NJ SCHOOL PERFORMANCE REPORT

INFINITY INSTITUTE
(17-2390-002)
Grades Offered: 06-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	JERSEY CITY
Principal Name	MS. DOBSON
Address	193 OLD BERGEN ROAD JERSEY CITY, NJ 07305
Phone Number	(201)915-1404
Email Address	TDOBSON@JCBOE.ORG
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=428&Itemid=1044

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	35	18	20
7	23	36	22
8	25	23	31
9	46	48	64
10	34	37	47
11	53	33	35
12	57	50	32
Total	273	245	251

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.9%	47.3%	53.4%
Male	53.1%	52.7%	46.6%
Economically Disadvantaged Students	74.0%	62.4%	66.5%
Students with Disabilities	2.2%	1.6%	1.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students		1.2%	1.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	19.8%	18.8%	18.7%
Hispanic	26.7%	26.1%	26.3%
Black or African American	26.7%	26.1%	25.1%
Asian	25.6%	27.3%	27.9%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.4%
American Indian or Alaska Native	0.4%	0.8%	0.8%
Two or More Races	0.0%	0.4%	0.8%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	273	245	251
Shared Time Students	0	0	0
Full Time Equivalent	273	245	251

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	49.8%
Spanish	12.7%
Arabic	12.7%
Uncoded languages	5.6%
Urdu	5.2%
Other Languages	13.9%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	53	50	Met Standard	78	52	50	Exceeds Standard
White	46	59	50	**	*	59	51	**
Hispanic	48	52	49	**	65.5	50	48	**
Black or African American	56	46	44	Met Standard	83.5	44	44	**
Asian, Native Hawaiian, or Pacific Islander	64	61	61	**	*	63	61	**
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	N	52	49	**	N	59	51	**
Economically Disadvantaged	52	52	48	Met Standard	73	50	47	Exceeds Standard
Students with Disabilities	*	42	41	**	N	41	43	**
English Learners	N	63.5	54	**	N	58	51	**

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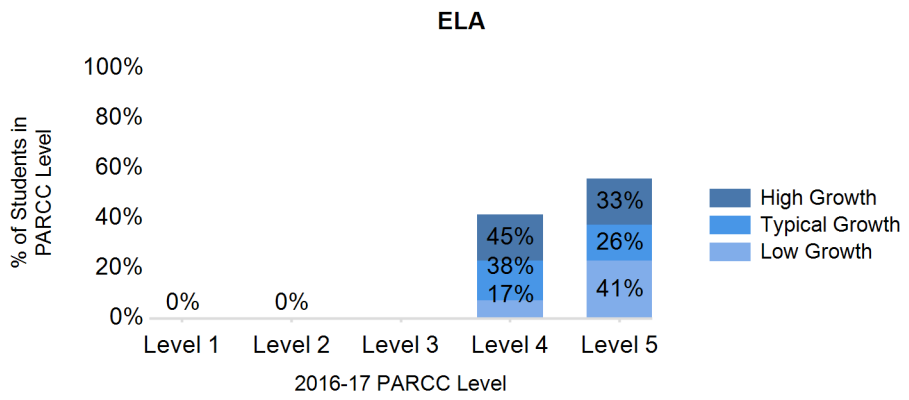
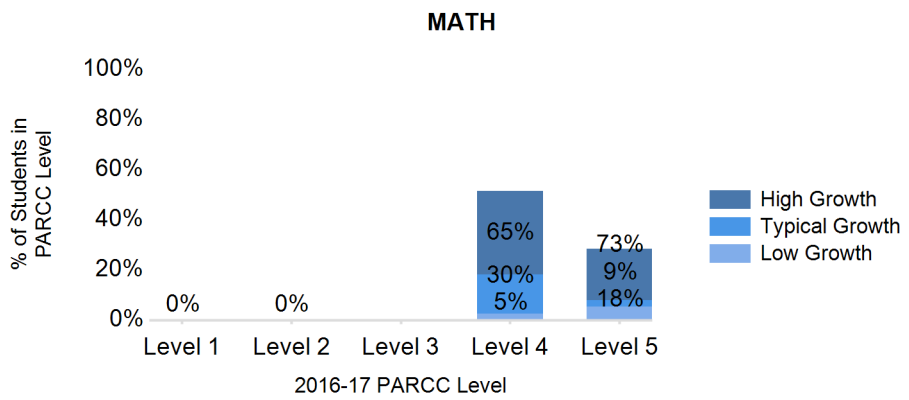
Student Growth by Performance Level

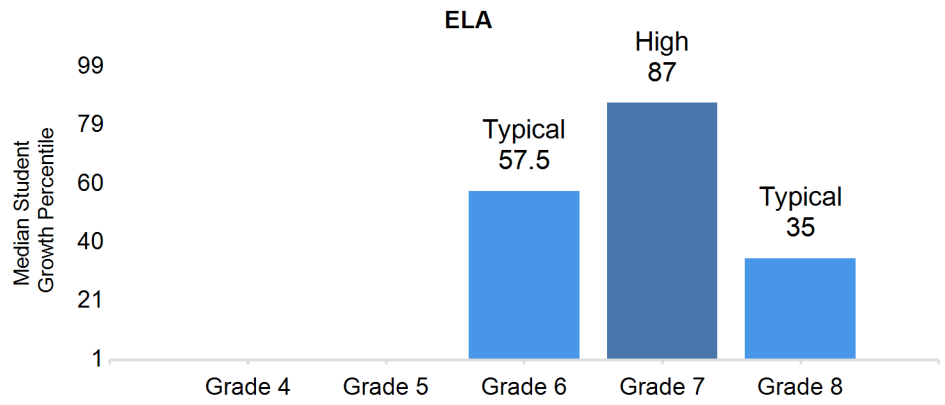
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

