graduate is prepared academically, technologically, and interpersonally for the challenges of the future.
Awards, Recognition, Accomplishments:	In 2013, AIT was named a National Blue Ribbon School. U.S. News & World Report has repeatedly included AIT among America's Best High Schools, earning a gold medal in 2016, 2017, 2018 and 2019. In 2019, the Academy for Information Technology was identified by US News and World Report as #9 among the Best High Schools in NJ and #13 in STEM High Schools National Wide. AIT has also been named one of the nation's "Best High Schools for Math and Science" by US News & World Report. Niche has named the Academy for Information Technology to the top five of the Best Magnet High Schools in New Jersey and #9 among the Best High Schools in New Jersey. The Academy for Information Technology is proud to be a part of the Union County Vocational-Technical Schools, an AP Honor Roll District.

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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.

Courses, Curriculum, Instruction:	Working closely with an Advisory Board of industry experts, our curriculum was developed around the philosophy that technological expertise shares a deep connection with business. Students are consistently challenged to evaluate real world issues and create solutions through the application of proficiencies acquired in their business and technology courses. AIT students enjoy access to Bloomberg Technology through Bloomberg Market Concepts. Courses such as AP Research and Seminar, Bioinformatics, and Business Intelligence and Analytics create opportunities for analytical thinking across content areas. In partnership with The Academy for Allied Health Sciences, students enrolled in Bioinformatics participate in The Waksman Student Scholars Program through which students are afforded the opportunity to work alongside a faculty member to conduct an “authentic research project in molecular biology and bioinformatics and publish their findings.”
Clubs and Activities:	AIT is home to a vibrant chapter of FBLA as well as a Coding Club, where student created workshops foster exploration of ideas. Opportunities available to students include: Art Club; Chess Club; Dance Club; Debate Club; Drama Club; FFA; Gay/Straight Alliance; Intramurals; Math League; Multi-Cultural Club; Music Club; National Honor Society; Newspaper Club; Relay for Life; Robotics; Skills USA; Science Club; Spanish Honor Society; Student Government; Technology Student Association; and Yearbook.

NJ SCHOOL PERFORMANCE REPORT

Academy For Information Technology
(39-5260-030)
Grades Offered: 09-12
2018-2019

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School Narrative

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

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2018-2019

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School Narrative

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

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

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

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

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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:

NJ SCHOOL PERFORMANCE REPORT

Academy For Performing Arts
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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mrs. Kelly Douglas-Jackson
Address	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997
Phone Number	908-889-8288
Email Address	kjackson@ucvts.org
Website	http://www.ucvts.org
Facebook	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
Twitter	https://twitter.com/ucvts

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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	60	63	65
10	54	57	61
11	49	54	55
12	42	49	53
Total	205	223	234

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	87.3%	87.4%	85.5%
Male	12.7%	12.6%	14.5%
Economically Disadvantaged Students	10.7%	13.5%	8.1%
Students with Disabilities	0.5%	0.9%	2.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.4%
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	49.8%	47.1%	48.3%
Hispanic	28.8%	29.6%	28.2%
Black or African American	15.6%	15.2%	14.5%
Asian	3.4%	3.6%	5.6%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.4%	0.0%
Two or More Races	1.5%	4.0%	3.4%

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	205	223	234
Shared Time Students	0	0	0
Full Time Equivalent	205	223	234

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	89.7%
Spanish	4.7%
Portuguese	1.7%
Other Languages	3.8%

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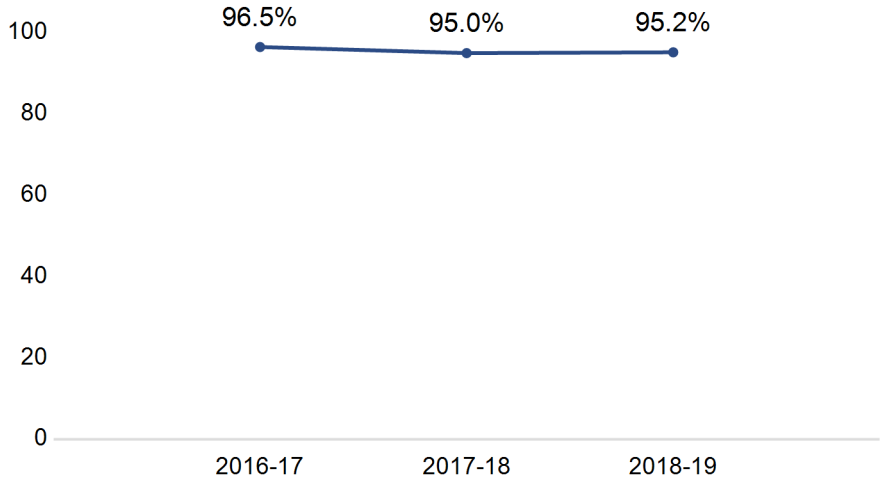
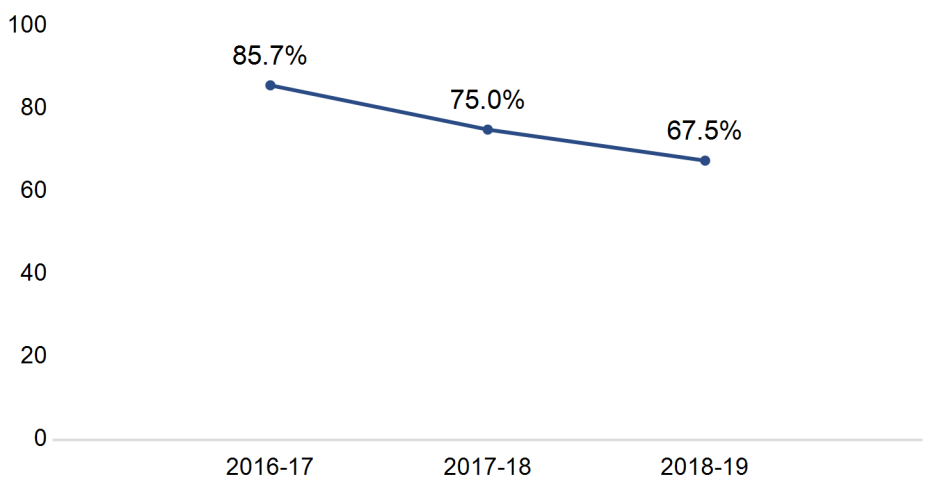
English Language Arts and Mathematics Performance Trends

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	96.5%	95.0%	95.2%	85.7%	75.0%	67.5%
Annual Target	80.0%	80.0%	80.0%	78.0%	78.1%	78.2%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	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	126	100.0	95.2	95.8	57.9	95.2	80	Met Goal
White	62	100.0	95.2	97.1	66.9	95.2	80	Met Goal
Hispanic	30	100.0	93.3	90.9	43.9	93.3	74.1	Met Goal
Black or African American	18	100.0	94.4	94.1	38.5	94.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	99.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	109	100.0	94.5	96.2	64.8	94.5		
Male	17	100.0	100.0	95.2	51.3	100.0		
Economically Disadvantaged Students	10	100.0	100.0	95.8	40.0	100.0	**	**
Non-Economically Disadvantaged Students	116	100.0	94.8	95.8	67.9	94.8		
Students with Disabilities	*	*	*	92.9	22.7	*	**	**
Students without Disabilities	*	*	*	95.9	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	126	100.0	95.2	95.8	60.6	95.2		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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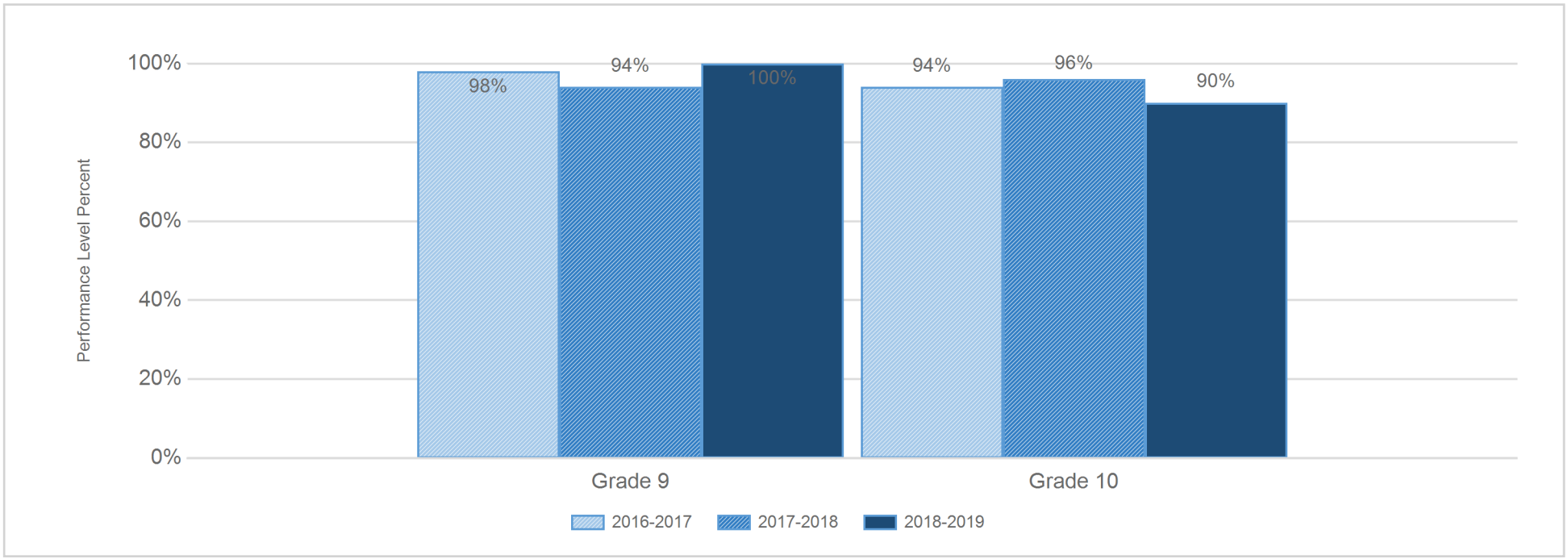
English Language Arts Assessment - Performance Trends

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	65	795	800	753	0%	0%	0%	42%	58%	100%	56%
White	35	796	802	762	0%	0%	0%	43%	57%	100%	65%
Hispanic	13	791	793	737	0%	0%	0%	*	*	100%	40%
Black or African American	*	*	789	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	811	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	55	796	*	760	0%	0%	0%	*	*	100%	63%
Male	10	790	*	746	0%	0%	0%	*	*	100%	49%
Economically Disadvantaged Students	*	*	793	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	801	762	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	65	795	*	755	0%	0%	0%	42%	58%	100%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	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	61	794	808	757	*	*	*	36%	54%	90%	58%
White	27	790	810	767	*	*	*	41%	48%	89%	67%
Hispanic	17	790	800	738	0%	0%	*	*	*	88%	43%
Black or African American	*	*	795	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	823	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	817	766	*	*	*	*	*	*	65%
Female	*	*	809	766	*	*	*	*	*	*	66%
Male	*	*	807	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	811	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	808	767	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	61	794	808	760	*	*	*	36%	54%	90%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	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	126	100.0	67.5	87.1	44.5	67.5	78.2	Not Met
White	62	100.0	67.7	89.3	54.1	67.7	80	Not Met
Hispanic	30	100.0	60.0	82.2	28.8	60.0	74.1	Met Target†
Black or African American	18	100.0	72.2	78.2	23.0	72.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	109	100.0	66.1	84.1	44.9	66.1		
Male	17	100.0	76.5	91.7	44.2	76.5		
Economically Disadvantaged Students	10	100.0	40.0	81.9	26.3	40.0	**	**
Non-Economically Disadvantaged Students	116	100.0	69.8	87.8	54.9	69.8		
Students with Disabilities	*	*	*	78.6	17.4	*	**	**
Students without Disabilities	*	*	*	87.2	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	126	100.0	67.5	87.1	46.5	67.5		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Academy For Performing Arts
(39-5260-035)
Grades Offered: 09-12
2018-2019

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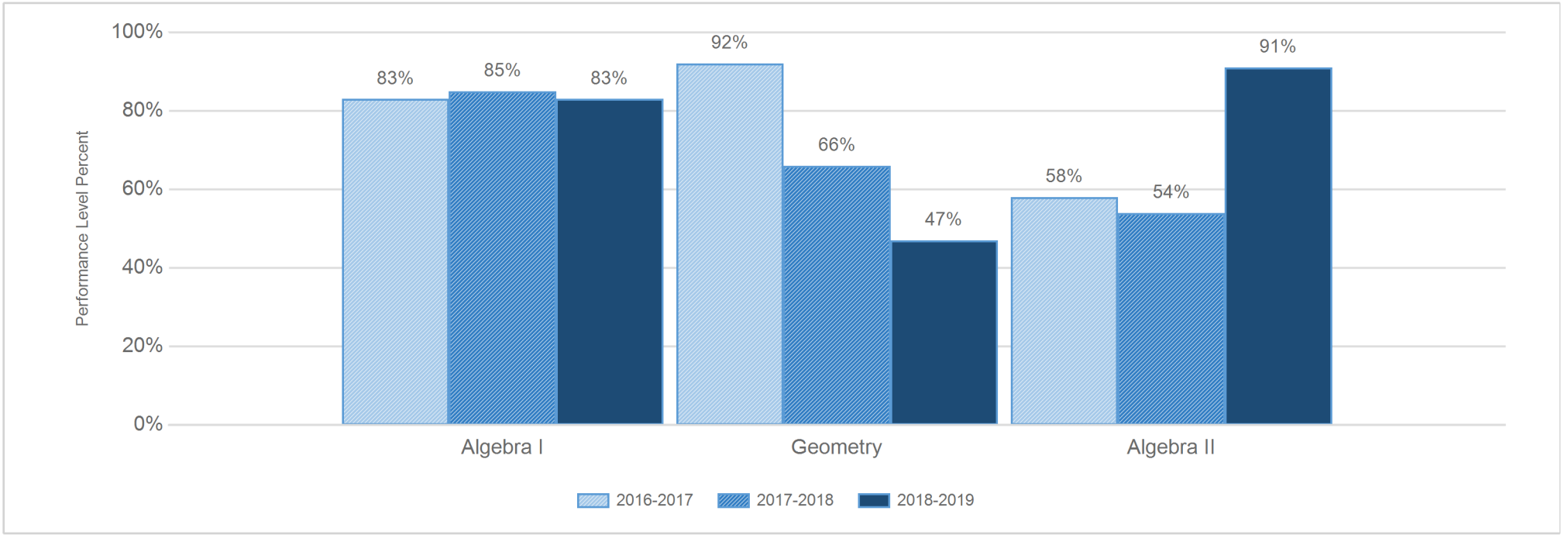
Mathematics Assessment – Performance Trends

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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	58	773	782	744	0%	*	*	*	*	83%	42%
White	30	776	785	752	0%	*	*	*	*	83%	53%
Hispanic	12	772	780	728	0%	0%	*	*	*	75%	24%
Black or African American	*	*	765	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	48	771	*	745	0%	*	*	*	*	81%	44%
Male	10	780	*	743	0%	*	*	*	*	90%	41%
Economically Disadvantaged Students	*	*	784	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	782	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	58	773	*	745	0%	*	*	*	*	83%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	750	766	737	0%	*	47%	*	*	47%	35%
White	24	748	768	743	0%	*	54%	*	*	42%	43%
Hispanic	17	750	*	724	0%	*	*	*	*	47%	17%
Black or African American	*	*	759	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	759	745	*	*	*	*	*	*	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	771	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	760	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	767	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	57	750	766	738	0%	*	47%	*	*	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	*	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	11	770	793	755	0%	0%	*	*	*	91%	58%
White	*	*	788	758	*	*	*	*	*	*	62%
Hispanic	*	*	776	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	812	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	787	752	*	*	*	*	*	*	55%
Male	*	*	801	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	771	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	11	770	795	761	0%	0%	*	*	*	91%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	11	770	*	756	0%	0%	*	*	*	91%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	11	770	793	755	0%	0%	*	*	*	91%	59%
Homeless Students	N	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	N	N	N	742	N	N	N	N	N	N	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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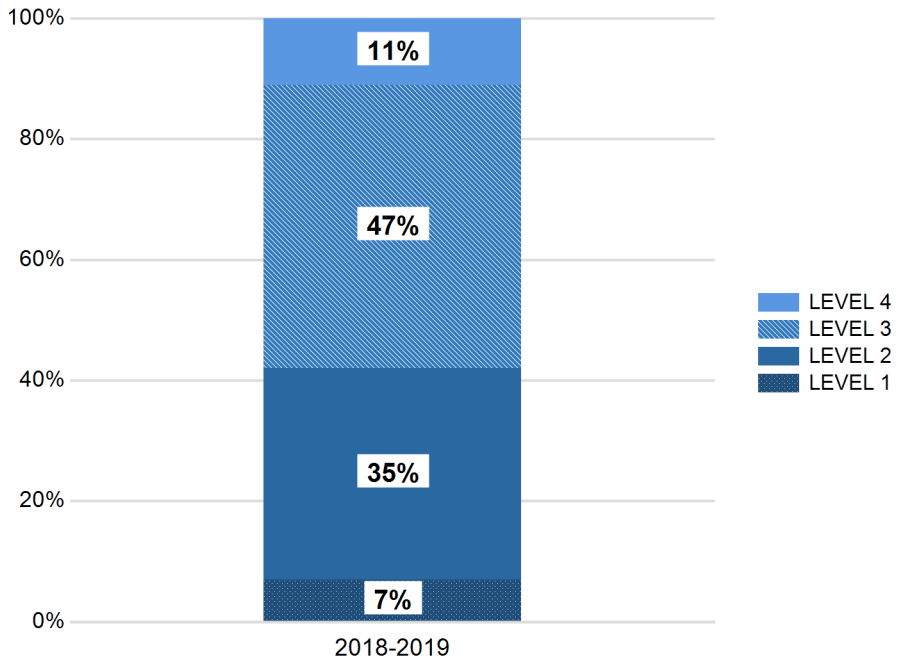
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	7	35	47	11
White	0	32	50	18
Hispanic	14	50	32	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	7	35	47	11
English Learners	N	N	N	N
Non-English Learners	7	35	47	11
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
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 in2018-19. 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	97.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	22.6%	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	550	476	Grade 10: 430 Grade 11: 460	97%	61%
PSAT 10/NMSQT - Math	524	477	Grade 10: 480 Grade 11: 510	71%	43%
SAT - Reading and Writing	613	539	480	96%	70%
SAT - Math	610	541	530	92%	53%
ACT - Reading	26	25	22	67%	66%
ACT - English	28	24	18	92%	81%
ACT - Math	25	24	22	83%	65%
ACT - Science	24	24	23	58%	57%

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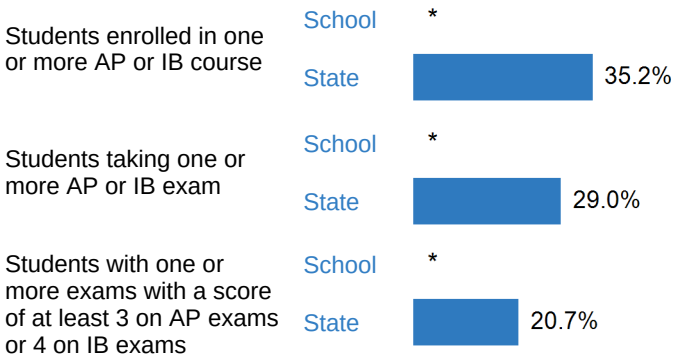
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

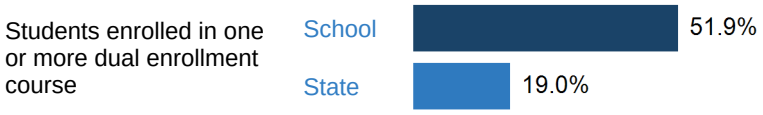
AP/IB Coursework – Participation and Performance

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.



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.