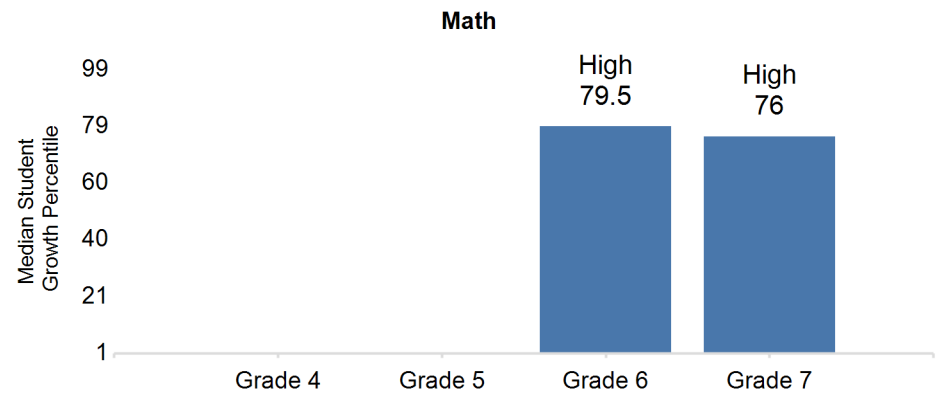




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	150	100.0	97.4	47.8	56.7	97.4	80	Met Goal
White	*	*	*	55.3	65.6	*	80	Met Goal
Hispanic	36	100.0	94.5	*	42.5	94.5	80	Met Goal
Black or African American	44	100.0	95.4	32.8	37.3	95.4	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	43	100.0	100.0	74.3	82.3	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	86	100.0	97.7	54.1	64.5	97.7		
Male	64	100.0	96.9	41.9	49.4	96.9		
Economically Disadvantaged Students	103	100.0	96.1	43.6	38.5	96.1	80	Met Goal
Non-Economically Disadvantaged Students	47	100.0	100.0	60.5	67.5	100.0		
Students with Disabilities	*	*	*	14.2	21.6	*	**	**
Students without Disabilities	*	*	*	54.1	63.9	*		
English Learners	N	N	N	15.1	27.3	N	**	**
Non-English Learners	150	100.0	97.4	51.3	59.4	97.4		
Homeless Students	*	*	*	32.3	27.7	*		
Students In Foster Care	N	N	N	19.1	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	801	748	754	0%	0%	*	*	*	95%	56%
White	*	*	753	761	*	*	*	*	*	*	66%
Hispanic	*	*	746	742	*	*	*	*	*	*	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	*	*	*	761	*	*	*	*	*	*	64%
Male	*	*	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	744	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	760	764	*	*	*	*	*	*	68%
Students with Disabilities	N	N	712	723	N	N	N	N	N	N	18%
Students without Disabilities	20	801	754	760	0%	0%	*	*	*	95%	63%
English Learners	N	N	724	712	N	N	N	N	N	N	*
Non-English Learners	20	801	750	755	0%	0%	*	*	*	95%	*
Homeless Students	N	N	739	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	810	752	760	0%	0%	0%	*	*	100%	63%
White	*	*	759	768	*	*	*	*	*	*	72%
Hispanic	*	*	748	746	*	*	*	*	*	*	49%
Black or African American	*	*	738	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	*	*	760	769	*	*	*	*	*	*	72%
Male	*	*	745	752	*	*	*	*	*	*	54%
Economically Disadvantaged Students	*	*	748	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	765	771	*	*	*	*	*	*	73%
Students with Disabilities	N	N	712	721	N	N	N	N	N	N	22%
Students without Disabilities	22	810	760	768	0%	0%	0%	*	*	100%	71%
English Learners	N	N	709	705	N	N	N	N	N	N	11%
Non-English Learners	22	810	756	762	0%	0%	0%	*	*	100%	64%
Homeless Students	*	*	732	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	799	750	759	0%	0%	*	*	*	97%	60%
White	*	*	758	767	*	*	*	*	*	*	70%
Hispanic	*	*	745	744	*	*	*	*	*	*	45%
Black or African American	*	*	738	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	804	772	789	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	20	802	*	768	0%	0%	*	*	*	100%	69%
Male	11	795	*	751	0%	0%	*	*	*	91%	52%
Economically Disadvantaged Students	21	794	747	740	0%	0%	*	*	*	95%	42%
Non-Economically Disadvantaged Students	10	810	760	769	0%	0%	*	*	*	100%	71%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	756	766	*	*	*	*	*	*	68%
English Learners	N	N	706	703	N	N	N	N	N	N	*
Non-English Learners	31	799	753	761	0%	0%	*	*	*	97%	*
Homeless Students	N	N	731	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	787	734	752	0%	0%	*	*	*	96%	55%
White	*	*	742	760	*	*	*	*	*	*	64%
Hispanic	12	785	729	735	0%	0%	*	*	*	92%	38%
Black or African American	13	781	727	734	0%	0%	*	*	*	92%	34%
Asian, Native Hawaiian, or Pacific Islander	18	792	*	782	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	28	786	740	759	0%	0%	*	*	*	93%	63%
Male	23	788	729	744	0%	0%	*	*	*	100%	46%
Economically Disadvantaged Students	36	783	731	733	0%	0%	*	*	*	94%	34%
Non-Economically Disadvantaged Students	15	798	741	761	0%	0%	*	*	*	100%	65%
Students with Disabilities	N	N	705	716	N	N	N	N	N	N	15%
Students without Disabilities	51	787	739	758	0%	0%	*	*	*	96%	62%
English Learners	N	N	693	691	N	N	N	N	N	N	*
Non-English Learners	51	787	741	755	0%	0%	*	*	*	96%	*
Homeless Students	*	*	730	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	799	737	749	0%	0%	0%	50%	50%	100%	51%
White	*	*	750	756	*	*	*	*	*	*	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	*	*	725	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	12	809	746	759	0%	0%	0%	*	*	100%	60%
Male	14	791	728	739	0%	0%	0%	*	*	100%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	59%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	15%
Students without Disabilities	26	799	*	756	0%	0%	0%	50%	50%	100%	57%
English Learners	N	N	686	684	N	N	N	N	N	N	*
Non-English Learners	26	799	747	752	0%	0%	0%	50%	50%	100%	*
Homeless Students	N	N	716	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