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 Calculus AB	3	2
AP English Language and Composition	0	1
AP Macroeconomics	0	1
AP Spanish Language	4	4
Total Exams taken		8
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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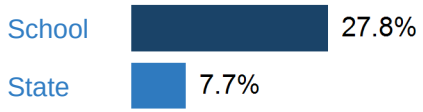
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

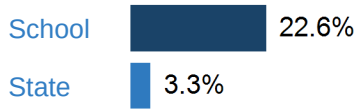


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	27.8%	72.2%	7.7%	10.3%
White	31.0%	69.0%	6.1%	9.6%
Hispanic	19.7%	80.3%	10.3%	11.3%
Black or African American	32.4%	67.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	27.5%	72.5%	7.3%	10.6%
Male	29.4%	70.6%	8.0%	10.1%
Economically Disadvantaged Students	*	84.2%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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
Arts, AV Technology & Communications	234		
Total (All Clusters)	234	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.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	0	0	0	0	0	65
10	0	0	0	0	0	0	61
11	0	0	0	0	3	0	52
12	0	0	0	0	5	1	47
Total	0	0	0	0	8	1	225
Enrolled in AP/IB Course					3	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	8	1	47

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	65	0	0	0	0	65
10	0	61	0	0	0	0
11	0	0	0	0	55	0
12	0	1	0	0	0	52
Total	65	62	0	0	55	117
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	1	0	0	0	52

NJ SCHOOL PERFORMANCE REPORT

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(39-5260-035)
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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	65	0	0	0	0	0
10	0	61	0	0	0	0
11	0	55	0	0	0	0
12	0	0	0	0	0	12
Total	65	116	0	0	0	12
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	12

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	65	0	0	0	0	0	0
10	61	0	0	0	0	0	0
11	48	0	0	0	0	0	7
12	0	0	0	0	0	0	10
Total	174	0	0	0	0	0	17
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	10
Enrolled in Level 3 or Higher	55	0	0	0	0	0	0

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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
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
Spanish	*
Total	*

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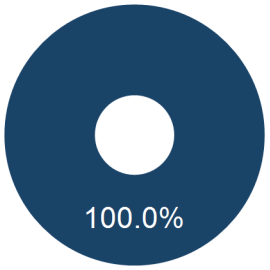
Visual and Performing Arts – Course Participation

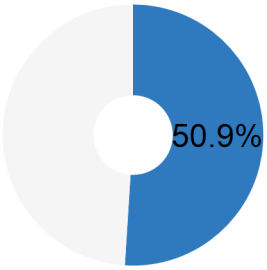
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

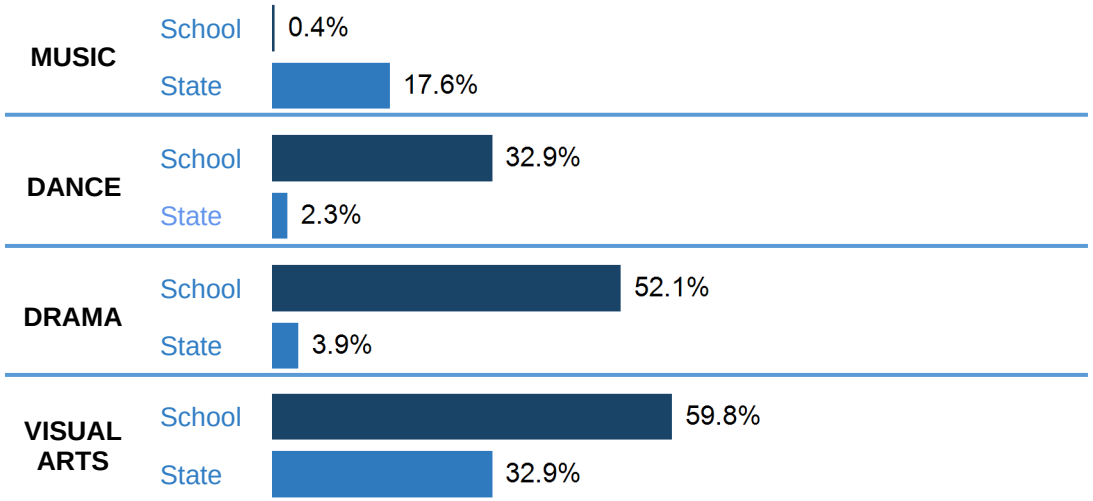


School



State

Students enrolled in one or more classes by discipline:



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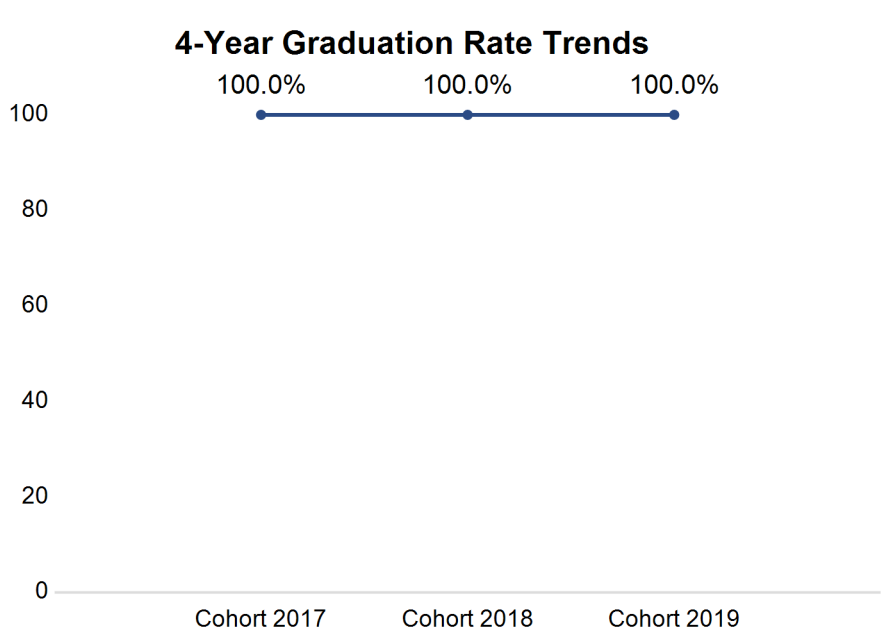
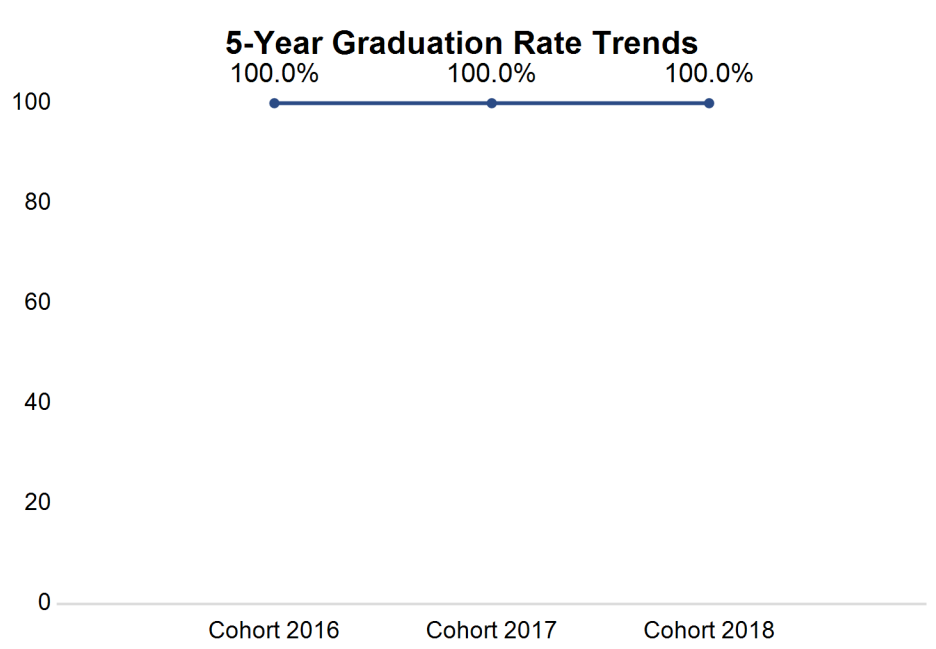
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation 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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	100.0%	95.9%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	**	**	100.0%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	100.0%	92.8%	*	94.4%	*			*		
Male	100.0%	88.5%	*	90.8%	*			*		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	N	79.2%	N	83.8%	N	N	N	N	N	N
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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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	96.2%	98.1%
Substitute Competency Test	3.8%	1.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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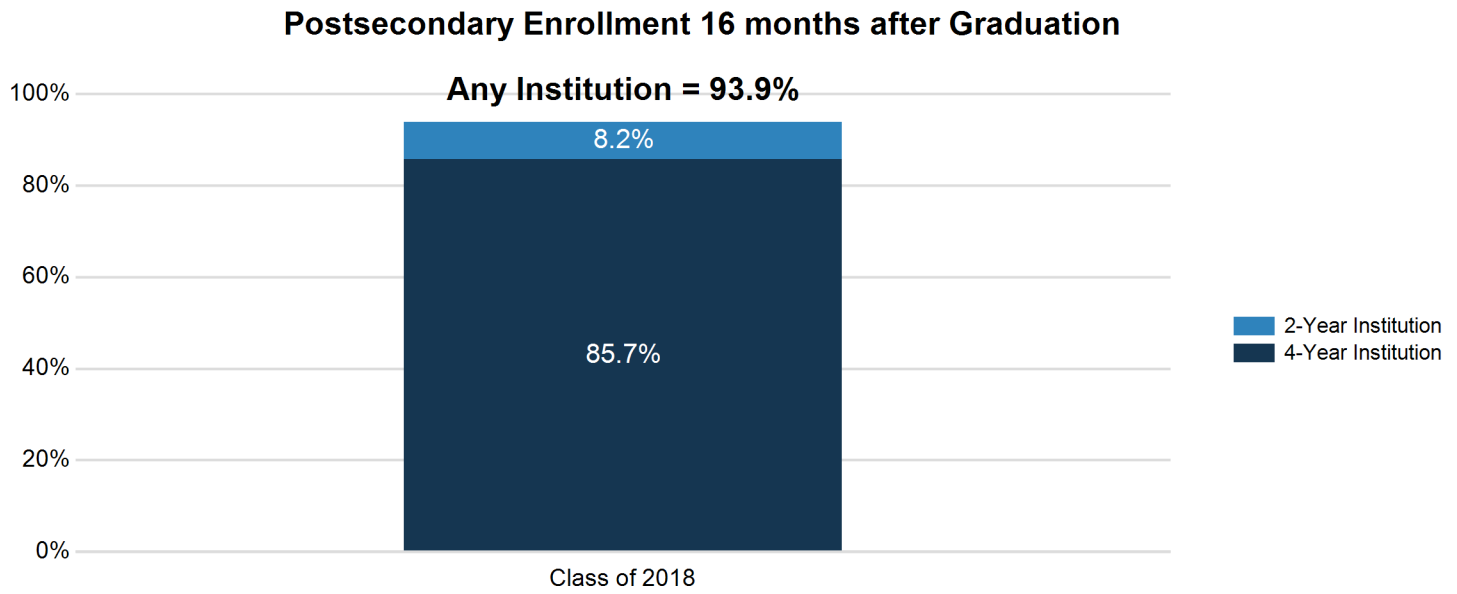
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	8.2%
% Enrolled in 4-Year Institution	85.7%
% Enrolled in Any Postsecondary Institution	93.9%

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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	88.7%	8.5%	91.5%
White	89.7%	3.8%	96.2%
Hispanic	84.6%	27.3%	72.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	*
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	93.9%	8.7%	91.3%	45.7%	54.3%	37%	63%
White	100%	8.7%	91.3%	30.4%	69.6%	17.4%	82.6%
Hispanic	92.9%	7.7%	92.3%	69.2%	30.8%	61.5%	38.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

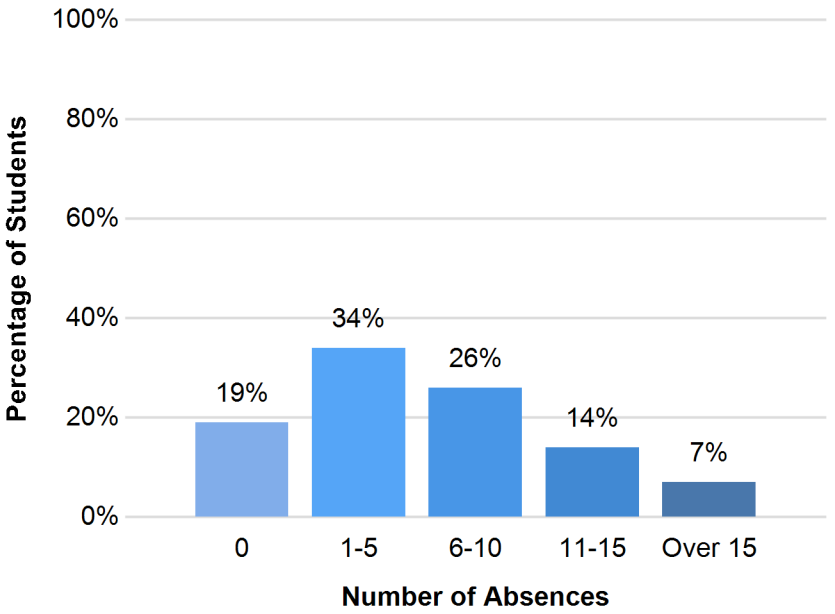
Chronic Absenteeism

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	8	3.4	14.2	Met
White	2	1.8	14.2	Met
Hispanic	4	6.1	14.2	Met
Black or African American	0	0	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	3.5		
Male	1	2.9		
Economically Disadvantaged Students	1	5.3	**	**
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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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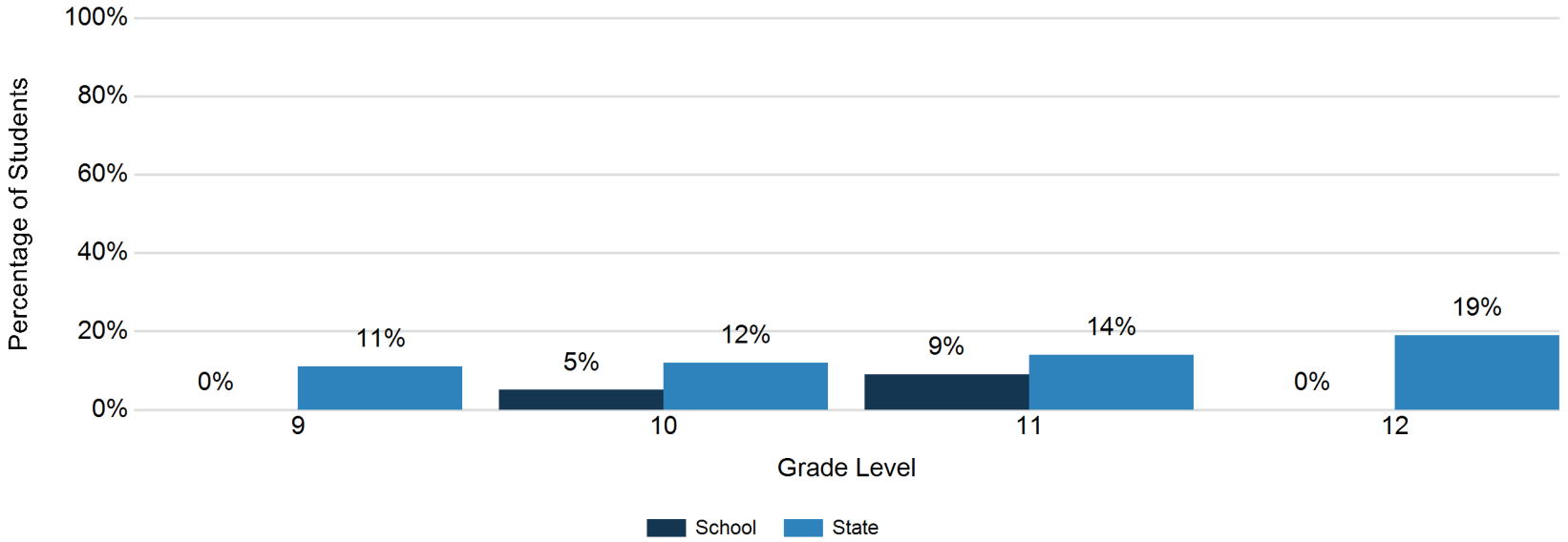
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

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

NJ SCHOOL PERFORMANCE REPORT

Academy For Performing Arts
(39-5260-035)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	7.5	12.1
Average years experience in district	5.3	10.8
Percentage of Teachers with 4 or more years experience in the district	45.5%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	11:1	14:1
Students to Administrators	117:1	101:1
Teachers to Administrators	11:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	85.5%	45.5%	100.0%	48.4%	77.1%	54.9%
Male	14.5%	54.5%	0.0%	51.6%	22.9%	45.1%
White	48.3%	81.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	28.2%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.5%	9.1%	50.0%	15.0%	6.6%	13.9%
Asian	5.6%	4.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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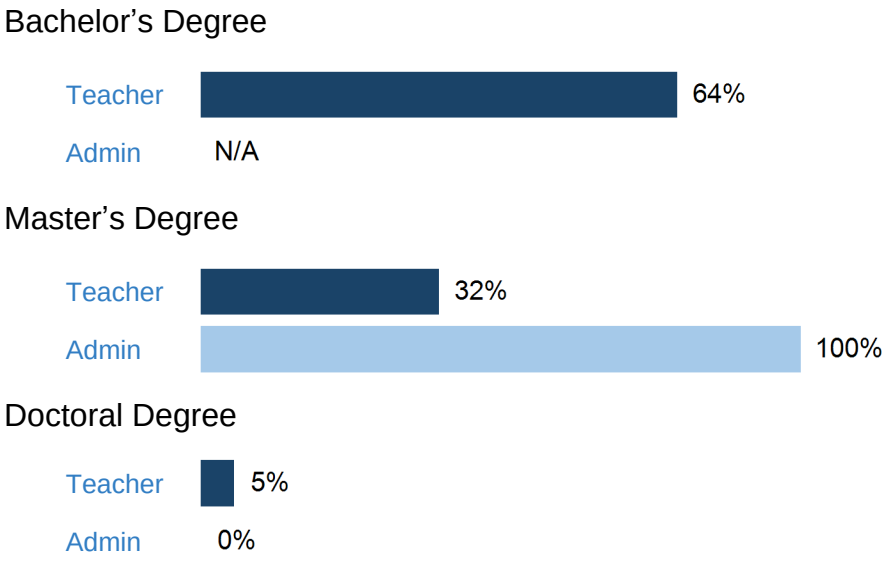
Teachers and Administrators - Level of Education

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.



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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	97.3%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	96.5%	95.0%	95.2%
Math Proficiency	85.7%	75.0%	67.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.4%	4.0%	3.4%

† 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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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 Goal	Not Met	Met Goal	Met Goal	N	Met	No
White	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	**	**	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	**	**	n/a	**	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:	• The Academy for Performing Arts offers students the ability to specialize in dance, theatre or technical theatre. • The Academy for Performing Arts was awarded a Blue Ribbon in 2016 for academic excellence by the Department of Education. • All APA classes are taught at an honors level. In addition, all APA seniors attend Kean University during their senior year where they earn up to 34 credits per year.
Mission, Vision, Theme:	The Academy for Performing Arts is an innovative high school, immersing students in honors level academics while training in a pre-professional artistic setting. The Academy fosters the discipline, integrity and passion necessary for students to succeed at the post-secondary level and as members of the performing arts community. The culmination of the program allows the students to complete their senior year at Kean University.
Awards, Recognition, Accomplishments:	We are very proud of the many accomplishments of our students at the Academy for Performing Arts. APA is recognized by Newsweek as one of the top high schools in the United States. In 2016, APA was named a Blue Ribbon School for Exemplary High Performance by the Department of Education.

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Courses, Curriculum, Instruction:	The Academy for Performing Arts offers three pathways for students, including Dance, Theatre and Technical Theatre. Our students take classes in their major each day. Vocational classes, as well as all other classes at APA are taught at an honors level. All APA students are dually enrolled as college freshman and high school seniors on the campus of Kean University during their senior year. Students take college classes and earn up to 34 credits from Kean University.
Clubs and Activities:	Students are offered a wide variety of extra-curricular options at APA. In addition to Relay for Life, the Multicultural Club, Skills USA, Robotics Club, Dance Club and a host of other activities, our students also have the opportunity to demonstrate their talents through school plays and dance performances throughout the year.

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Before and After School Programs:	APA facilitates a peer-tutoring program during school that is open to all students. In addition, students can meet with peer tutors after-school in a district multi-media center. Also, ELA, Math, and Science teachers are available during a free student period for tutoring and enrichment. There are also numerous college and financial information sessions, a college fair, and SAT/ACT preparation classes offered for free on campus after-school.
Staff and Professional Learning:	The Academy for Performing Arts professional development program gives our teachers the opportunity to help create their own professional development goals. Teachers are asked to come up with at least three goals each year. These goals include a plan that supports students and their achievement.
Postsecondary Information:	One hundred percent of APA students are accepted to colleges. During their senior year, students are enrolled in classes at Kean University where they earn college credits. Those who stay at Kean University have completed one full year of college and are considered sophomores. Those who move on to other universities find that those universities take anywhere from half to all of the credits they have earned during their senior year.

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Student Supports and Services:	All APA students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.
Student Health and Wellness:	All APA students participate in the required health and physical education courses. Each of these courses is tailored to help promote fitness and wellness across the lifespan of the student. In addition, there are four fitness centers available on campus for student use during class, co-curricular periods and after school. Our counseling department is also available to help assist our students with managing stress.
Parent and Community Involvement:	APA has a Parent Teacher Student Association (PTSO) that is actively engaged in supporting our students. The organization supplies parent volunteers for field trips, Relay for Life and special performances. The PTSO also works with the principal to constantly communicate the goals of the program. In addition, APA has an Advisory Board which consists of industry professionals, college professors, teachers and students. We meet several times a year to evaluate and make improvements to the program.

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Facilities:	The Academy for Performing Arts was built in 2009. Our rooms are fully equipped with SMART boards to help assist our teachers provide dynamic lessons. In addition, our performing arts program utilizes a 150 seat Black Box Theatre for student classes and performances throughout the year.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	All Academy for Performing Arts students participate in our 1:1 technology program which gives students access to chromebooks for their entire four years at APA. All teachers have been trained in utilizing Google Classroom to deliver instructior and help students manage their coursework and communication.

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

NJ SCHOOL PERFORMANCE REPORT

Raymond J. Lesniak Experience, Strength, & Hope Recovery HS
(39-5260-300)
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2018-2019

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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mrs. Syreeta McClain
Address	121-125 Chestnut Street Roselle, NJ 07203
Phone Number	908-793-9800
Email Address	smcclain@ucvts.org
Website	https://www.ucvts.tec.nj.us/
Facebook	https://www.facebook.com/RecoveryHighSchool

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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	0	1	3
10	0	4	8
11	0	2	5
12	2	2	1
Total	2	9	17

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	100.0%	22.2%	35.3%
Male	0.0%	77.8%	64.7%
Economically Disadvantaged Students	0.0%	44.4%	58.8%
Students with Disabilities	0.0%	22.2%	41.2%
English Learners	0.0%	11.1%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
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	100.0%	11.1%	23.5%
Hispanic	0.0%	33.3%	47.1%
Black or African American	0.0%	44.4%	29.4%
Asian	0.0%	11.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	2	9	17
Shared Time Students	0	0	0
Full Time Equivalent	2	9	17

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	64.7%
Spanish	35.3%

NJ SCHOOL PERFORMANCE REPORT

Raymond J. Lesniak Experience, Strength, & Hope Recovery HS
(39-5260-300)
Grades Offered: 09-12
2018-2019

Report Key:
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N No Data is available to display
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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.

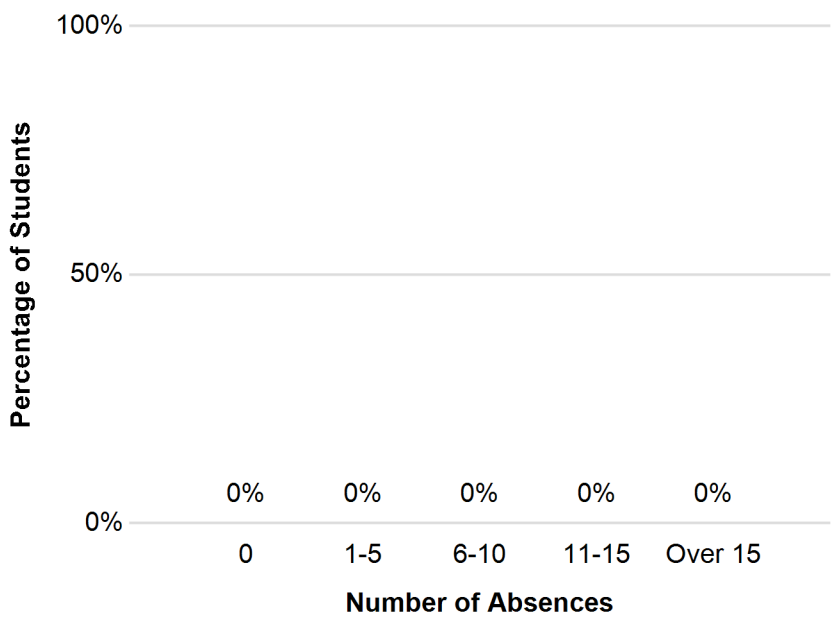
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
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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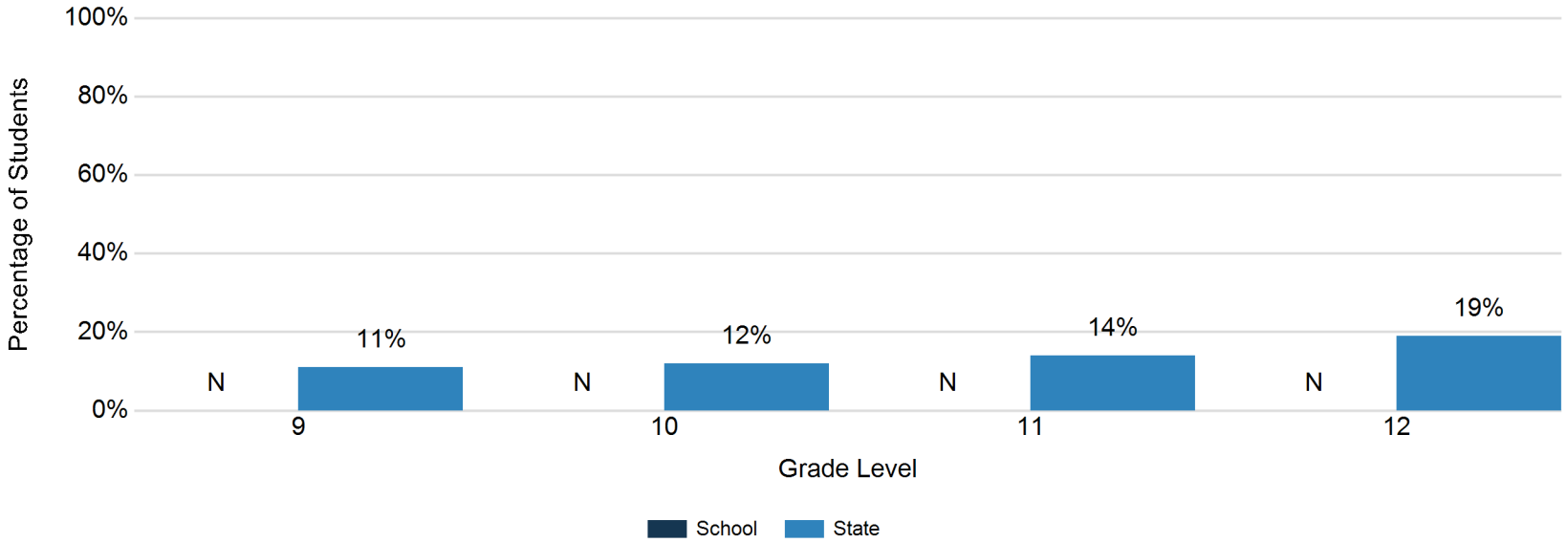
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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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	7:50 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 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	N

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	3	118,214
Average years experience in public schools	2.7	12.1
Average years experience in district	2.3	10.8
Percentage of Teachers with 4 or more years experience in the district	33.3%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	6:1	14:1
Students to Administrators	17:1	101:1
Teachers to Administrators	3:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	35.3%	66.7%	100.0%	48.4%	77.1%	54.9%
Male	64.7%	33.3%	0.0%	51.6%	22.9%	45.1%
White	23.5%	66.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	47.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.4%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	33.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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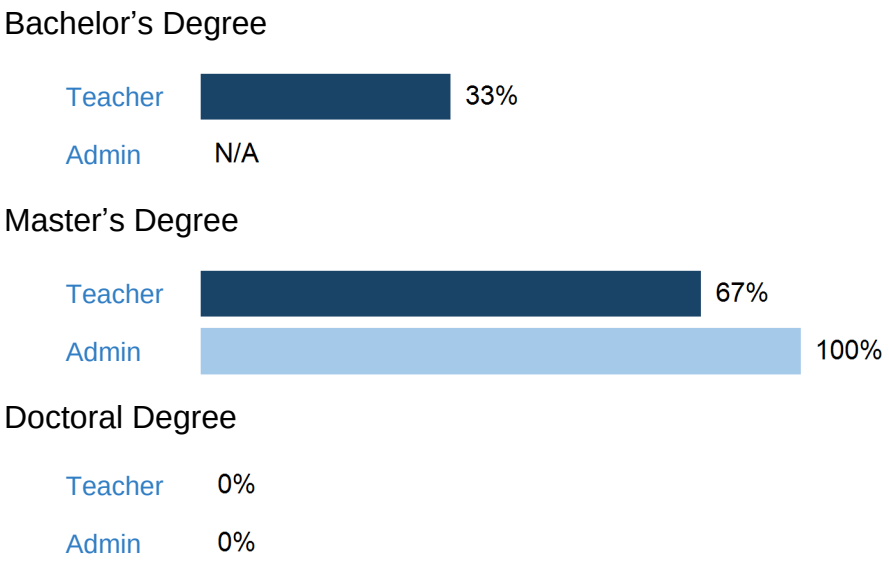
Teachers and Administrators - Level of Education

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.



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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	94.4%

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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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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:	• The First Public Recovery High School in the State of New Jersey. • Blended Learning Model. • Safe, supportive environment that combines academic excellence with the tools needed to support recovery.
Mission, Vision, Theme:	The ESH Recovery High School is an alternative school established by a collaborative partnership between UCVTS and Prevention Links. The school is specifically designed for high school aged students in grades 9-12, who have endured substance abuse related issues and are looking for a self-contained, public school, conducive to meeting the needs of their education and recovery.

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Courses, Curriculum, Instruction:	The school employs a blended learning model that allows the student to engage in monitored, self-paced virtual instruction, accompanied by a teacher to enhance the learning and assist with course progression. The students also receive traditional, individualized classroom instruction from our certified secondary teachers. All courses are aligned with NJSLS.
Clubs and Activities:	The ESH Recovery has a mentor program that includes two recreational activities per month. These activities range from arts and culture to sporting events. All students are encouraged to participate, as it helps to establish bonds among the school community, as well as assists students with drug free lifestyle choices.

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Before and After School Programs:	ESH recognizes that healthy social and recreational options are essential to an adolescent's successful recovery. Therefore, we offer post-school day and weekend social activities for students and young adult mentors in stable recovery. All students are matched with an individual mentor, healthy role model who can provide support and encouragement, working as an extension of the ESH team.
Staff and Professional Learning:	Staff of the ESH Recovery High School are highly qualified, and equipped with the credentials, certifications, backgrounds and experience to work with this distinct population of youth, vested in the success of each individual student.
Postsecondary Information:	Students who attend the Recovery High School may complete their education with us, ultimately receiving a High School diploma conferred by their sending school district. The staff, in collaboration with the sending school counselor, is instrumental in assisting students in transitioning to post secondary initiatives including; college, vocational and career opportunities.

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Student Supports and Services:	The academics are surrounded by Recovery Support Services, embedded in the school day, including but not limited to; group and indivdual counseling (Relapse Prevention and Early Recovery Groups), mentorship, physical and cognitive activities, guest speakers, workshops, occupational therapy, and positive psychology, giving students the necessary tools to thrive and live a drug free lifestyle.
Student Health and Wellness:	The school enjoys partnerships with outside agencies to provide programs for students' mental and physical well being. These programs include; Occupational Therapy, Positive Psychology, Yoga, Meditation, YMCA Fitness Center, and service learning opportunities for community engagement.
Parent and Community Involvement:	Parents are critical in each students' ability to work towards their academic and recovery goals. We maintain close communication regarding student status, milestones, and accomplishments, and serve a unified system of support for the families. Our High School staff works to ensure that parents are connected to neccessary support services, assisting them with accessing resources, navigating the system of care, and communicating with the sending school district.

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Facilities:	The school is located in the lower level of a commercial building and was recently renovated in December of 2016. The school is equipped with central air and heat, as well as a computer lab. The school has an open floor plan, flexible learning space conducive to a multi-purpose educational environment. Students have a unique space called the Sensory room, which is designed to be a comfortable, sensory rich area for group counseling and fun activities.
School Safety:	The Recovery High School has a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. The school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	In addition to the computer lab, the school has a one to one chromebook initiative that allows students to utilize technology for all of their daily instruction.

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School Narrative

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Other Information	The school is structured to include a blended learning model inclusive of both in-person instruction and on-line courses. The school week also includes recovery support services and supplemental programs such as; Occupational therapy, planned parenthood, Yoga/mindfulness, YMCA, and academic enrichment. The school is an out of district placement, and the sending district is responsible for students' tuition and transportation costs. The Recovery High School has a rolling admissions policy, and accepts students all year long.

NJ SCHOOL PERFORMANCE REPORT

Simon Youth Academy
(39-5260-302)
Grades Offered: 09-12
2018-2019

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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mrs. Syreeta McClain
Address	651 Kapkowski Road Elizabeth, NJ 07201
Phone Number	908-889-2900
Email Address	smcclain@ucvts.org
Website	https://www.ucvts.tec.nj.us/Page/540

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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	0	0	9
10	0	0	4
11	0	0	8
12	0	0	8
Total	0	0	29

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	N	N	41.4%
Male	N	N	58.6%
Economically Disadvantaged Students	N	N	0.0%
Students with Disabilities	N	N	10.3%
English Learners	N	N	0.0%
Homeless Students	N	N	0.0%
Students in Foster Care	N	N	3.4%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	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	N	N	3.4%
Hispanic	N	N	55.2%
Black or African American	N	N	37.9%
Asian	N	N	0.0%
Native Hawaiian or Pacific Islander	N	N	0.0%
American Indian or Alaska Native	N	N	0.0%
Two or More Races	N	N	3.4%

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	N	N	29
Shared Time Students	N	N	0
Full Time Equivalent	N	N	29

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	75.9%
Spanish	17.2%
Portuguese	3.4%
Cree	3.4%

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Simon Youth Academy
(39-5260-302)
Grades Offered: 09-12
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.

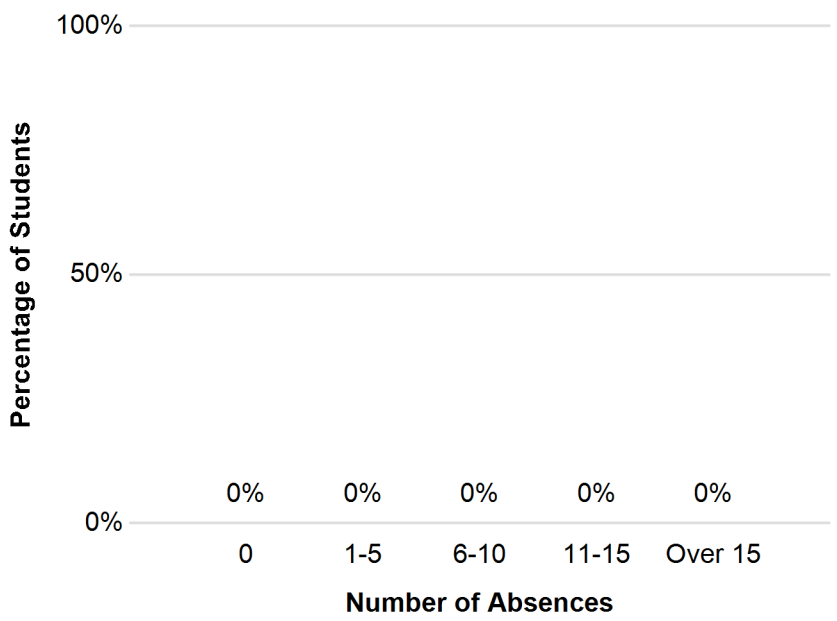
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
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.



NJ SCHOOL PERFORMANCE REPORT

Simon Youth Academy
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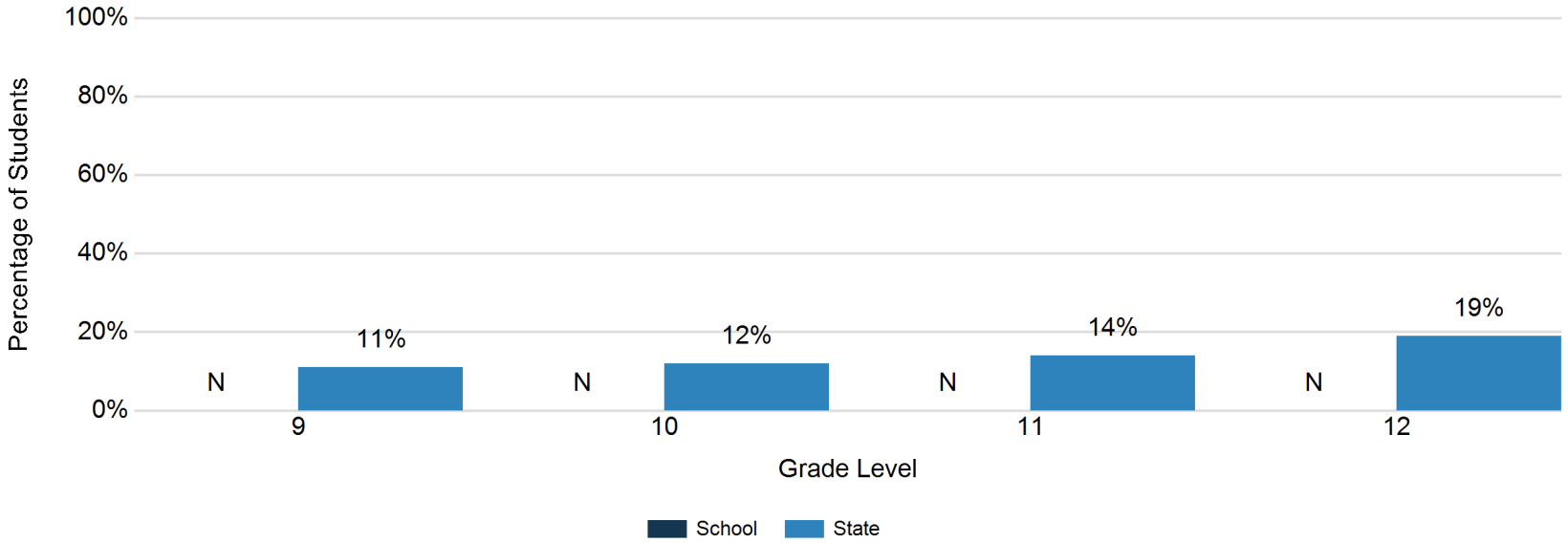
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	10.34

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

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

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	N	14:1
Students to Administrators	29:1	101:1
Teachers to Administrators	N	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	41.4%	N	100.0%	48.4%	77.1%	54.9%
Male	58.6%	N	0.0%	51.6%	22.9%	45.1%
White	3.4%	N	0.0%	42.4%	83.6%	77.4%
Hispanic	55.2%	N	0.0%	29.9%	7.3%	7.2%
Black or African American	37.9%	N	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	N	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	N	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	N	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	N	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

Teacher *

Admin N/A

Master's Degree

Teacher *

Admin 100%

Doctoral Degree

Teacher *

Admin 0%

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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	97.9%

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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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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:	• SYA offers students the opportunity to earn a High school diploma in an alternative setting. At SYA, the culture is grounded in Social Emotional Learning and Life and Career Skills. • At SYA, students enjoy a low staff to student ratio, transportation stipends, college and career planning, and work opportunities. • The Simon Youth Foundation offers scholarships to selected graduates to support their post-secondary and educational endeavors.
Mission, Vision, Theme:	The Simon Youth academy is a public, Alternative High School for out of school youth, and students at risk for dropping out of high school. The school is established as a partnership with The Union County Vocational-Technical Schools and The Simon Youth Foundation, with sponsorship from the Union county Workforce Development Board and the Board of Chosen Freeholders. The school educates students ages 16-21, accommodating varied levels of ability, learning styles, and credit status. The school employs a blended learning model that allows the student to engage in monitored, self-paced virtual instruction, accompanied by a teacher to enhance the learning, provide supplemental activities, and assist with course progress. In addition, students receive traditional, individualized classroom instruction from our certified secondary teachers.