INFINITY INSTITUTE
(17-2390-002)
Grades Offered: 06-12
2017-2018

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

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	797	753	736	0%	0%	0%	50%	50%	100%	39%
White	*	*	767	737	*	*	*	*	*	*	41%
Hispanic	*	*	742	731	*	*	*	*	*	*	35%
Black or African American	*	*	743	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	13	801	759	745	0%	0%	0%	*	*	100%	48%
Male	13	794	746	728	0%	0%	0%	*	*	100%	31%
Economically Disadvantaged Students	14	802	751	730	0%	0%	0%	*	*	100%	33%
Non-Economically Disadvantaged Students	12	793	756	739	0%	0%	0%	*	*	100%	42%
Students with Disabilities	N	N	712	708	N	N	N	N	N	N	13%
Students without Disabilities	26	797	759	742	0%	0%	0%	50%	50%	100%	44%
English Learners	N	N	702	702	N	N	N	N	N	N	*
Non-English Learners	26	797	760	738	0%	0%	0%	50%	50%	100%	*
Homeless Students	*	*	740	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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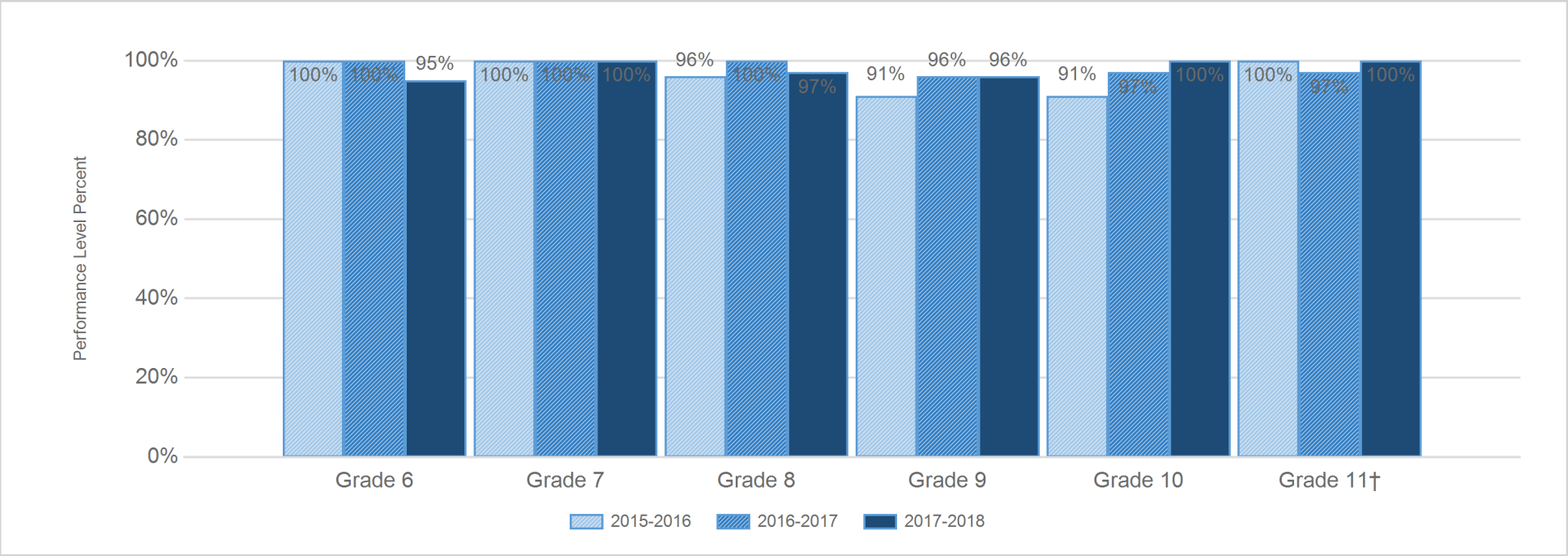
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	184	100.0	84.3	34.1	45.0	84.3	80	Met Goal
White	34	100.0	85.3	45.2	54.1	85.3	80	Met Goal
Hispanic	42	100.0	76.1	28.5	29.2	76.1	80	Met Target†
Black or African American	49	100.0	81.6	17.8	23.4	81.6	79.5	Met Goal
Asian, Native Hawaiian, or Pacific Islander	56	100.0	94.7	64.9	77.0	94.7	80	Met Goal
American Indian or Alaska Native	*	*	*	50.0	42.5	*	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	105	100.0	84.8	35.7	46.0	84.8		
Male	79	100.0	83.6	32.7	43.9	83.6		
Economically Disadvantaged Students	129	100.0	83.7	30.2	26.6	83.7	80	Met Goal
Non-Economically Disadvantaged Students	55	100.0	85.5	45.9	55.9	85.5		
Students with Disabilities	*	*	*	*	17.1	*	**	**
Students without Disabilities	*	*	*	*	50.5	*		
English Learners	N	N	N	16.6	24.6	N	**	**
Non-English Learners	184	100.0	84.3	36.2	46.9	84.3		
Homeless Students	*	*	*	17.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	787	735	744	0%	0%	*	*	*	95%	44%
White	*	*	744	751	*	*	*	*	*	*	54%
Hispanic	*	*	732	731	*	*	*	*	*	*	27%
Black or African American	*	*	720	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	*	*	*	745	*	*	*	*	*	*	45%
Male	*	*	*	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	732	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	743	753	*	*	*	*	*	*	56%
Students with Disabilities	N	N	707	717	N	N	N	N	N	N	13%
Students without Disabilities	20	787	740	748	0%	0%	*	*	*	95%	49%
English Learners	N	N	720	713	N	N	N	N	N	N	11%
Non-English Learners	20	787	737	745	0%	0%	*	*	*	95%	45%
Homeless Students	N	N	726	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	784	735	743	0%	0%	*	*	*	91%	43%
White	*	*	743	750	*	*	*	*	*	*	54%
Hispanic	*	*	732	732	*	*	*	*	*	*	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	*	*	737	745	*	*	*	*	*	*	45%
Male	*	*	734	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	733	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	743	751	*	*	*	*	*	*	55%
Students with Disabilities	N	N	706	717	N	N	N	N	N	N	12%
Students without Disabilities	22	784	741	748	0%	0%	*	*	*	91%	50%
English Learners	N	N	715	716	N	N	N	N	N	N	10%
Non-English Learners	22	784	738	744	0%	0%	*	*	*	91%	45%
Homeless Students	*	*	720	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	788	712	728	0%	0%	*	*	*	95%	28%
White	*	*	723	736	*	*	*	*	*	*	36%
Hispanic	*	*	714	722	*	*	*	*	*	*	22%
Black or African American	*	*	702	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	*	*	714	731	*	*	*	*	*	*	31%
Male	*	*	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	712	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	696	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	717	735	*	*	*	*	*	*	*
English Learners	N	N	701	705	N	N	N	N	N	N	10%
Non-English Learners	19	788	714	729	0%	0%	*	*	*	95%	29%
Homeless Students	N	N	704	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	784	732	746	0%	0%	*	*	*	86%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	*	*	725	730	*	*	*	*	*	*	27%
Black or African American	*	*	720	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	795	759	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	21	780	734	748	0%	0%	*	*	*	81%	48%
Male	16	789	730	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	24	777	729	729	0%	0%	*	*	*	88%	25%
Non-Economically Disadvantaged Students	13	796	739	756	0%	0%	*	*	*	85%	57%
Students with Disabilities	N	N	701	716	N	N	N	N	N	N	13%
Students without Disabilities	37	784	737	752	0%	0%	*	*	*	86%	52%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	37	784	736	749	0%	0%	*	*	*	86%	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	761	729	735	0%	0%	23%	*	*	77%	30%
White	18	761	734	740	0%	0%	*	*	*	78%	37%
Hispanic	17	760	722	723	0%	0%	*	*	*	71%	14%
Black or African American	17	754	*	719	0%	0%	*	*	*	65%	11%
Asian, Native Hawaiian, or Pacific Islander	27	766	747	760	0%	0%	*	*	*	93%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	40	760	728	736	0%	0%	*	*	*	78%	30%
Male	41	761	729	734	0%	0%	*	*	*	76%	29%
Economically Disadvantaged Students	57	759	727	722	0%	0%	*	*	*	75%	13%
Non-Economically Disadvantaged Students	24	765	732	741	0%	0%	*	*	*	79%	38%
Students with Disabilities	*	*	706	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	731	738	*	*	*	*	*	*	*
English Learners	N	N	711	711	N	N	N	N	N	N	*
Non-English Learners	81	761	731	736	0%	0%	23%	*	*	77%	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	30	770	730	727	*	*	*	*	*	83%	30%
White	*	*	754	733	*	*	*	*	*	*	35%
Hispanic	*	*	715	710	*	*	*	*	*	*	14%
Black or African American	*	*	717	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	17	765	731	728	*	*	*	*	*	82%	30%
Male	13	776	729	727	*	*	*	*	*	85%	30%
Economically Disadvantaged Students	18	780	729	709	*	*	*	*	*	94%	13%
Non-Economically Disadvantaged Students	12	756	732	736	*	*	*	*	*	67%	37%
Students with Disabilities	N	N	696	693	N	N	N	N	N	N	*
Students without Disabilities	30	770	732	732	*	*	*	*	*	83%	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	30	770	*	729	*	*	*	*	*	83%	*
Homeless Students	*	*	712	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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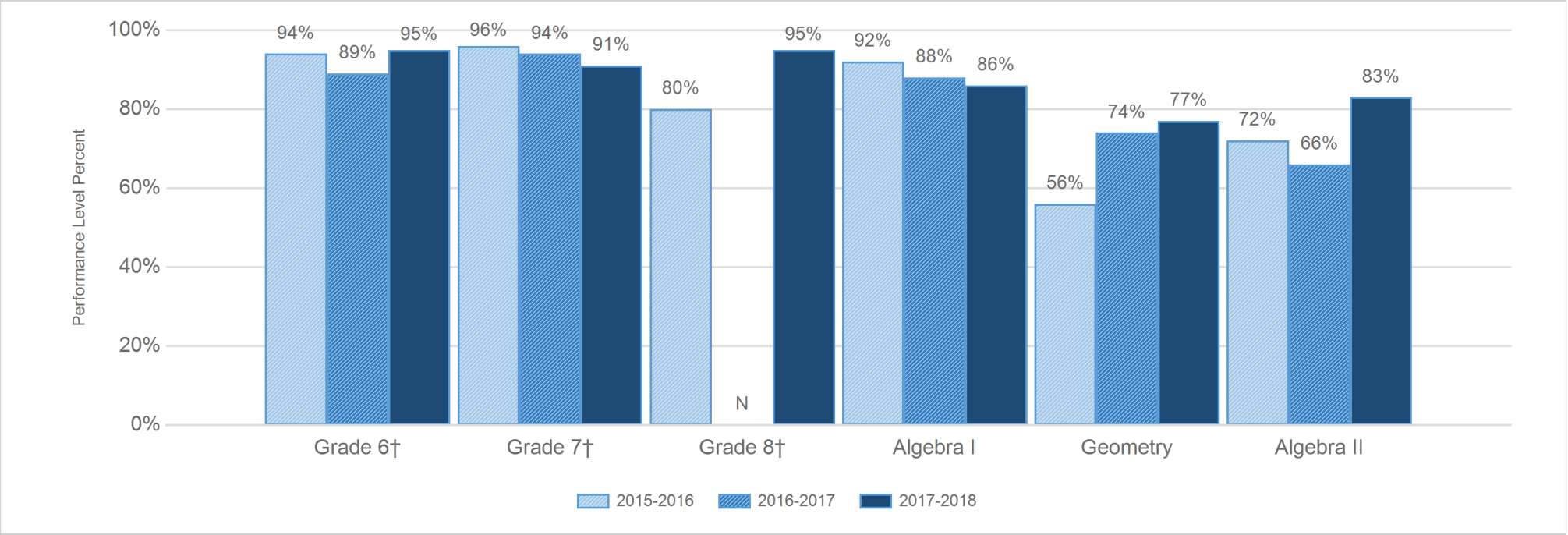
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