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Courses, Curriculum, Instruction:	The education at SYA is designed to meet the needs of diverse learners, understanding the uniqueness of each students' past school experience. As a result the school is committed to creating a customized learning program, including blended learning, differentiated instruction, restorative justice practices, culturally relevant instruction, and recovery credit courses. The school employs a blended learning model that allows the student to engage in monitored, self-paced virtual instruction, accompanied by a teacher to enhance the learning and assist with course progression. The students also receive traditional, individualized classroom instruction from our certified secondary teachers. All courses are aligned with NJSLS.
Clubs and Activities:	SYA has a variety of opportunities during the school year to engage in school related activities including, but not limited to; close up trip to Washington, DC, community services, college tours, teen conferences and more.

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Before and After School Programs:	Students have the opportunity post- school day to continue their virtual instruction in order to expedite their credit recovery and course completion.
Staff and Professional Learning:	Staff of the Simon Youth Academy are highly qualified, and equipped with the credentials, certifications, backgrounds and experience to work with this distinct population of youth, vested in the success of each individual student.
Postsecondary Information:	Students who attend the SYA may complete their education with us, ultimately receiving a High School diploma conferred by the UCVTS school district. The staff is instrumental in assisting students in transitioning to post-secondary initiatives including; college, vocational and career opportunities.

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Student Supports and Services:	The academics are surrounded by Support Services, embedded in the school day including, but not limited to; group and individual counseling, physical and cognitive activities, guest speakers, workshops, yoga, life skills and positive psychology, giving students the necessary tools to thrive and become productive members of the community.
Student Health and Wellness:	The students have yoga several times per week, as well as group therapy to support their mental health.
Parent and Community Involvement:	Parents are critical in each students' ability to work towards their academic goals. We maintain close communication with parents regarding student status, milestones, and accomplishments, and serve as a unified system of support for the families. Our High School staff works to ensure that parents are connected to necessary support services, assisting them with accessing resources, navigating the system of care.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	The school is located in the Jersey gardens Mall and was recently renovated in April of 2019. The school is equipped with central air and heat, as well as emergency exits. The school has an open floor plan, flexible learning space conducive to a multi-purpose educational environment.
School Safety:	SYA has a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. The school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	In addition to the computer lab, the school has a one to one chromebook initiative that allows students to utilize technology for all of their daily instruction.

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School Narrative

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Other Information	Students are required to disenroll from their current district and enroll in Union County Vocational-Technical School District full-time. They must be 16 -21 years-old, complete the interview process and demonstrate commitment to earning a high school diploma.

NJ SCHOOL PERFORMANCE REPORT

Union County Career & Technical Institute
(39-5260-301)
Grades Offered: 09-12
2018-2019

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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mrs. Lisa Tauscher
Address	1776 Raritan Road Scotch Plains, NJ 07076
Phone Number	908-889-8288
Email Address	ltauscher@ucvts.org
Website	http://www.ucvts.org
Facebook	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
Twitter	https://twitter.com/ucvts

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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	1	0	1
10	32	22	32
11	126	115	117
12	129	127	135
Total	288	264	285

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	42.1%	44.6%	41.7%
Male	57.9%	55.4%	58.3%
Economically Disadvantaged Students	33.9%	33.6%	29.6%
Students with Disabilities	51.4%	51.0%	57.2%
English Learners	0.0%	0.4%	1.6%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.3%	0.0%	0.2%
Military-Connected Students	0.2%	0.4%	0.0%
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	43.4%	40.2%	39.6%
Hispanic	25.3%	29.4%	29.8%
Black or African American	28.8%	25.8%	26.2%
Asian	1.6%	3.2%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.3%	1.4%

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	13	18	14
Shared Time Students	546	491	540
Full Time Equivalent	286	264	284

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	77.8%
Spanish	16.7%
Portuguese	1.9%
Other Languages	3.5%

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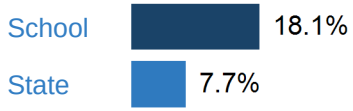
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

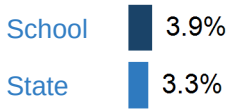


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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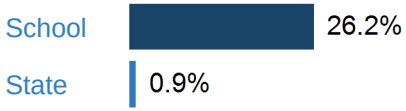
Industry-Valued Credentials

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
Architecture & Construction	72	36	36
Arts, AV Technology & Communications	91		
Business Management & Administration	*		
Education and Training	30		
Health Science	39	*	*
Hospitality & Tourism	78	17	17
Human Services	91	*	*
Information Technology	0	51	51
Law, Public Safety, Corrections & Security	32		
Manufacturing	16		
Marketing	*		
Transportation, Distribution & Logistics	76	25	25
Total (All Clusters)	548	148	148

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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.

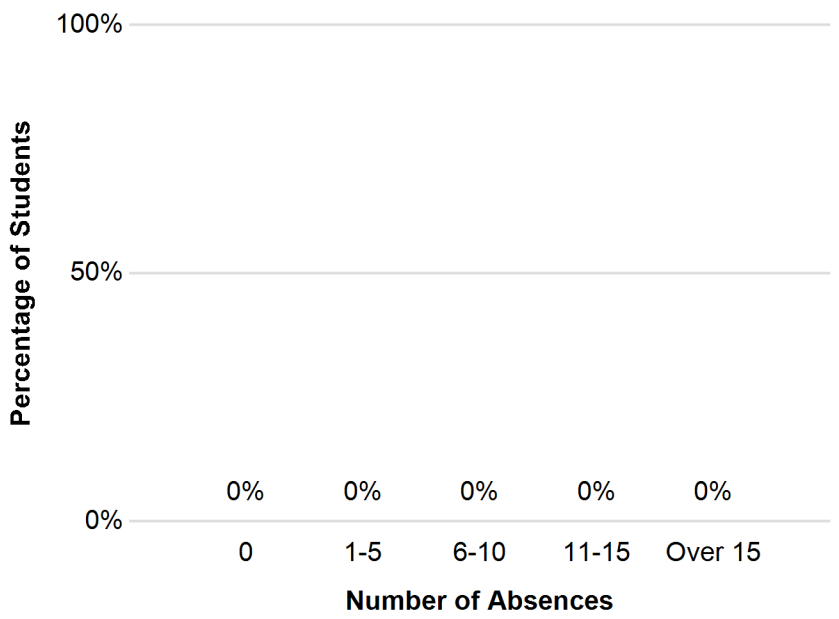
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
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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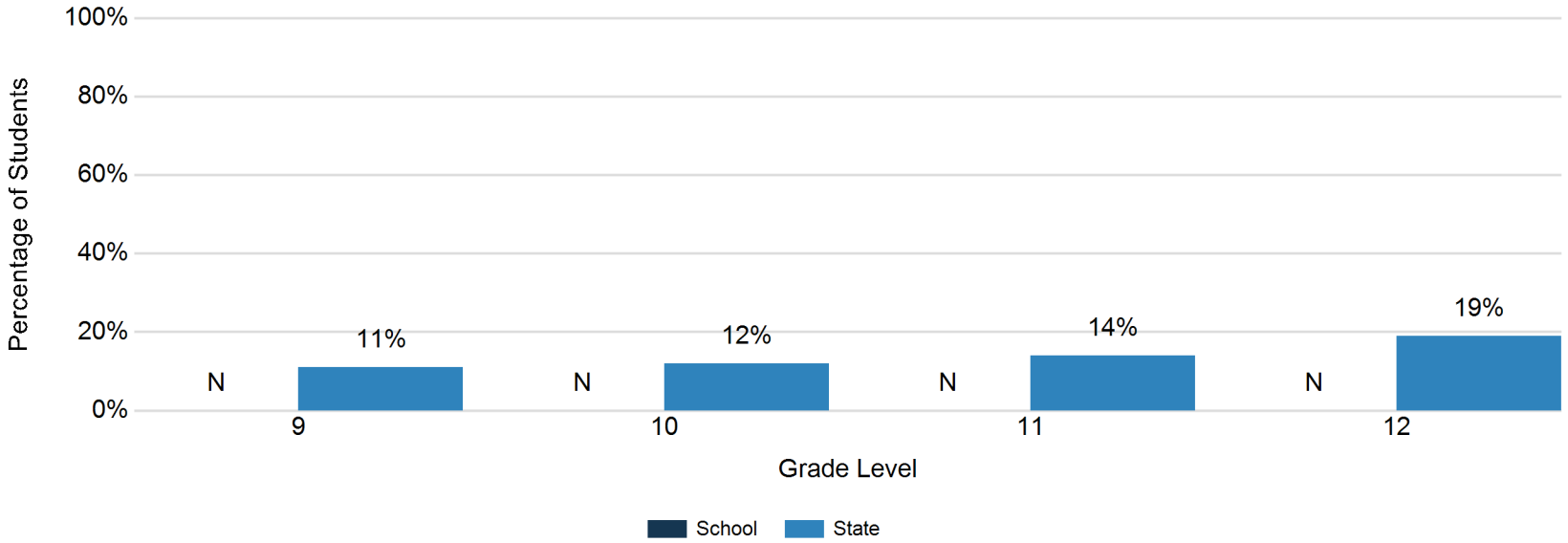
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	6
Weapons	1
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	4.93

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	3.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
12

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	N

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	7.2	12.1
Average years experience in district	5.4	10.8
Percentage of Teachers with 4 or more years experience in the district	48.0%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	11:1	14:1
Students to Administrators	284:1	101:1
Teachers to Administrators	25:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	41.7%	32.0%	0.0%	48.4%	77.1%	54.9%
Male	58.3%	68.0%	100.0%	51.6%	22.9%	45.1%
White	39.6%	80.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	29.8%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	26.2%	12.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.0%	4.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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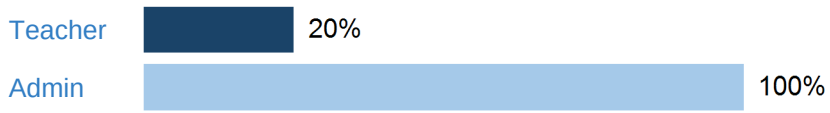
Teachers and Administrators - Level of Education

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

Teacher 0%

Admin 0%

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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	96.4%

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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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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:	• We offer eleven self-contained vocational programs and eleven general education career & technical education programs. We also have a transition program for students aged 18-21. • Our school is Middle States Accredited. • Students receive national and industry related certifications specific to their vocational program of study.
Mission, Vision, Theme:	The Union County Career and Technical Institute (UCCTI) is a shared time high school that accepts students from all twenty-one towns in Union County. Shared time students attend our programs for a two hour and seven minutes block of time either for a morning or afternoon session. Students can choose from twenty two different career and technical programs.
Awards, Recognition, Accomplishments:	Our school is certified by the Middle States Association of Colleges and Schools. Our students continuously rank among the top scorers at state and national competitions in Skills USA and HOSA. Students also take industry recognized competency assessments at the end of their program to assess their career readiness.

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

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Staff and Professional Learning:	Teachers receive professional development on topics such as: Anti-Bullying, Power School, Special Education topics, Suicide Prevention, Differentiated Instruction, Technology Applications, Google Apps, and other instructional related areas. Teachers create their own professional development goals. These goals include a plan which supports students and their achievement.
Postsecondary Information:	Students are prepared to attend two and four year colleges & universities, as well as post-secondary institutions upon graduation. Students also earn industry credentials which assists them in obtaining employment in their field of study.

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Student Supports and Services:	Prior to enrollment at UCCTI, all applications are reviewed by a school counselor who determines the program that will provide the best vocational experience for each applicant. UCCTI students are supported by a school counselor and social worker. Students receive individual and group counseling on topics including scheduling, academic success, and social-emotional learning. Students meet with their counselor twice per semester to review their progress in the vocational course and post-completion goals. In conjunction with sending district counselors and child study team members, UCCTI counselor and administration regularly provide student progress reports that allow for continuity of services for students that are being educated in two schools. Professional development opportunities on providing student accommodations are provided to faculty members annually and special education parent advisory groups are hosted twice a year.
Parent and Community Involvement:	UCCTI utilizes the Power School Parent Portal and other means to communicate with parents and school counselors in home districts to ensure students needs are being met. We stay current with workplace trends by hosting Advisory Board meetings. UCCTI has partnerships with local employers to provide students with internships and work-based learning opportunities. Additionally, we have grant programs working with The State of New Jersey Department of Labor, The State of New Jersey Department of Education and with Community Unlimited Access in Elizabeth.

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Facilities:	UCCTI vocational programs are all located in the West Hall building at UCVTS and all classrooms are air conditioned. Our programs are located throughout twenty-five vocational classrooms which allow for traditional learning and hands-on areas for students to use the latest equipment and supplies in the related work field. We have three academic classrooms and a multi-media center and Chromebook mobile carts which allows students to access technology.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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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.

Technology and STEM:	Technology is integrated in our vocational programs by using specific vocational software that is used in the industry. We also use programs such as Kahoot, Google Documents, Google Classroom, etc. Our school has many technology resources that are integrated in all the classrooms. We use SMART boards, laptops, Chromebooks, desktops, smartphones, etc.

NJ SCHOOL PERFORMANCE REPORT

Union County Career & Technical Institute
(39-5260-301)
Grades Offered: 09-12
2018-2019

Report Key:
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School Narrative

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

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

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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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:

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

Report Key:
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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	Union
District	Union County Vocational-Technical School District
Principal Name	Mrs. Alice Mansfield-Smith
Address	1776 RARITAN ROAD SCOTCH PLAINS, NJ 07076-2997
Phone Number	908-889-8288
Email Address	amansfield@ucvts.org
Website	https://www.ucvts.tec.nj.us/site/Default.aspx?PageID=481
Facebook	https://www.facebook.com/Union-County-Vocational-Technical-Schools-Fan-Page-205060586248503/
Twitter	https://twitter.com/magnetprincipal

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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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	80	77	74
10	79	80	73
11	71	77	78
12	66	70	77
Total	296	304	302

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	45.9%	43.4%	42.7%
Male	54.1%	56.6%	57.3%
Economically Disadvantaged Students	10.5%	12.2%	10.6%
Students with Disabilities	1.0%	1.0%	1.7%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.0%
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	37.8%	38.5%	39.7%
Hispanic	13.5%	15.5%	15.9%
Black or African American	9.8%	8.6%	8.3%
Asian	36.8%	35.2%	35.1%
Native Hawaiian or Pacific Islander	1.0%	0.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.6%	1.0%

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	296	304	302
Shared Time Students	0	0	0
Full Time Equivalent	296	304	302

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	83.4%
Spanish	5.6%
Chinese	3.3%
Polish	1.7%
Other Languages	6.0%

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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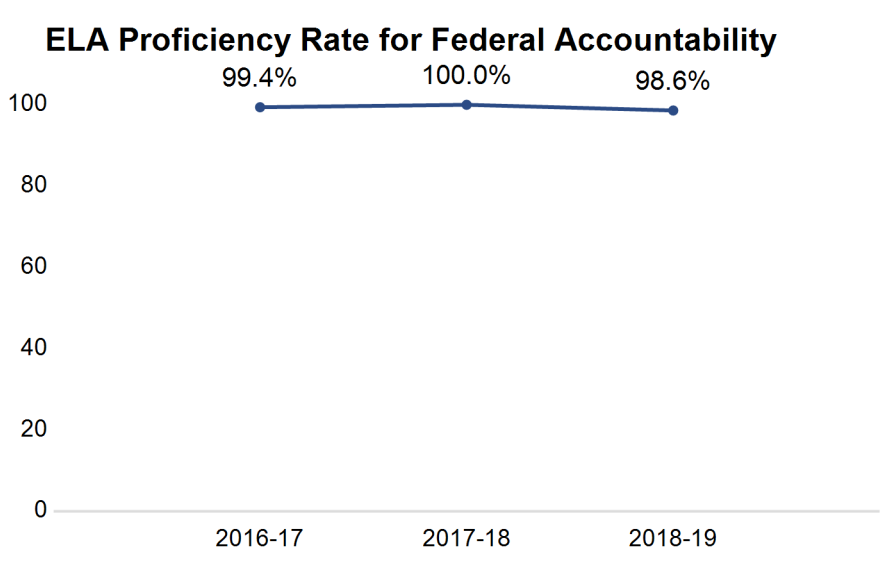
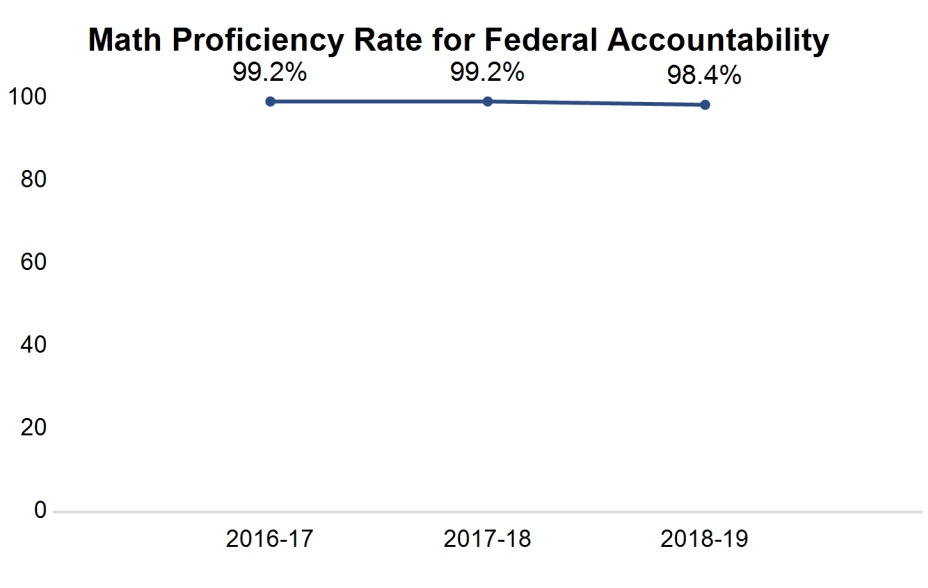
English Language Arts and Mathematics Performance Trends

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.3%	100.0%	100.0%	99.2%
Proficiency Rate for Federal Accountability	99.4%	100.0%	98.6%	99.2%	99.2%	98.4%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal
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.