INFINITY INSTITUTE
(17-2390-002)
Grades Offered: 06-12
2017-2018

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	98.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	100.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	537	478	Grade 10: 430 Grade 11: 460	91%	62%
PSAT 10/NMSQT - Math	543	478	Grade 10: 480 Grade 11: 510	79%	42%
SAT - Reading and Writing	578	542	480	91%	72%
SAT - Math	629	543	530	91%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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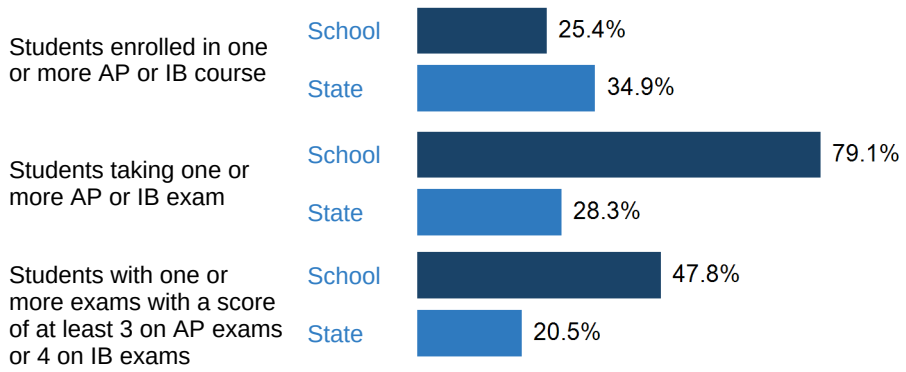
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

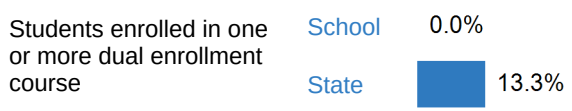
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	26
AP Calculus AB	0	17
AP Calculus BC	4	4
AP Computer Science Principles	0	11
AP English Language and Composition	13	12
AP Environmental Science	0	11
AP Studio Art—Drawing Portfolio	0	1
AP U.S. History	10	10
Total Exams taken		92
Exams with scores of at least 3 on AP exams or 4 on IB exams		46

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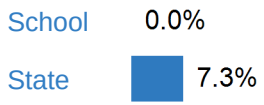
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

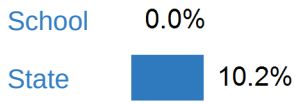
Career and Technical Education Participation

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

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



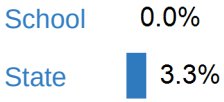
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

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
Total (All Clusters)	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.

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
6	0	0	0	0	0	0	20
7	0	0	0	0	0	0	22
8	12	0	0	0	0	0	19
9	0	0	0	0	0	0	64
10	0	0	0	0	0	0	47
11	0	0	0	0	0	0	35
12	0	0	0	0	4	0	29
Total	12	0	0	0	4	0	236
Enrolled in AP/IB Course					4	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	64	0	0	0	7	0
10	2	44	0	0	16	5
11	17	0	0	5	12	6
12	9	0	0	6	15	9
Total	92	44	0	11	50	20
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	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.