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
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2018-2019

Report Key:
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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	147	99.3	98.6	95.8	57.9	98.6	80	Met Goal
White	57	100.0	98.2	97.1	66.9	98.2	80	Met Goal
Hispanic	28	100.0	96.4	90.9	43.9	96.4	80	Met Goal
Black or African American	*	*	*	94.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	49	98.0	100.0	99.4	82.9	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	54	98.2	100.0	96.2	64.8	100.0		
Male	93	100.0	97.8	95.2	51.3	97.8		
Economically Disadvantaged Students	12	100.0	100.0	95.8	40.0	100.0	**	**
Non-Economically Disadvantaged Students	135	99.3	98.5	95.8	67.9	98.5		
Students with Disabilities	*	*	*	92.9	22.7	*	**	**
Students without Disabilities	*	*	*	95.9	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	147	99.3	98.6	95.8	60.6	98.6		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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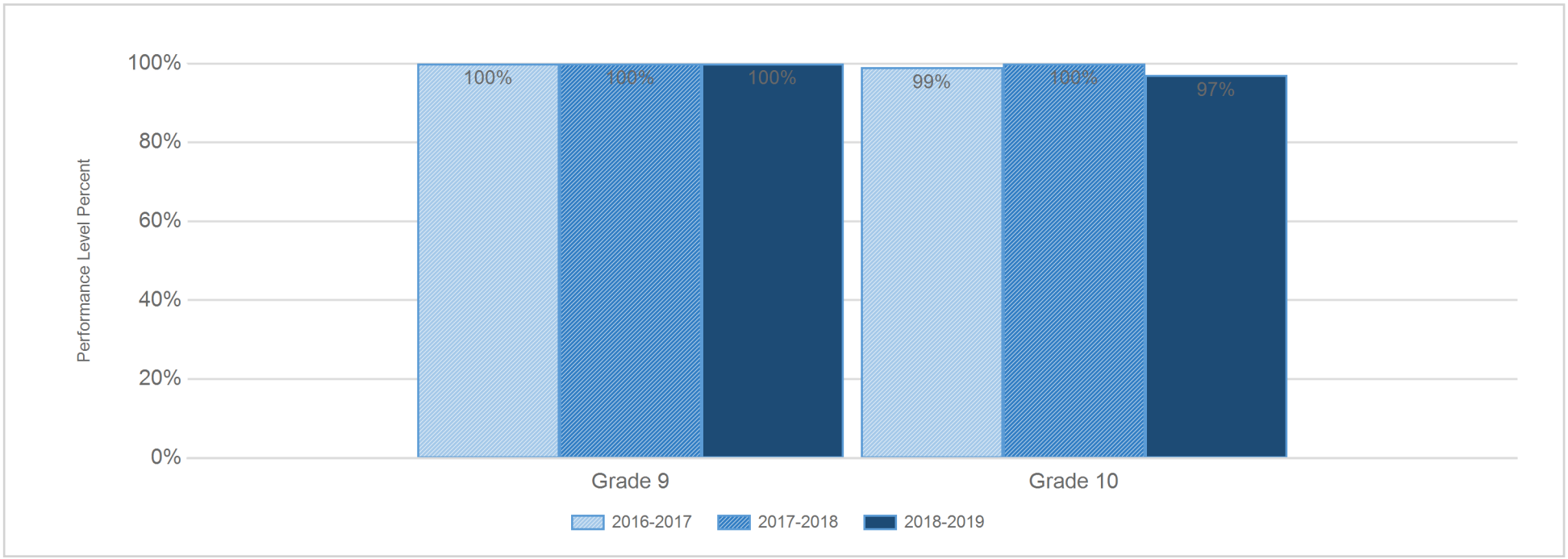
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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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	74	817	800	753	0%	0%	0%	*	*	100%	56%
White	30	817	802	762	0%	0%	0%	*	*	100%	65%
Hispanic	*	*	793	737	*	*	*	*	*	*	40%
Black or African American	*	*	789	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	25	823	811	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	28	828	*	760	0%	0%	0%	*	*	100%	63%
Male	46	811	*	746	0%	0%	0%	*	*	100%	49%
Economically Disadvantaged Students	*	*	793	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	801	762	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	74	817	*	755	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
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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	73	828	808	757	0%	0%	*	*	*	97%	58%
White	27	822	810	767	0%	0%	*	*	*	96%	67%
Hispanic	15	824	800	738	0%	0%	*	*	*	93%	43%
Black or African American	*	*	795	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	24	838	823	792	0%	0%	0%	0%	100%	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	817	766	*	*	*	*	*	*	65%
Female	26	835	809	766	0%	0%	*	*	*	100%	66%
Male	47	824	807	749	0%	0%	*	*	*	96%	51%
Economically Disadvantaged Students	*	*	811	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	808	767	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	73	828	808	760	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
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2018-2019

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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	125	99.2	98.4	87.1	44.5	98.4	80	Met Goal
White	51	100.0	98.0	89.3	54.1	98.0	80	Met Goal
Hispanic	27	100.0	100.0	82.2	28.8	100.0	80	Met Goal
Black or African American	*	*	*	78.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	97.1	100.0	97.7	76.5	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	44	97.8	97.7	84.1	44.9	97.7		
Male	81	100.0	98.8	91.7	44.2	98.8		
Economically Disadvantaged Students	11	100.0	100.0	81.9	26.3	100.0	**	**
Non-Economically Disadvantaged Students	114	99.1	98.2	87.8	54.9	98.2		
Students with Disabilities	*	*	*	78.6	17.4	*	**	**
Students without Disabilities	*	*	*	87.2	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	125	99.2	98.4	87.1	46.5	98.4		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
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2018-2019

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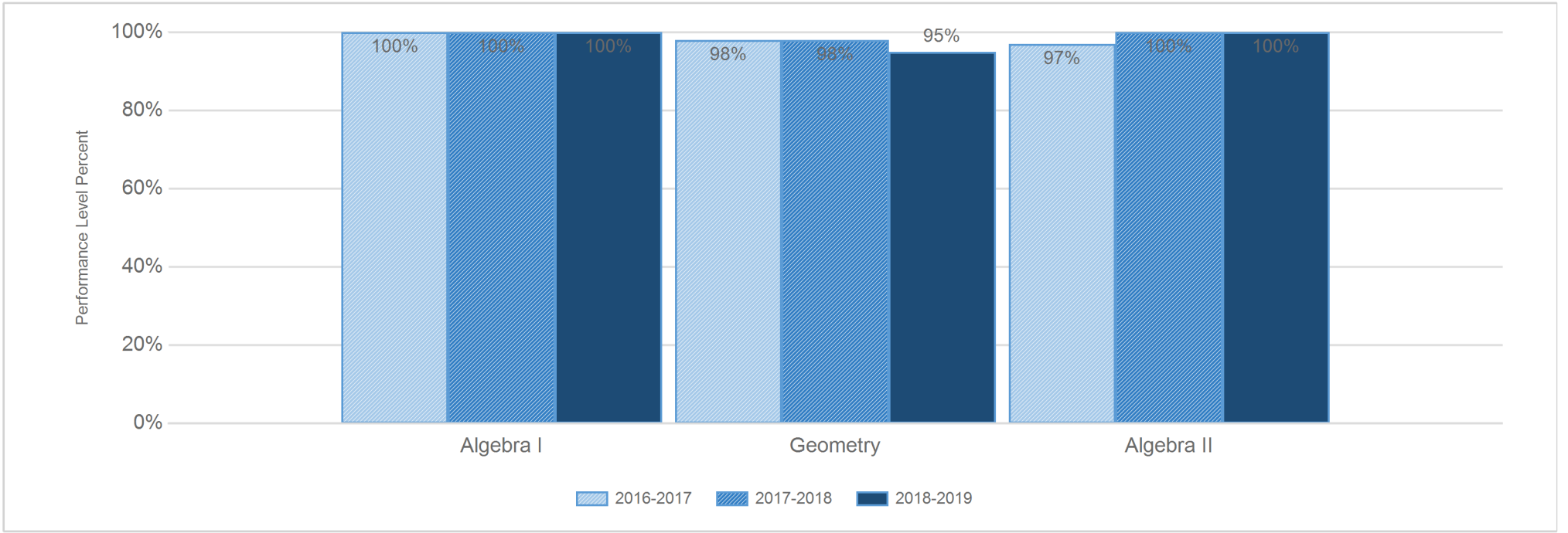
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
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2018-2019

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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	29	805	782	744	0%	0%	0%	55%	45%	100%	42%
White	*	*	785	752	*	*	*	*	*	*	53%
Hispanic	10	811	780	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	765	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	11	804	*	745	0%	0%	0%	*	*	100%	44%
Male	18	806	*	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	784	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	782	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	29	805	*	748	0%	0%	0%	55%	45%	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	29	805	*	745	0%	0%	0%	55%	45%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	785	766	737	0%	0%	*	*	*	95%	35%
White	22	787	768	743	0%	0%	*	*	*	95%	43%
Hispanic	10	779	*	724	0%	0%	0%	*	*	100%	17%
Black or African American	*	*	759	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	759	745	N	N	N	N	N	N	46%
Female	18	779	*	738	0%	0%	*	*	*	94%	36%
Male	26	789	771	736	0%	0%	*	*	*	96%	34%
Economically Disadvantaged Students	*	*	760	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	767	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	44	785	*	741	0%	0%	*	*	*	95%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	44	785	766	738	0%	0%	*	*	*	95%	*
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	*	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	52	812	793	755	0%	0%	0%	46%	54%	100%	58%
White	20	800	788	758	0%	0%	0%	*	*	100%	62%
Hispanic	*	*	776	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	20	826	812	777	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	15	813	787	752	0%	0%	0%	*	*	100%	55%
Male	37	812	801	758	0%	0%	0%	*	*	100%	62%
Economically Disadvantaged Students	*	*	771	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	795	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	52	812	793	755	0%	0%	0%	46%	54%	100%	59%
Homeless Students	N	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	N	N	N	742	N	N	N	N	N	N	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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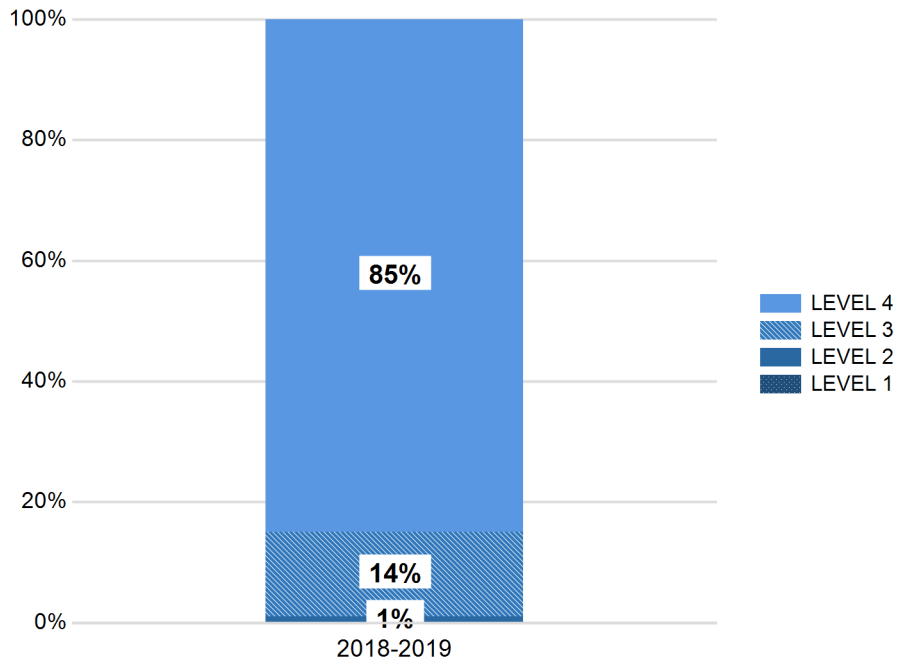
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	0	1	14	85
White	0	0	16	84
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	0	1	14	85
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
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 in2018-19. 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	98.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	79.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	53.2%	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	652	476	Grade 10: 430 Grade 11: 460	100%	61%
PSAT 10/NMSQT - Math	675	477	Grade 10: 480 Grade 11: 510	99%	43%
SAT - Reading and Writing	691	539	480	100%	70%
SAT - Math	728	541	530	100%	53%
ACT - Reading	31	25	22	95%	66%
ACT - English	32	24	18	100%	81%
ACT - Math	32	24	22	100%	65%
ACT - Science	31	24	23	100%	57%

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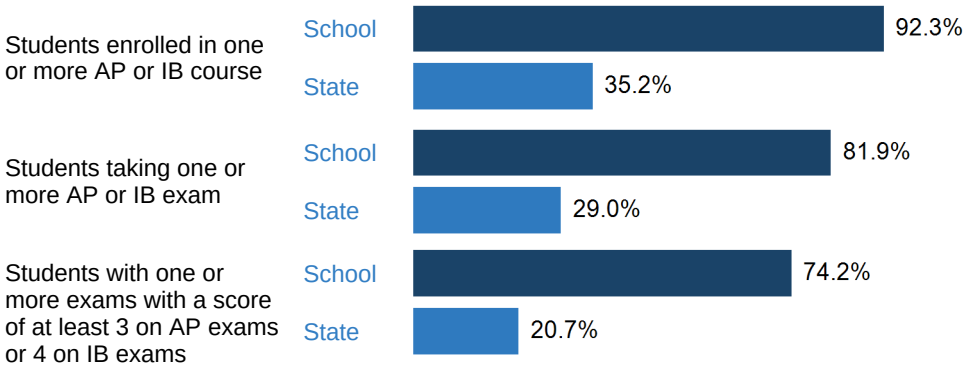
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

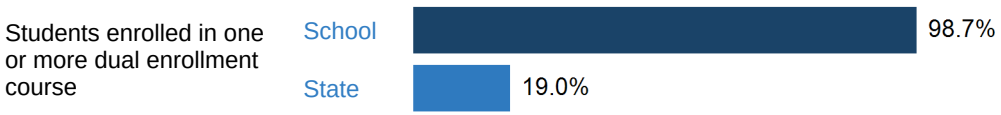
AP/IB Coursework – Participation and Performance

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.



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.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	41	31
AP Calculus AB	80	71
AP Calculus BC	42	38
AP Chemistry	44	39
AP Chinese Language and Culture	0	4
AP Computer Science A	0	3
AP Computer Science Principles	0	1
AP English Language and Composition	1	0
AP English Literature and Composition	54	25
AP Environmental Science	7	5
AP European History	20	3
AP Human Geography	0	2
AP Macroeconomics	21	19
AP Microeconomics	0	20
AP Music Theory	0	1
AP Physics 1	0	3

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	1
AP Physics C	62	0
AP Physics C: Electricity and Magnetism	0	18
AP Physics C: Mechanics	0	37
AP Psychology	35	21
AP Spanish Language	13	12
AP Spanish Literature	3	3
AP Statistics	14	21
AP U.S. Government and Politics	14	8
AP U.S. History	0	6
Total Exams taken		392
Exams with scores of at least 3 on AP exams or 4 on IB exams		345

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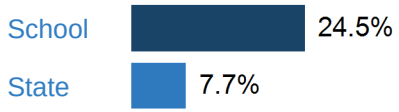
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

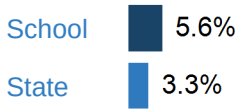


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	24.5%	75.5%	7.7%	10.3%
White	25.0%	75.0%	6.1%	9.6%
Hispanic	27.1%	72.9%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	23.6%	76.4%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	21.7%	78.3%	7.3%	10.6%
Male	26.6%	73.4%	8.0%	10.1%
Economically Disadvantaged Students	*	78.1%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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
Architecture & Construction	0	280	280
Science, Technology, Engineering & Mathematics	302		
Total (All Clusters)	302	280	280

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	0	0	0	1	0	74
10	0	0	0	0	21	0	52
11	0	0	0	0	51	0	27
12	0	0	0	0	50	15	26
Total	0	0	0	0	123	15	179
Enrolled in AP/IB Course					122	14	0
Enrolled in Dual Enrollment Course	0	0	0	0	122	14	26

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	74	1	0	0	0	75
10	0	73	0	0	51	0
11	7	39	0	2	57	1
12	34	13	0	5	29	4
Total	115	126	0	7	137	80
Enrolled in AP/IB Course	41	44		7	62	0
Enrolled in Dual Enrollment Course	41	11	0	0	137	3

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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	75	0	0	0	0	0
10	0	73	0	0	0	0
11	0	78	0	15	0	1
12	0	0	21	20	0	36
Total	75	151	21	35	0	37
Enrolled in AP/IB Course	0	0	21	35		33
Enrolled in Dual Enrollment Course	0	0	21	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	75	0	0	0	0	0	0
10	73	0	0	0	0	0	0
11	78	0	0	0	0	0	1
12	22	0	0	0	0	0	2
Total	248	0	0	0	0	0	3
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	110	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	78	0	0	0	0	0
12	3	0	0	0	2	0
Total	81	0	0	0	2	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	78	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
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
Spanish	15
Total	15

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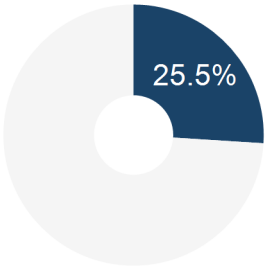
Visual and Performing Arts – Course Participation

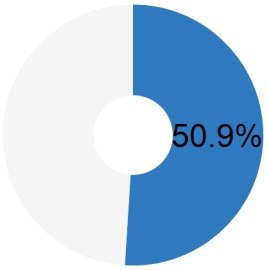
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

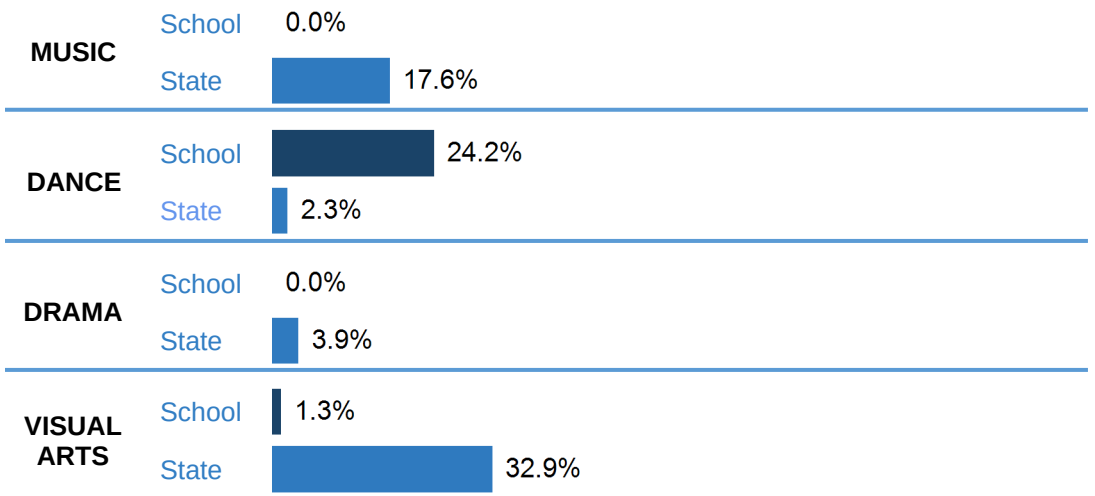


School



State

Students enrolled in one or more classes by discipline:



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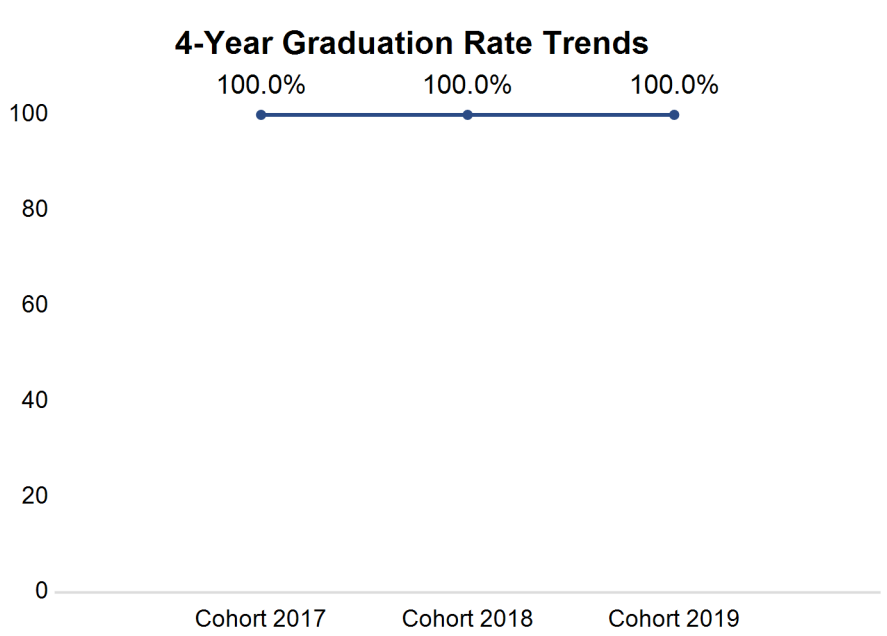
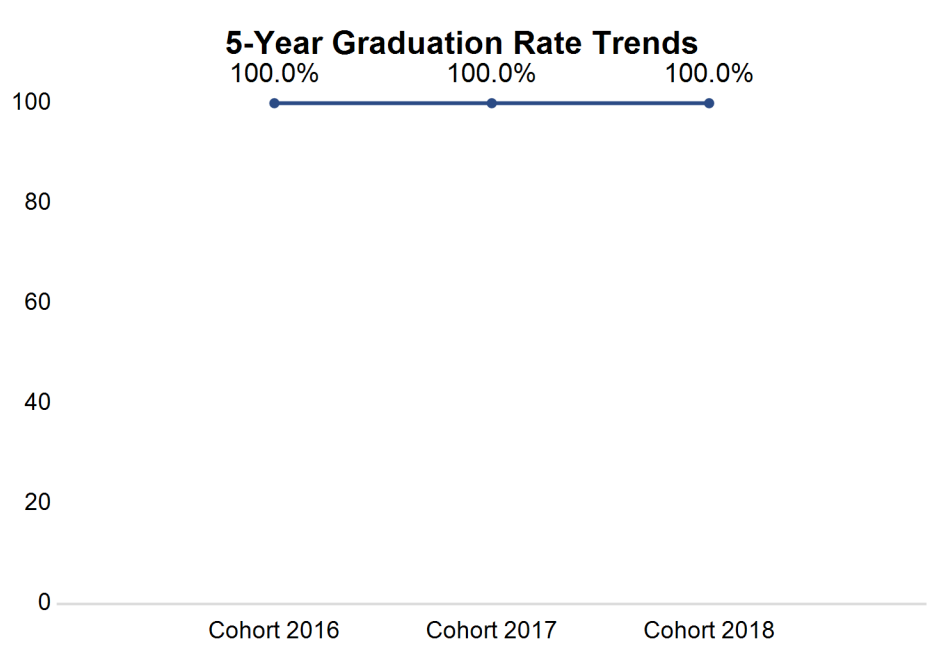
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation 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	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	100.0%	95.9%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	100.0%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	100.0%	88.5%	100.0%	90.8%	100.0%			100.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	*	79.2%	N	83.8%	N	N	N	N	N	N
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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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	100.0%	100.0%
Substitute Competency Test	0.0%	0.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