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	64	0	0	0	0
10	19	5	0	0	0	21
11	17	0	0	0	0	2
12	4	0	0	0	0	2
Total	40	69	0	0	0	25
Enrolled in AP/IB Course	0	10	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	31	0	0	0	0	0	0
9	36	28	0	0	0	0	0
10	14	29	0	0	0	0	0
11	18	15	0	0	0	0	0
12	1	2	0	0	0	0	0
Total	100	74	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	15	18	0	0	0	0	0

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2017-2018

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

NJ SCHOOL PERFORMANCE REPORT

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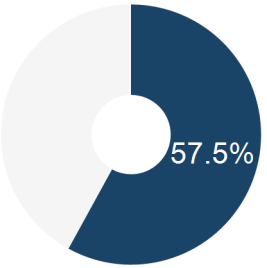
Visual and Performing Arts – Course Participation

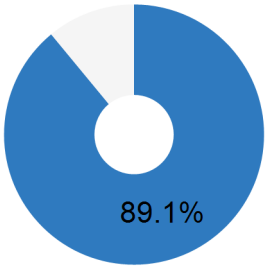
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



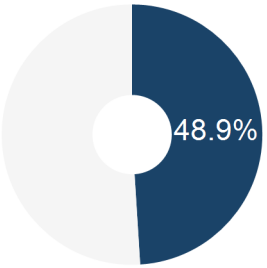
School



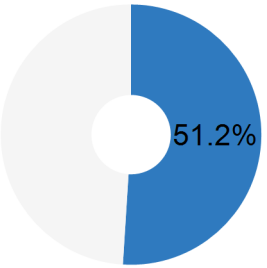
State

Grades 9-12:

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

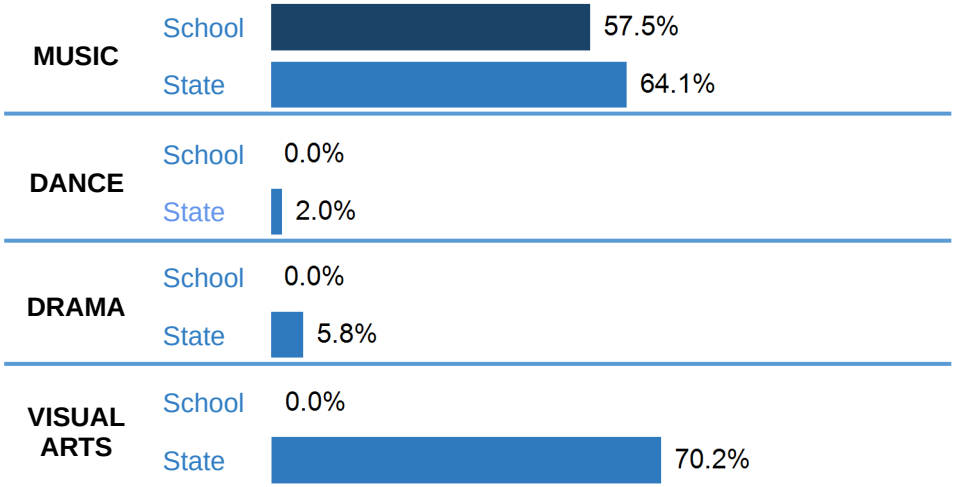


School

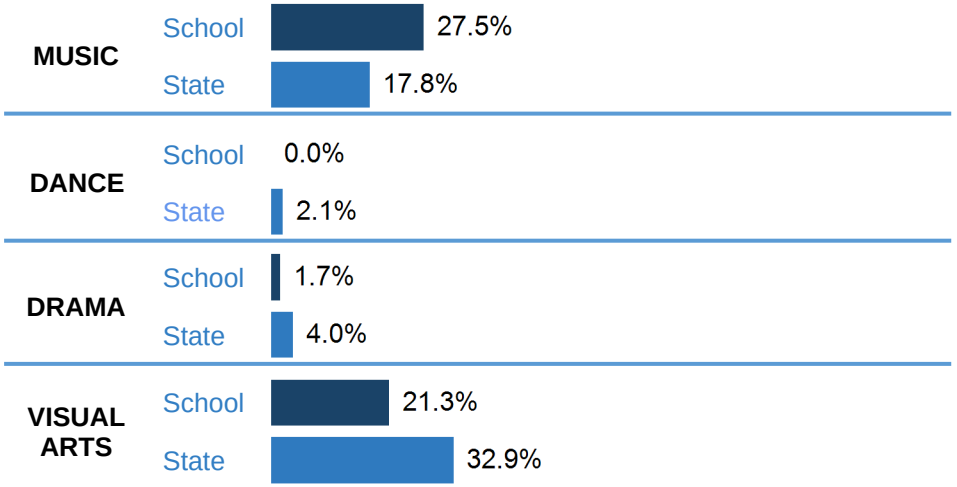


State

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	100.0%	90.9%	100.0%	92.4%	100.0%	N	Met Goal	100.0%	N	Met Goal
White	*	95.0%	100.0%	95.7%	100.0%	**	**	100.0%	**	**
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	100.0%	**	**
Black or African American	*	84.2%	100.0%	86.8%	100.0%	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	84.6%	100.0%	87.0%	100.0%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	*	80.1%	*	83.5%	*	**	**	*	**	**
English Learners	*	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	93.8%	75.0%
Substitute Competency Test	6.3%	25.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	100.0%	-
2017	100.0%	100.0%
2016	100.0%	100.0%

Dropout Rate Trends

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

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

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	84.4%	7.4%	92.6%
White	*	*	*
Hispanic	86.7%	7.7%	92.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	86.4%	5.3%	94.7%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	90%	2.2%	97.8%	68.9%	31.1%	82.2%	17.8%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	93.3%	0%	100%	57.1%	42.9%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%	64.3%	35.7%	85.7%	14.3%
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	86.2%	0%	100%	76%	24%	80%	20%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N