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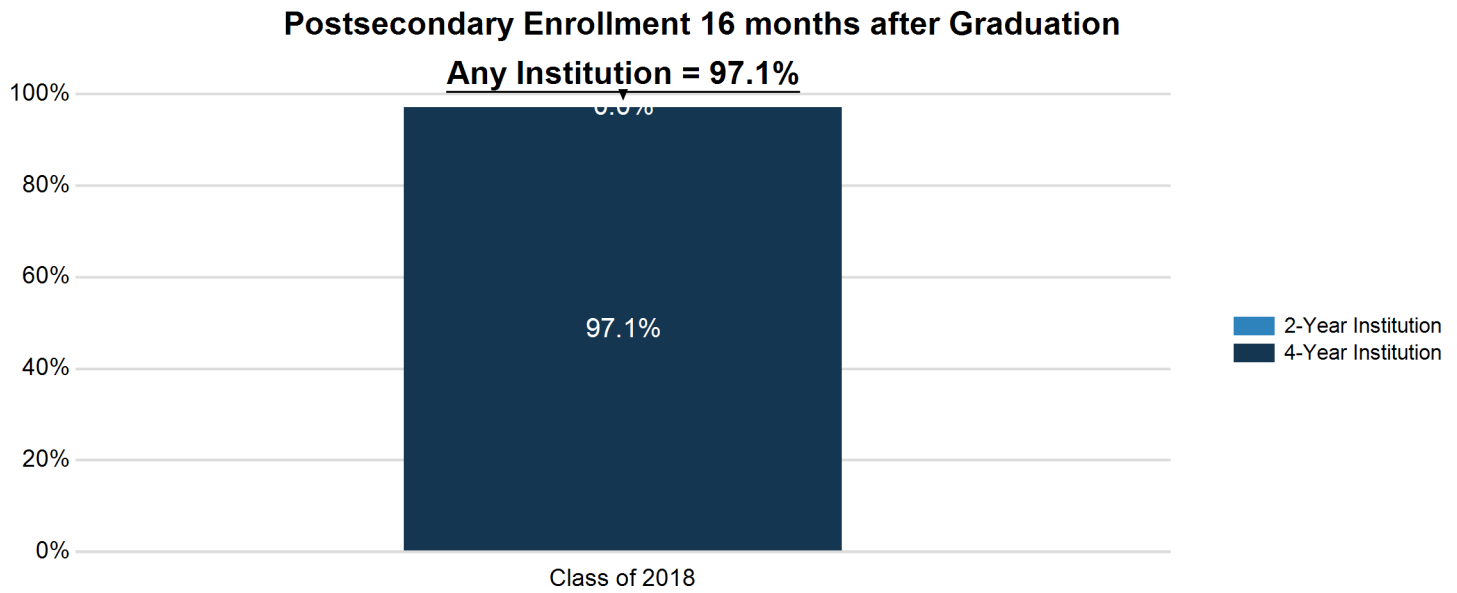
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	0.0%
% Enrolled in 4-Year Institution	97.1%
% Enrolled in Any Postsecondary Institution	97.1%

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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	97.4%	2.7%	97.3%
White	96.8%	6.7%	93.3%
Hispanic	100%	0%	100%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	96.3%	0%	100%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	100%	0%	100%
Students with Disabilities	*	*	*
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	97.1%	0%	100%	44.1%	55.9%	52.9%	47.1%
White	95.7%	0%	100%	50%	50%	59.1%	40.9%
Hispanic	100%	0%	100%	41.7%	58.3%	50%	50%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	96.2%	0%	100%	36%	60%	40%	60%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	100%	0%	100%	66.7%	33.3%	91.7%	8.3%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

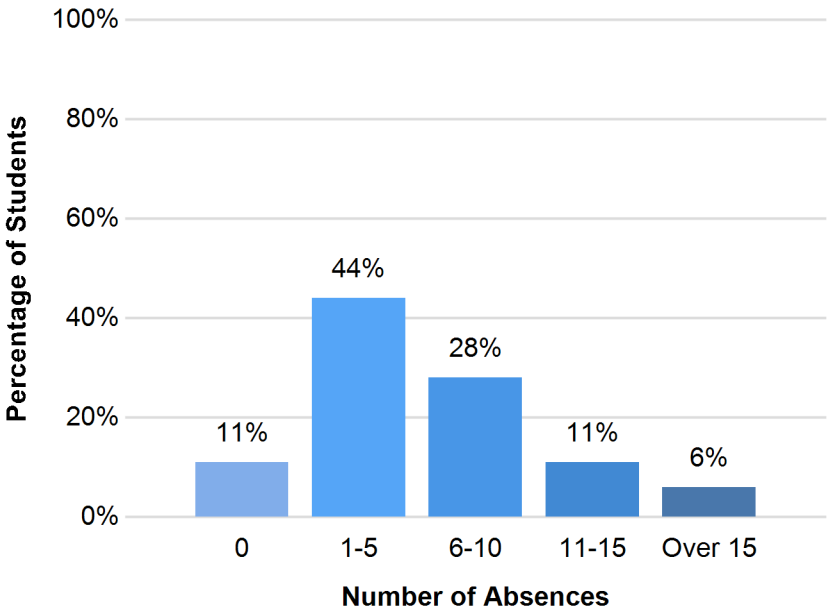
Chronic Absenteeism

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	10	3.3	14.2	Met
White	7	5.8	14.2	Met
Hispanic	1	2.1	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	1	0.9	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	2.3		
Male	7	4.0		
Economically Disadvantaged Students	2	6.3	14.2	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
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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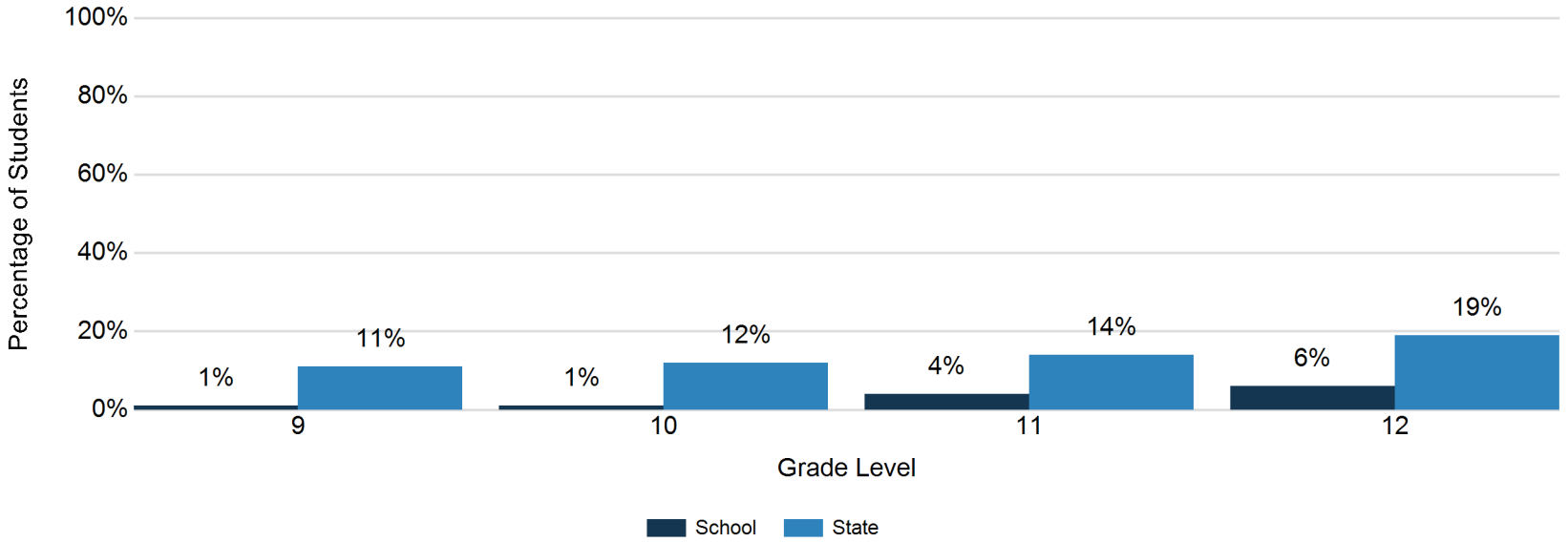
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.66

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 2 Mins
Shared Time - Instructional Time	6 Hrs. 2 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	8.1	12.1
Average years experience in district	7.1	10.8
Percentage of Teachers with 4 or more years experience in the district	61.1%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	17:1	14:1
Students to Administrators	101:1	101:1
Teachers to Administrators	6:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	42.7%	66.7%	33.3%	48.4%	77.1%	54.9%
Male	57.3%	33.3%	66.7%	51.6%	22.9%	45.1%
White	39.7%	77.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	35.1%	16.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	5.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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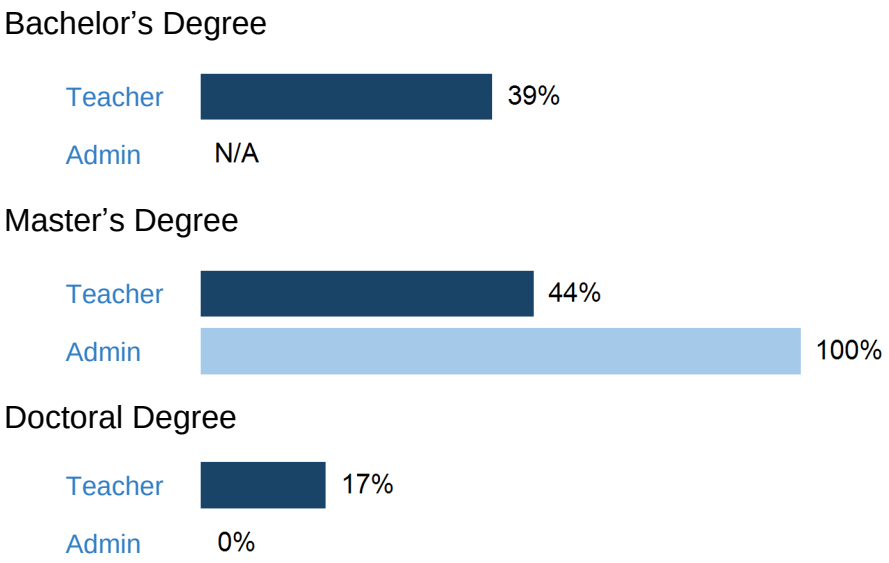
Teachers and Administrators - Level of Education

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.



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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	97.4%

NJ SCHOOL PERFORMANCE REPORT

Union County Magnet High School
(39-5260-040)
Grades Offered: 09-12
2018-2019

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	99.4%	100.0%	98.6%
Math Proficiency	99.2%	99.2%	98.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	100.0%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	1.4%	3.3%	3.3%

† 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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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 Goal	Met Goal	Met Goal	Met Goal	N	Met	No
White	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Goal	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	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:	• The Union County Magnet High School is a National Blue Ribbon high school. • Students at The Union County Magnet High School have the ability to earn college credits before graduation as part of a dual enrollment articulation agreement with NJIT. • The Magnet High School provides an intensive study in science, mathematics, and engineering technology. All courses are taught at the honors level or higher.
Mission, Vision, Theme:	The Union County Magnet High School is a full-time high school for the intensive study of science, mathematics, and engineering technology. The mission of our school is to prepare students to become self-directed, responsible, and productive individuals through an engineering-based program that emphasizes the utilization and responsible application of technology through problem-solving, project-based learning, and interdisciplinary college preparatory coursework.
Awards, Recognition, Accomplishments:	The Union County Magnet High School was recognized by the United States Department of Education as a National Blue Ribbon School in 2004 and 2013, and by Newsweek Magazine and U.S. News and World Report as one of the top high schools in the United States. The Union County Magnet High School is a program that continues to be recognized for innovation and excellence.

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Courses, Curriculum, Instruction:	We offer courses in the area of Engineering Technology, with engineering electives that include Chemical Engineering, Civil Engineering Design, Electrical Engineering Concepts, Aerospace Engineering, Electric Vehicle Engineering, Environmental Engineering, Robotics, Biomedical Engineering, and Patent Law. At the completion of the core vocational coursework, all students will be able to successfully complete an industry certification exam and become AutoCAD Certified Users.
Clubs and Activities:	Our vocational student organization is TSA, which provides students with learning opportunities in science, technology, engineering, and math. Our students are provided with the opportunity to join a variety of building-based and district-based organizations and clubs. Some of these include FBLA, SkillsUSA, Robotics, Art Club, Drama Club, GSA, Spanish Club, Multi-Cultural Club, Relay for Life, Newspaper Club, Debate & Speech, Chess Club, Math League, Science Club, and Student Government.

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Before and After School Programs:	MHS facilitates a peer-tutoring program during school that is open to all students. In addition, students can meet with peer tutors after-school. Also, ELA, math, and science teachers are available during a free student period for tutoring and enrichment. There are also numerous college and financial information sessions, and a college fair offered for free on campus after-school.
Staff and Professional Learning:	MHS faculty members are encouraged to explore professional development opportunities that will directly aid in student success. Faculty who attend off campus professional development are encouraged to turnkey relevant information during monthly faculty and discipline meetings. There are three in service days built into the school calendar for faculty to receive additional professional development. During one of these days, faculty members volunteer to teach classes in an area of expertise.
Postsecondary Information:	In 2019, 100% of the graduates went on to attend College or University. Through Naviance, student meetings, and numerous information sessions our counselors work closely with students and their families to determine the best course of action for pursuing college or university settings.

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Student Supports and Services:	All MHS students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.
Student Health and Wellness:	All students participate in required health and physical education courses. Each of these courses is tailored to help promote fitness and wellness across the lifespan of the student. Also, there are four fitness centers available on campus for students to use during class, co-curricular periods, and after school. The counseling department at MHS offers various classes in stress management to our students during co-curricular to help assist with managing stress and promoting good decision making.
Parent and Community Involvement:	he MHS advisory board is a partnership between MHS and industry professionals in the field of engineering. The full advisory board meets a few times throughout the school year for the purpose of furthering the development of our vocational program. Additionally, MHS has an extremely active Parent School Association. This group meets monthly to help create and develop activities and events that foster parental outreach and involvement.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	MHS is an air conditioned building that was renovated in 1997. In 2018, a new guidance suite was designed to provide opportunities for our counselors to meet with students. Further, in 2018, a new science lab was designed to meet the needs of a growing student population.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective.

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Technology and STEM:	Our school currently offers all students Chromebooks as part of a one-to-one initiative. Students use these devices in each of their classes. Students also learn and apply skills associated with two-dimensional and three-dimensional Computer-Aided Design, including AUTOCAD and Parametric Modeling, as part of our engineering program.

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

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

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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	132	133	137
10	99	124	123
11	89	96	121
12	89	88	96
Total	409	441	477

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	66.5%	66.4%	66.7%
Male	33.5%	33.6%	33.3%
Economically Disadvantaged Students	17.5%	15.9%	16.2%
Students with Disabilities	0.5%	1.1%	1.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.5%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.2%
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	48.2%	45.8%	44.9%
Hispanic	21.8%	24.5%	26.4%
Black or African American	19.7%	18.8%	17.5%
Asian	10.3%	9.3%	8.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	1.4%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	408	441	476
Shared Time Students	1	0	1
Full Time Equivalent	409	441	477

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	85.1%
Spanish	7.6%
Portuguese	1.9%
Polish	1.7%
Other Languages	3.8%

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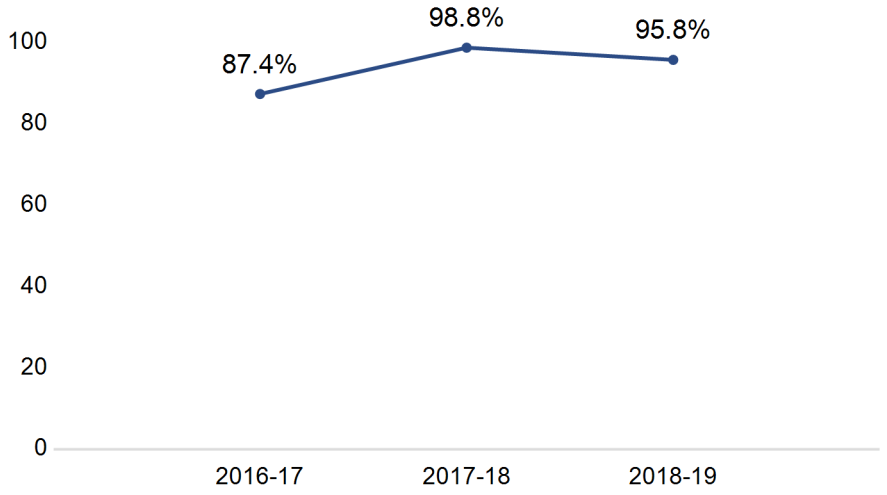
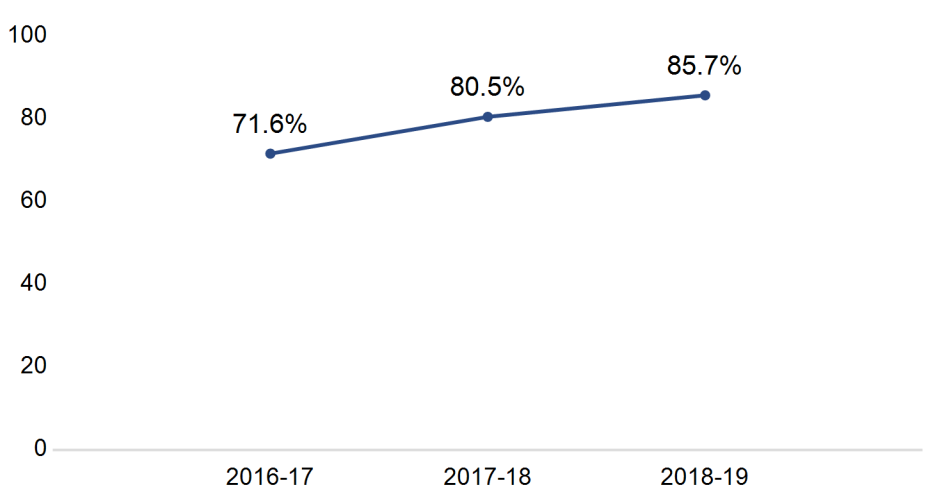
English Language Arts and Mathematics Performance Trends

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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.6%	100.0%	99.6%	99.6%	99.6%
Proficiency Rate for Federal Accountability	87.4%	98.8%	95.8%	71.6%	80.5%	85.7%
Annual Target	80.0%	80.0%	80.0%	77.3%	77.5%	77.6%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Not Met	Met Goal	Met Goal
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	261	100.0	95.8	95.8	57.9	95.8	80	Met Goal
White	111	100.0	98.2	97.1	66.9	98.2	80	Met Goal
Hispanic	77	100.0	93.5	90.9	43.9	93.5	80	Met Goal
Black or African American	41	100.0	92.7	94.1	38.5	92.7	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	99.4	82.9	*	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	177	100.0	96.6	96.2	64.8	96.6		
Male	84	100.0	94.0	95.2	51.3	94.0		
Economically Disadvantaged Students	42	100.0	90.5	95.8	40.0	90.5	80	Met Goal
Non-Economically Disadvantaged Students	219	100.0	96.8	95.8	67.9	96.8		
Students with Disabilities	*	*	*	92.9	22.7	*	**	**
Students without Disabilities	*	*	*	95.9	65.1	*		
English Learners	N	N	N	N	29.3	N	**	**
Non-English Learners	261	100.0	95.8	95.8	60.6	95.8		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

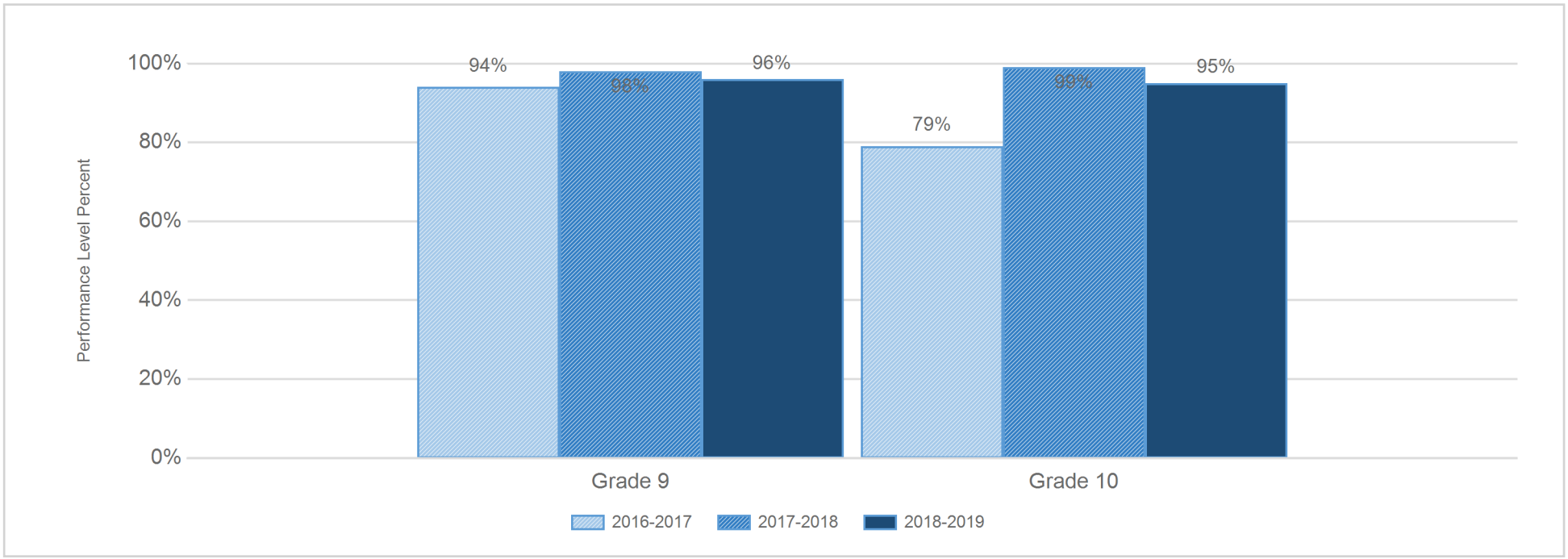
NJ SCHOOL PERFORMANCE REPORT

Union County Tech
(39-5260-050)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.