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

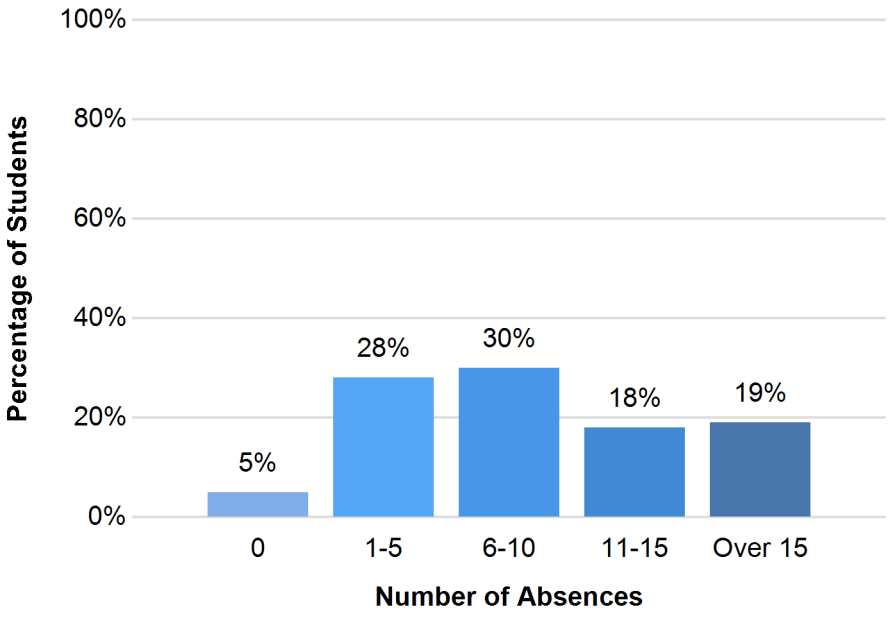
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	24	9.6	12.6	Met
White	2	4.3	12.6	Met
Hispanic	8	12.1	12.6	Met
Black or African American	10	15.9	12.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	5.6	12.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	12	7.2	12.6	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

Days Absent

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



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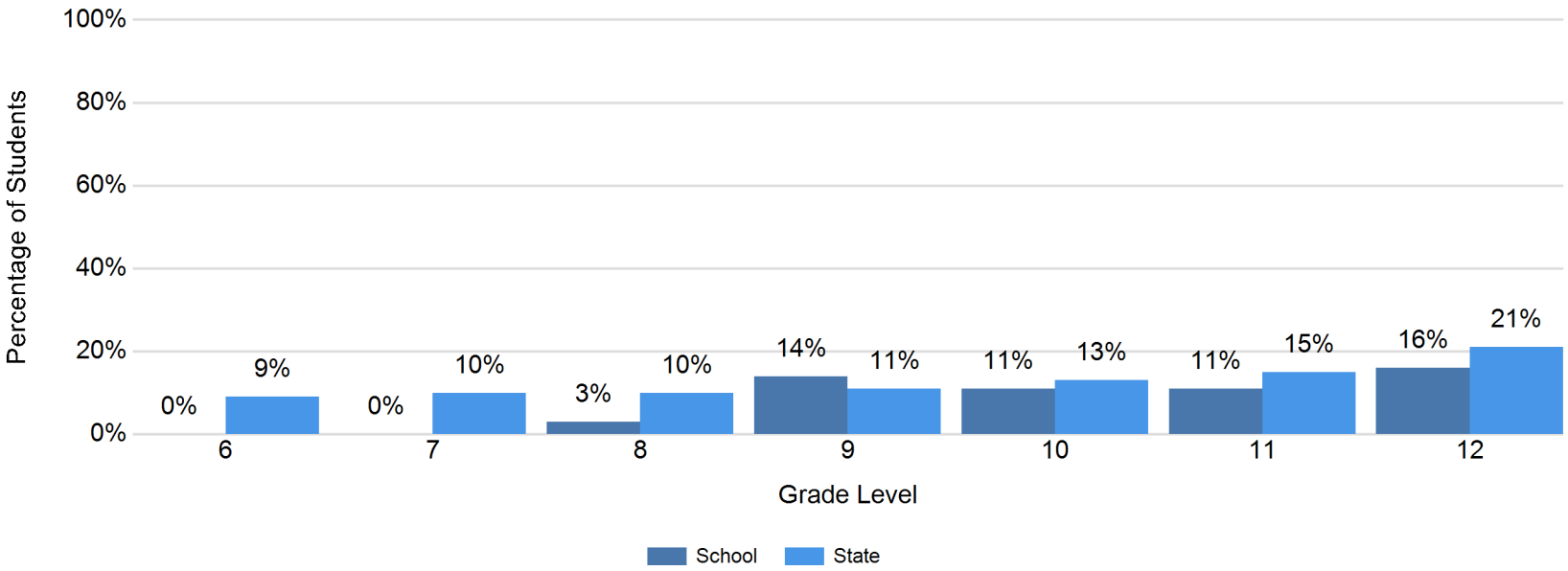
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.80

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	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	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	8:30 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
Shared Time - Instructional Time	6 Hrs. 25 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.3:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,067	$17,499	$18,566

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	117,464
Average years experience in public schools	6.0	12.0
Average years experience in district	5.9	10.7
Teachers in district for 4 or more years	64.3%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	133	9,374
Average years experience in public schools	21.0	16.0
Average years experience in district	20.8	12.0
Administrators in district for 4 or more years	97.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	251:1	218:1
Teachers to Administrators	28:1	18:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		558:1
Students to Counselors		427:1
Students to Child Study Team		209:1