NJ SCHOOL PERFORMANCE REPORT

Union County Tech
(39-5260-050)
Grades Offered: 09-12
2018-2019

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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	137	796	800	753	0%	*	*	34%	63%	96%	56%
White	67	798	802	762	0%	0%	*	*	*	99%	65%
Hispanic	38	794	793	737	0%	*	*	34%	58%	92%	40%
Black or African American	17	787	789	732	0%	0%	*	*	*	94%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	811	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	92	798	*	760	0%	*	*	*	*	97%	63%
Male	45	791	*	746	0%	*	*	*	*	96%	49%
Economically Disadvantaged Students	22	786	793	734	0%	*	*	*	*	86%	36%
Non-Economically Disadvantaged Students	115	798	801	762	0%	*	*	*	*	98%	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	137	796	*	755	0%	*	*	34%	63%	96%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	*	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
(39-5260-050)
Grades Offered: 09-12
2018-2019

Report Key:
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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	125	800	808	757	0%	*	*	35%	60%	95%	58%
White	45	805	810	767	0%	0%	*	*	*	98%	67%
Hispanic	39	801	800	738	0%	0%	*	*	*	95%	43%
Black or African American	24	783	795	733	0%	*	*	50%	42%	92%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	823	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	817	766	*	*	*	*	*	*	65%
Female	86	805	809	766	0%	*	*	*	*	97%	66%
Male	39	790	807	749	0%	*	*	*	*	92%	51%
Economically Disadvantaged Students	20	804	811	735	0%	*	*	*	*	95%	40%
Non-Economically Disadvantaged Students	105	800	808	767	0%	*	*	*	*	95%	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	125	800	808	760	0%	*	*	35%	60%	95%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
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Grades Offered: 09-12
2018-2019

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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	252	99.6	85.7	87.1	44.5	85.7	77.6	Met Goal
White	108	99.1	89.8	89.3	54.1	89.8	75.6	Met Goal
Hispanic	75	100.0	86.7	82.2	28.8	86.7	75.2	Met Goal
Black or African American	41	100.0	70.7	78.2	23.0	70.7	80	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.7	76.5	*	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	173	99.4	83.2	84.1	44.9	83.2		
Male	79	100.0	91.1	91.7	44.2	91.1		
Economically Disadvantaged Students	41	97.6	75.6	81.9	26.3	75.6	78.8	Met Target†
Non-Economically Disadvantaged Students	211	100.0	87.7	87.8	54.9	87.7		
Students with Disabilities	*	*	*	78.6	17.4	*	**	**
Students without Disabilities	*	*	*	87.2	50.0	*		
English Learners	N	N	N	N	25.0	N	**	**
Non-English Learners	252	99.6	85.7	87.1	46.5	85.7		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
(39-5260-050)
Grades Offered: 09-12
2018-2019

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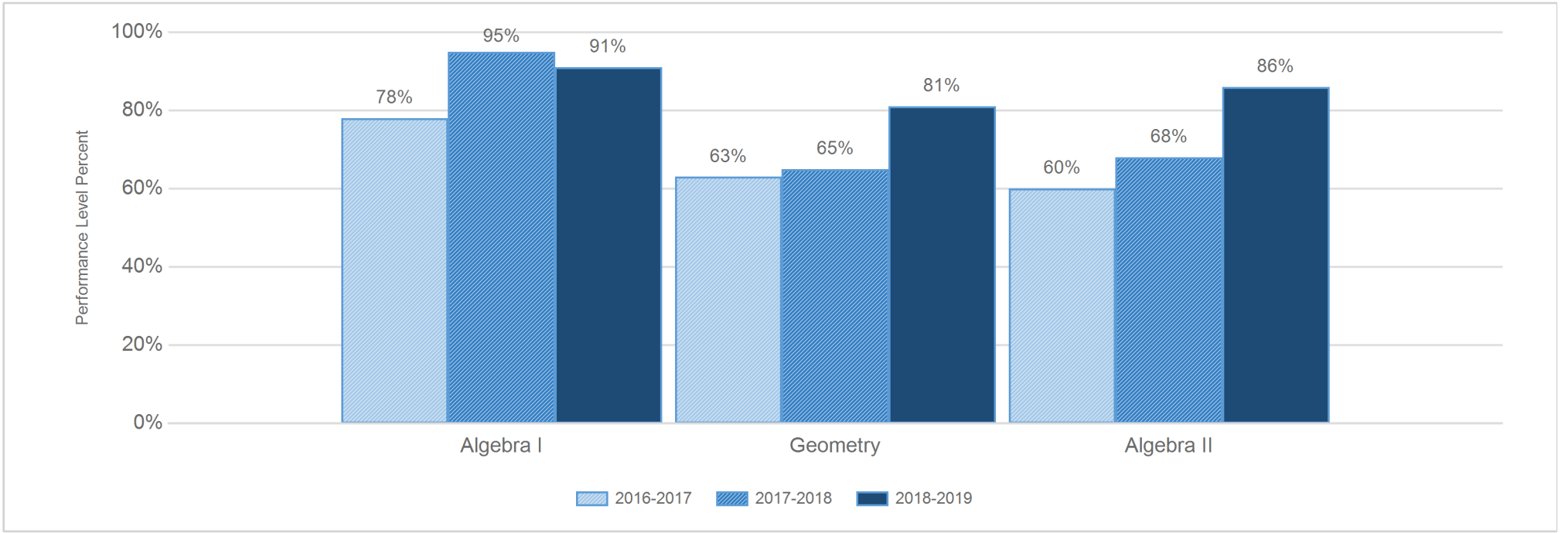
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	109	777	782	744	0%	0%	9%	81%	10%	91%	42%
White	51	778	785	752	0%	0%	*	*	*	94%	53%
Hispanic	33	778	780	728	0%	0%	*	*	*	94%	24%
Black or African American	16	765	765	725	0%	0%	*	*	*	75%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	78	776	*	745	0%	0%	*	*	*	90%	44%
Male	31	781	*	743	0%	0%	*	*	*	94%	41%
Economically Disadvantaged Students	22	775	784	727	0%	0%	*	*	*	82%	23%
Non-Economically Disadvantaged Students	87	778	782	752	0%	0%	*	*	*	93%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	109	777	*	745	0%	0%	9%	81%	10%	91%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
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Grades Offered: 09-12
2018-2019

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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	114	763	766	737	0%	0%	19%	68%	12%	81%	35%
White	41	767	768	743	0%	0%	*	*	*	85%	43%
Hispanic	35	762	*	724	0%	0%	*	*	*	83%	17%
Black or African American	22	752	759	720	0%	0%	*	*	*	64%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	759	745	*	*	*	*	*	*	46%
Female	71	760	*	738	0%	0%	*	*	*	75%	36%
Male	43	767	771	736	0%	0%	*	*	*	91%	34%
Economically Disadvantaged Students	17	758	760	722	0%	0%	*	*	*	71%	16%
Non-Economically Disadvantaged Students	97	764	767	743	0%	0%	*	*	*	82%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	114	763	766	738	0%	0%	19%	68%	12%	81%	*
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	*	*	*	739	*	*	*	*	*	*	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	29	772	793	755	0%	0%	*	*	*	86%	58%
White	16	772	788	758	0%	0%	*	*	*	88%	62%
Hispanic	*	*	776	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	812	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	787	752	*	*	*	*	*	*	55%
Male	*	*	801	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	771	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	795	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	29	772	*	756	0%	0%	*	*	*	86%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	29	772	793	755	0%	0%	*	*	*	86%	59%
Homeless Students	N	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	N	N	N	742	N	N	N	N	N	N	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

NJ SCHOOL PERFORMANCE REPORT

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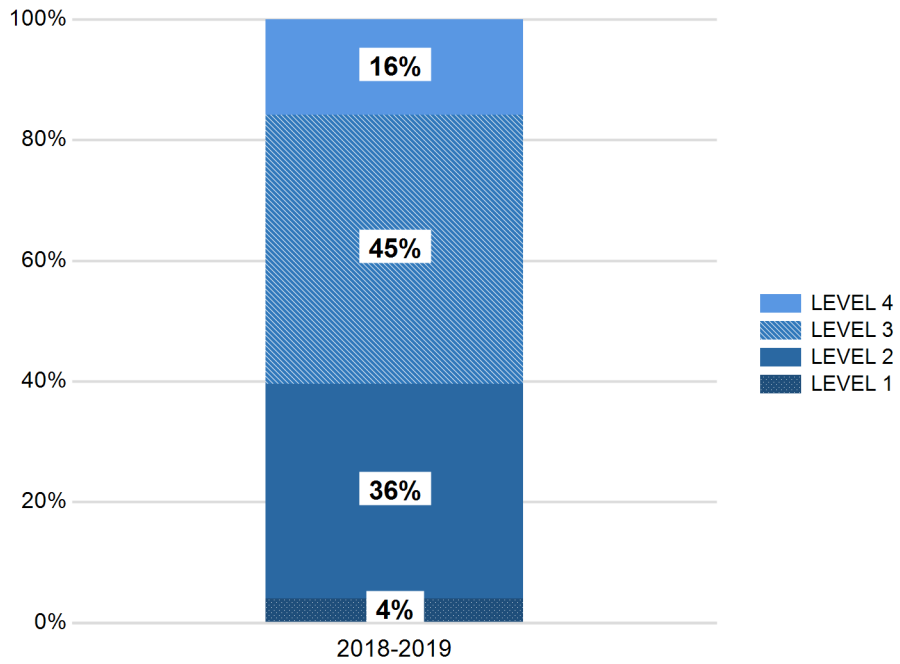
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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	4	36	45	16
White	2	23	60	15
Hispanic	6	45	39	9
Black or African American	5	59	27	9
Asian, Native Hawaiian, or Pacific Islander	7	21	29	43
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	6	41	41	13
Male	0	23	54	23
Economically Disadvantaged Students	11	50	33	6
Non-Economically Disadvantaged Students	3	33	47	17
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	4	36	45	16
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
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 in2018-19. 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	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	95.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	44.0%	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	567	476	Grade 10: 430 Grade 11: 460	99%	61%
PSAT 10/NMSQT - Math	550	477	Grade 10: 480 Grade 11: 510	84%	43%
SAT - Reading and Writing	610	539	480	97%	70%
SAT - Math	607	541	530	86%	53%
ACT - Reading	27	25	22	79%	66%
ACT - English	26	24	18	100%	81%
ACT - Math	26	24	22	83%	65%
ACT - Science	27	24	23	83%	57%

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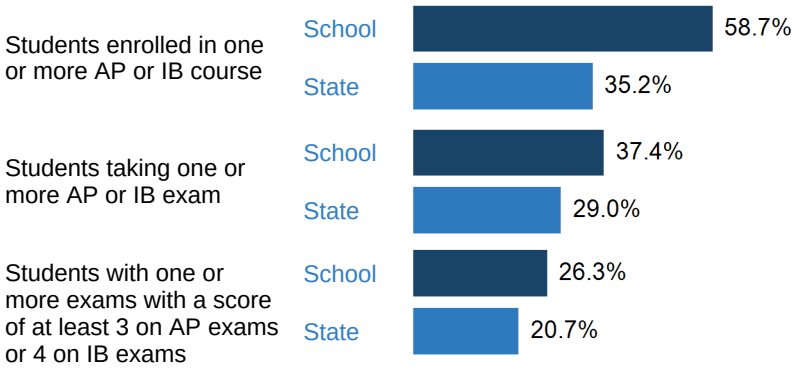
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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



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.

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 Art—History of Art	22	18
AP Biology	42	23
AP Calculus AB	37	26
AP Calculus BC	1	1
AP Chemistry	1	2
AP Computer Science A	1	2
AP English Literature and Composition	7	6
AP Environmental Science	24	23
AP European History	0	1
AP German Language and Culture	0	1
AP Macroeconomics	15	11
AP Microeconomics	0	6
AP Physics C	8	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	4
AP Psychology	62	32

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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	9	8
AP Spanish Literature	1	1
AP Statistics	16	12
AP U.S. Government and Politics	25	10
Total Exams taken		188
Exams with scores of at least 3 on AP exams or 4 on IB exams		133

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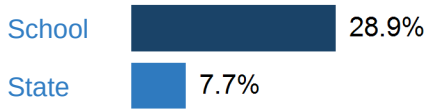
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

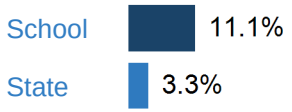


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	28.9%	71.1%	7.7%	10.3%
White	31.6%	68.4%	6.1%	9.6%
Hispanic	30.2%	69.8%	10.3%	11.3%
Black or African American	20.4%	79.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	29.2%	70.8%	7.3%	10.6%
Male	28.4%	71.6%	8.0%	10.1%
Economically Disadvantaged Students	31.2%	68.8%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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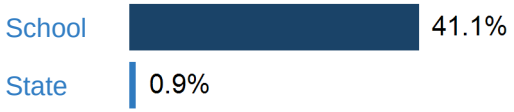
Industry-Valued Credentials

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	73		
Architecture & Construction	16	71	71
Arts, AV Technology & Communications	80		
Education and Training	70		
Health Science	132	118	220
Hospitality & Tourism	16	*	*
Human Services	*		
Information Technology	*	23	23
Law, Public Safety, Corrections & Security	59		
Transportation, Distribution & Logistics	17	*	*
Total (All Clusters)	478	196	317

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	0	0	0	0	0	137
10	0	0	0	0	8	0	116
11	0	0	0	0	19	0	102
12	0	0	0	0	32	28	39
Total	0	0	0	0	59	28	394
Enrolled in AP/IB Course					38	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	48	16	38

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	134	3	0	22	0	137
10	0	124	0	0	0	19
11	28	0	0	0	121	59
12	28	3	14	2	8	73
Total	190	130	14	24	129	288
Enrolled in AP/IB Course	42	1		24	8	0
Enrolled in Dual Enrollment Course	37	2	14	0	8	99

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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	137	0	0	0	0	0
10	0	124	0	36	0	0
11	0	121	6	11	0	26
12	0	0	9	15	0	40
Total	137	245	15	62	0	66
Enrolled in AP/IB Course	0	0	15	62		25
Enrolled in Dual Enrollment Course	0	0	15	0	0	22

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	137	0	0	0	0	0	0
10	124	0	0	0	0	0	0
11	67	0	0	0	0	0	13
12	3	0	0	0	0	1	1
Total	331	0	0	0	0	1	14
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	1	0
Enrolled in Level 3 or Higher	91	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	4	0	0	0	0	0
12	1	0	2	2	2	0
Total	5	0	2	2	2	0
Enrolled in AP/IB Course	1		0			0
Enrolled in Dual Enrollment Course	1	0	2	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

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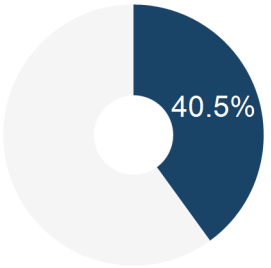
Visual and Performing Arts – Course Participation

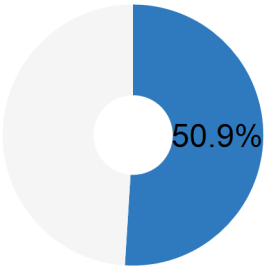
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

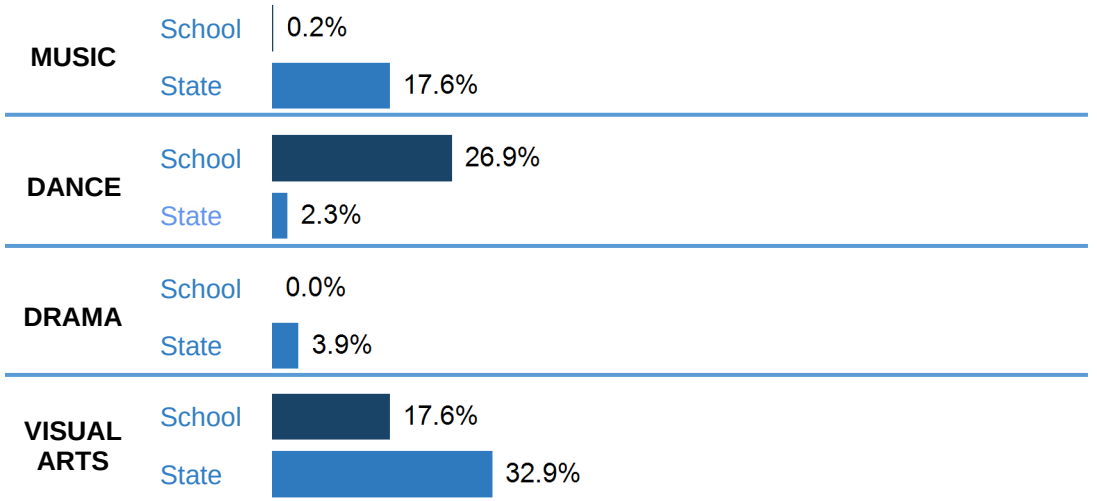


School



State

Students enrolled in one or more classes by discipline:



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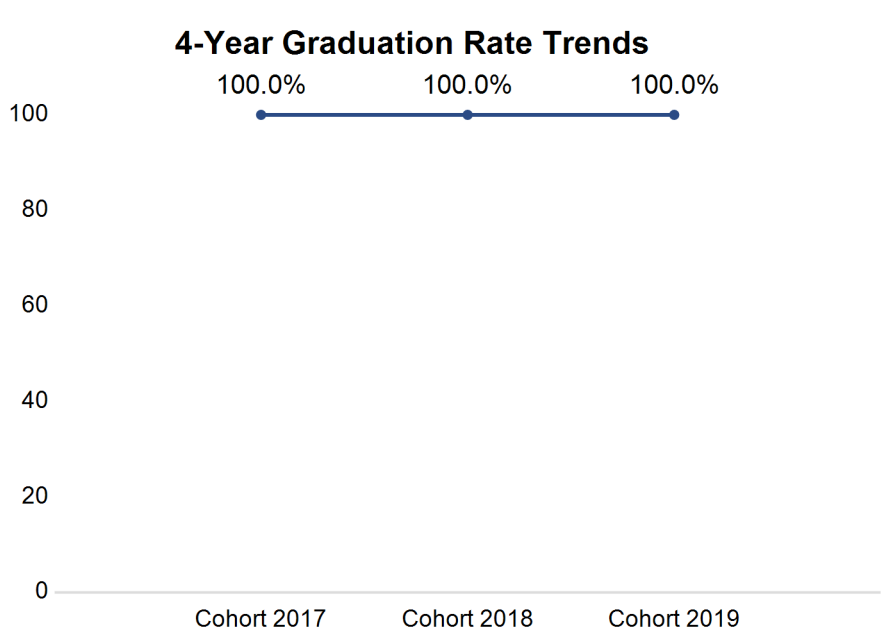
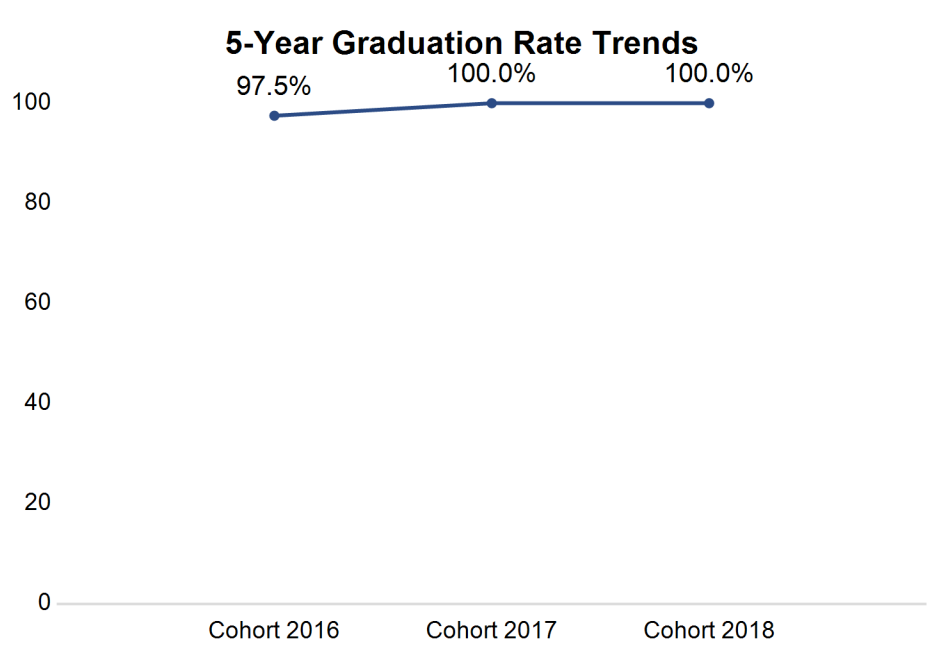
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation 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	100.0%	100.0%	100.0%	97.5%	100.0%	100.0%
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	100.0%	90.6%	100.0%	92.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	100.0%	94.9%	100.0%	95.9%	100.0%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.5%	100.0%	87.3%	100.0%	N	Met Goal	100.0%	N	Met Goal
Black or African American	100.0%	83.3%	*	87.1%	*	**	**	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	100.0%	92.8%	100.0%	94.4%	100.0%			100.0%		
Male	100.0%	88.5%	100.0%	90.8%	100.0%			100.0%		
Economically Disadvantaged Students	*	84.0%	100.0%	87.3%	100.0%	**	**	100.0%	**	**
Students with Disabilities	*	79.2%	N	83.8%	N	N	N	*	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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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	92.6%	95.8%
Substitute Competency Test	7.4%	4.2%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
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	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%

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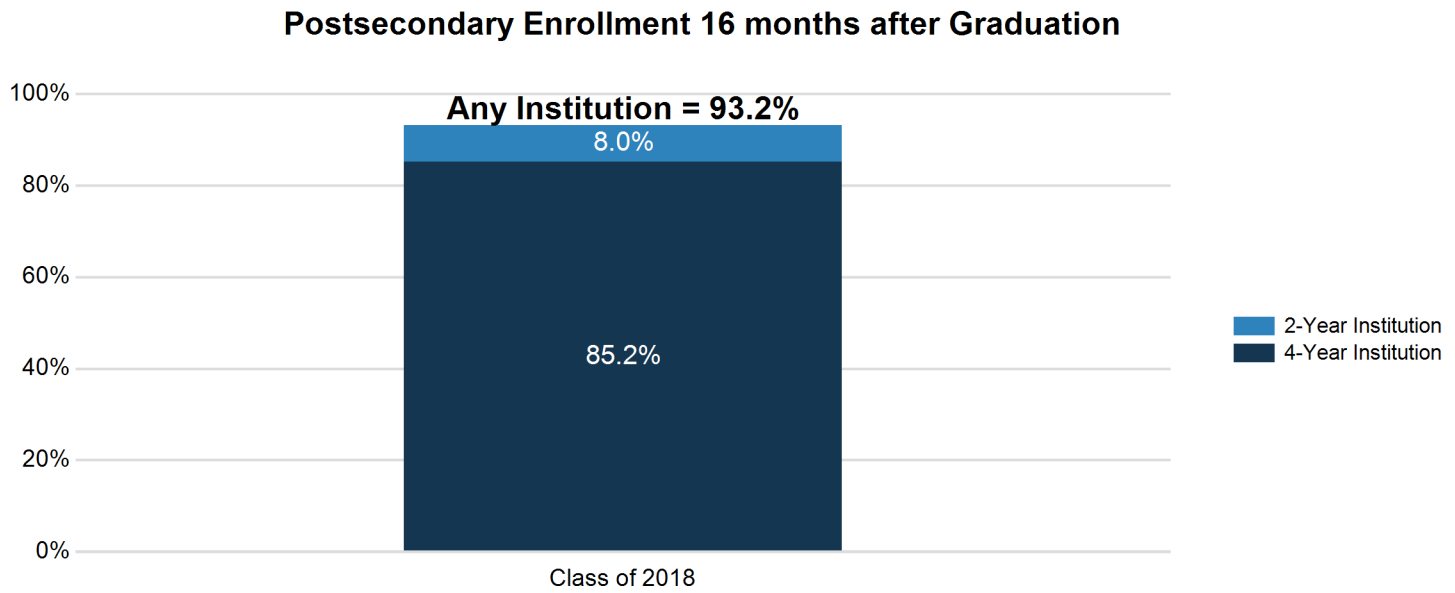
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	8.0%
% Enrolled in 4-Year Institution	85.2%
% Enrolled in Any Postsecondary Institution	93.2%

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
(39-5260-050)
Grades Offered: 09-12
2018-2019

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 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	88.4%	8.3%	91.7%
White	90.4%	8.5%	91.5%
Hispanic	*	*	*
Black or African American	90%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	90.9%	20%	80%
Students with Disabilities	*	*	*
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	93.2%	8.5%	91.5%	70.7%	29.3%	69.5%	30.5%
White	95.6%	11.6%	88.4%	69.8%	30.2%	69.8%	30.2%
Hispanic	94.7%	0%	100%	66.7%	33.3%	66.7%	33.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	100%	8.3%	91.7%	66.7%	33.3%	83.3%	16.7%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

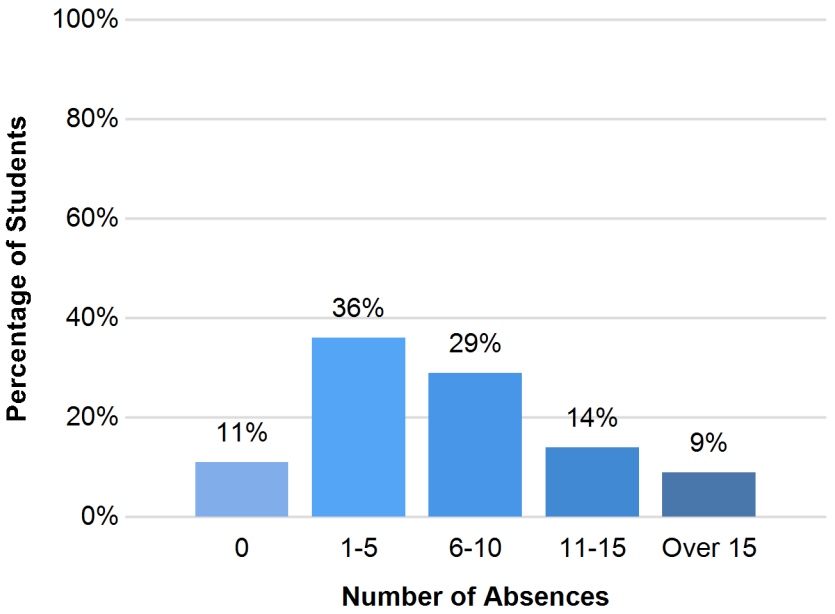
Chronic Absenteeism

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	25	5.3	14.2	Met
White	10	4.7	14.2	Met
Hispanic	10	7.9	14.2	Met
Black or African American	2	2.4	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	19	6.0		
Male	6	3.8		
Economically Disadvantaged Students	6	7.8	14.2	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
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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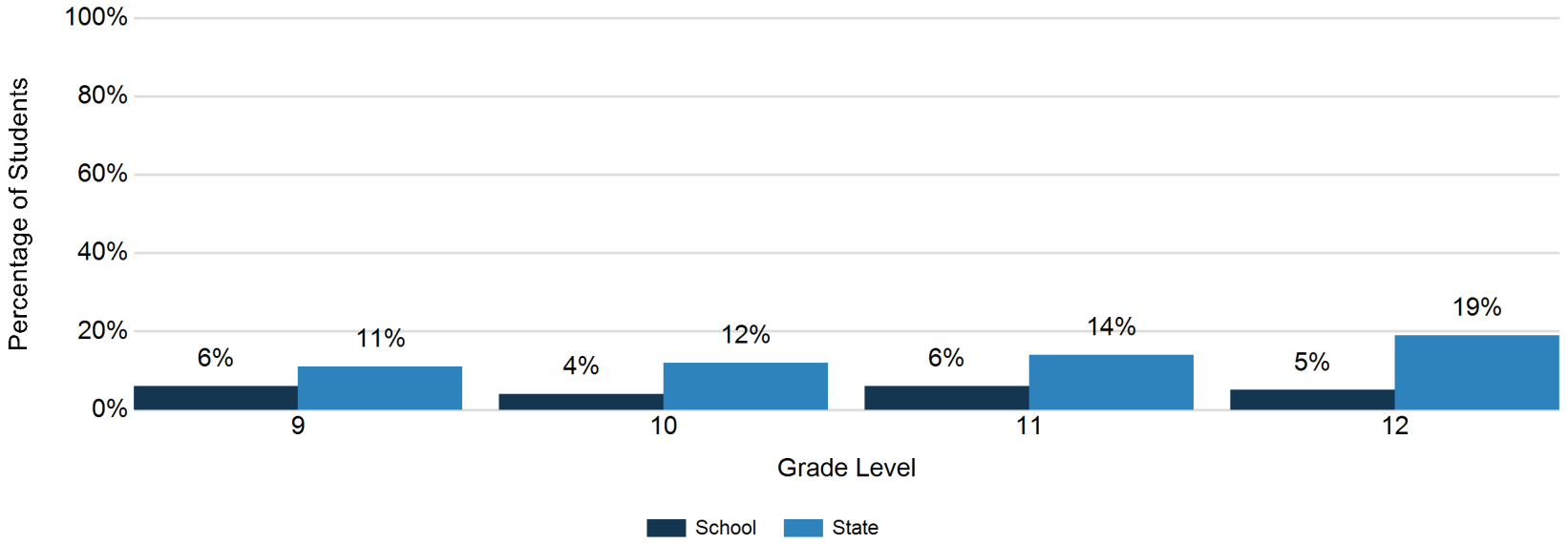
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 2 Mins
Shared Time - Instructional Time	6 Hrs. 2 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	53.3%	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	19	9,530
Average years experience in public schools	13.9	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	78.9%	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	16:1	14:1
Students to Administrators	159:1	101:1
Teachers to Administrators	10:1	7:1
Students to Librarians/Media Specialists		N
Students to Nurses		1925:1
Students to Counselors		148:1
Students to Child Study Team Members		481:1

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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	66.7%	73.3%	33.3%	48.4%	77.1%	54.9%
Male	33.3%	26.7%	66.7%	51.6%	22.9%	45.1%
White	44.9%	70.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.4%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.5%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	8.8%	20.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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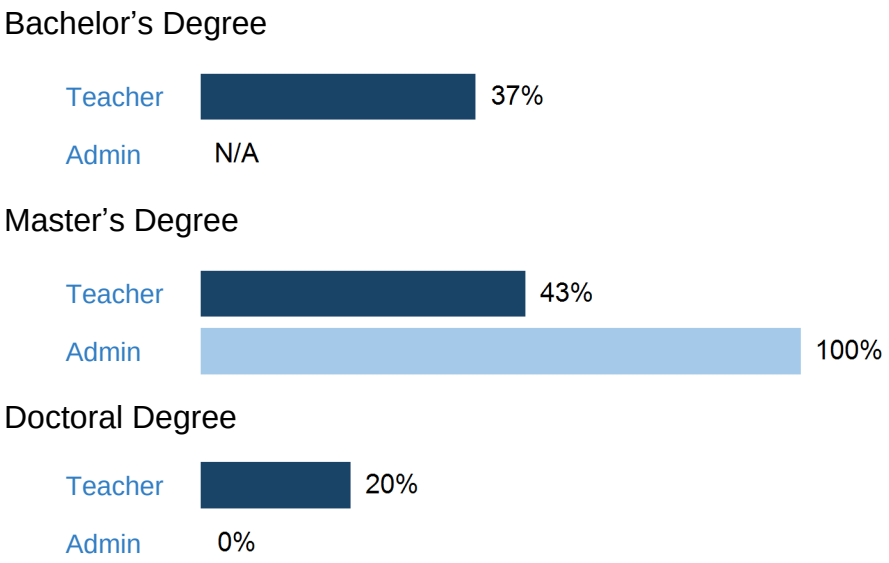
Teachers and Administrators - Level of Education

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.



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	87.5%	90.5%
2017-18 Administrators: Same district 2018-19	89.5%	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	97.3%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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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 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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	87.4%	98.8%	95.8%
Math Proficiency	71.6%	80.5%	85.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	100.0%	100.0%	100.0%
5-Year Graduation Rate†	97.5%	100.0%	100.0%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.9%	4.8%	5.3%

† 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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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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Annually, NJDOE will identify schools in the following federal category:
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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 Goal	Met Goal	Met Goal	Met Goal	N	Met	No
White	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Goal	Met Target†	**	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target†	**	**	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

Union County Tech
(39-5260-050)
Grades Offered: 09-12
2018-2019

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

School Narrative

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:	• UCTECH is a National Blue Ribbon School as awarded by the U.S. Department of Education in 2012. • UCTECH provides six career academies for incoming students to select as their specialization. All courses offered at UCTECH are taught at the honors or enriched level. • Students at UCTECH are provided the opportunity to earn college credits through post-secondary articulations.
Mission, Vision, Theme:	The Union County Vocational-Technical High School (UCTECH) is a full time high school dedicated to advancing the learning and wellness of all students. UCTECH ensures high standards and challenging opportunities to students through the integration of academic and technical training. We develop confidence, character and leadership skills. The integration of academic and technical disciplines allows students to be challenged in each of their courses utilizing a rigorous interdisciplinary approach.
Awards, Recognition, Accomplishments:	Union County Vocational-Technical High School (UCTECH) was recently ranked by U.S. News & World Report as a "Gold" level school and the 36th best high school in New Jersey. In the Fall of 2018, UCTECH was ranked as the 83rd best high school in the nation according to Newsweek. UCTECH is a National Blue Ribbon School as awarded by the U.S. Department of Education in 2012.

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Courses, Curriculum, Instruction:	UCTECH offers six career academies for incoming students to choose from. These programs provide students with career and technical training in preparation for college and career readiness. All courses are taught at the honors level. Students also have the ability to sit for Advanced Placement courses as part of their program sequence or as electives. UCTECH has articulation agreements with postsecondary institutions to allow students to earn college credits during high school.
Clubs and Activities:	Students are offered a wide variety of extra-curricular options. Students join Career & Technical Student Organizations as they relate to the student's vocation. CTSO's such as SkillsUSA, Future Business Leaders of America, FFA, Health Occupations Students of America and Educators Rising are offered to students. Students can also hold office in Student Government and class councils. Finally, students can join a variety of clubs, such as Relay for Life, Robotics Club, Art Club and Chess Club.

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Before and After School Programs:	UCTECH offers students a wide variety of after school programs to participate in. Students have the option to attend a Multi Media Center that is open after school to work on homework or collaborate with classmates on group projects. Students also utilize this option to meet with peer tutors for assistance with their studies. SAT/ACT prep is also offered for students preparing for these assessments. Students also have the option of utilizing a fitness center to work on personal fitness goals from 3 - 4:30 pm.
Staff and Professional Learning:	UCTECH faculty members are encouraged to explore professional development opportunities that will directly aid in student success. Faculty who attend off campus professional development are encouraged to turnkey relevant information during monthly faculty and discipline meetings. There are 3 in service days built into the school calendar for faculty to receive additional professional development. During the third day, faculty members volunteer to teach classes in an area of expertise.
Postsecondary Information:	100% of the members of the class of 2019 at UCTECH applied to and went on to further their education at postsecondary institutions. UCTECH graduates from the class of 2019 received over $8 million in scholarship awards. UCTECH offers multiple programs to students during their junior and senior year to assist in the college application process. UCTECH graduates are attending a diversified group of colleges; including state schools, Ivy League colleges and the service academies.

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Student Supports and Services:	All UCTECH students have a co-curricular period built into their schedule to allow them to pursue tutoring and support services from their teachers during the school day. Also, faculty have been assigned extra help duties in their classrooms during this period to help meet the needs of their students. All faculty members have received professional development on initiating an I&RS referral. Finally, there is a Special Services Department to assist and support students with disabilities.
Student Health and Wellness:	All students participate in required health and physical education courses. Each of these courses is tailored to help promote fitness and wellness across the lifespan of the student. Also, there are four fitness centers available on campus for student use during class, co-curricular periods and after school. The counseling department at UCTECH offers various classes in stress management to our students during co-curricular to help assist with managing stress and promoting good decision making.
Parent and Community Involvement:	UCTECH has an extremely active Parent Student Organization. This group meets monthly to help create and develop activities and events which foster parental outreach and involvement. The PSO has been instrumental in creating multiple service based activities that give back to the towns in Union County. For example, each year our PSO participates in Students Change Hunger. This is an event which helps raise food donations for those in need within the county. The PSO also, actively fundraises to support the students of UCTECH.

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Facilities:	In August of 2015, a new 30,000 square foot addition was added to the current home of UCTECH, West Hall. This addition contained 12 classrooms, 3 science labs and a fitness center with commercial grade fitness equipment. UCTECH students can also utilize a 550 seat auditorium as well as a gymnasium for completion of their Project Adventure curriculum. All classrooms at UCTECH are equipped with air conditioning. West Hall also has a Multi Media Center which allows students access to relevant technology.
School Safety:	All schools in UCVTS have a full time safety officer, who assists staff with bi-monthly security drills and day to day safety procedures. Each school has a school improvement panel that meets monthly to ensure that safety policies and procedures are sound and effective. UCVTS also has a Union County Sheriff's officer stationed in District every school day.

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Technology and STEM:	Each student at UCTECH is provided with a district issued device that will remain in their possession throughout their four years of high school. All students in the School of Design receive a district issued laptop which is loaded with relevant design software such as Autodesk AutoCAD, Revit, etc. Students in all other academies receive Chromebooks that are used in each of their courses. Finally, students are granted access to the full Google Suite of educational products. UCTECH also ensures that students have direct access to technology that will be incorporated into their future careers. For example, students become proficient in operating and reading EKG results in their Introduction to EKG Interpretation course which is part of Exercise Physiology and Related Sciences and Academy for Clinical Care programs. Furthermore, students in our School of Sustainable Sciences work extensively with a school purchased In-Vessel Aerobic BioDigester which turns food scraps into compost.

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