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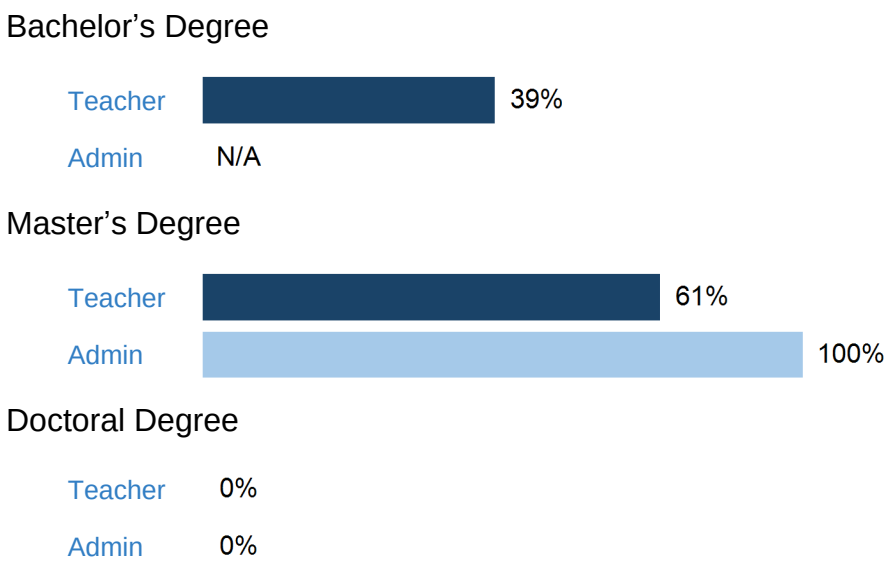
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	84.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	60.7%	100.0%
Male	39.3%	0.0%
White	53.6%	100.0%
Hispanic	14.3%	0.0%
Black or African American	14.3%	0.0%
Asian	14.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	3.6%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	100.00	12.5%
Mathematics Proficiency	100.00	12.5%
Graduation Rate - 4-Year	97.87	15.0%
Graduation Rate - 5-Year	97.87	15.0%
English Language Arts Growth	89.58	15.0%
Mathematics Growth	100.00	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	59.09	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	91.66	n/a
Summative Rating: Percentile Rank of Summative Score	100.00	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Goal	Met Goal	Met Goal	Met Standard	Exceeds Standard	N	Met	No
White	**	**	No	Met Goal	Met Goal	**	**	**	**	n/a	Met	No
Hispanic	**	**	No	Met Goal	Met Target†	**	**	**	**	n/a	Met	No
Black or African American	84.45	14.08	No	Met Goal	Met Goal	**	**	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	94.05	21.20	No	Met Goal	Met Goal	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	**	**	n/a	**	No
English Learners	**	**	No	**	**	**	N	**	**	**	**	No

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

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School Narrative

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

Highlights:	• In the 2017-18 school year, Infinity Institute became the first school in NJ to be designated a Cambridge School. • Starting in the 2014 -15 school year, the school partnered with the YMCA to provide our students with additional academic and extracurricular opportunities afterschool. • In the 2017-18 school year, the school placed third for the highest average SAT scores in Hudson County public high schools.
Mission, Vision, Theme:	Through school partnerships, we aim to provide an environment that develops our students' intellectual, technological, emotional, and social skills to live and work successfully as global citizens. Through a challenging course of study with high standards, students will become responsible learners who can not only work collaboratively, but also be accountable for their own academic and developmental progress. Infinity Institute students will graduate as lifelong learners who will make valuable contributions to society and be well prepared for the demands of the 21st century workplace.
Awards, Recognition, Accomplishments:	Infinity Institute's students are some of the best performing in the state of New Jersey. Since 2010, Infinity Institute has outperformed district and state averages on state assessments. Moreover, on the 2017 Preliminary Student Achievement Test (PSAT), the school outperformed the PSAT and SAT averages for the nation, state and district. In addition, for the 2017-2018 school year, Infinity Institute was recognized in the U.S. News and World Report's national high school rankings and earned a silver medal. Infinity Institute was ranked #46 in New Jersey high schools and #1595 in national rankings. Also, for the first time, in the New Jersey Monthly 2018 publication, Infinity was ranked #49 out of 305 public high schools. Lastly, the school has maintained a 100% graduation rate for the past five school years.

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Courses, Curriculum, Instruction:	Infinity Institute's instructional program concentrates on academics and college preparatory coursework in a personalized, challenging environment. The school serves grades 6 through 12 and only offers honors and AP courses at the high school level. Since the school requires all students to enroll in one AP course during their tenure at Infinity, the school became a Cambridge school to provide students in the middle school with rigorous curricula to serve as a pre-AP program. Thus, students in grades 6 and 7 follow a blended Cambridge University curriculum in English Language Arts, Science and Mathematics. Also, eighth graders are offered the opportunity to enroll in Algebra I and high school ELA honor classes. In addition, at the high school level, the school implements an AP program that offers seven AP courses: AP Biology, AP Environmental Science, AP Calculus AB, AP Language and Composition, AP US History, AP Government and AP Art History.
Clubs and Activities:	Student Council, National Honor Society, National Junior Honor Society, French Honor Society, National English Honor Society, Band, Volleyball Club, Basketball Club, Theater Club, Library Club, UNICEF Club, College Exploration Tours, Alzheimer's NJ Walk Fundraiser, and St. Paul's Church Annual Food Drives.

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Before and After School Programs:	Infinity Institute provides afterschool academic intervention classes for middle and high school students. The academic prep classes include: English Language Arts for Grades 6-10, Algebra I for grades 8, Algebra II for grade 11, and Middle School Math for grades 6-8). The school also facilitates in partnership with and after school AP Scholars preparation classes for all high school students enrolled in an AP course.
Staff and Professional Learning:	Teachers participate in informal peer classroom observation teams to provide feedback on their peer's implementation of instructional strategies. Teachers participate in cross content and department Professional Learning Communities to analyze student data, identify student learning goals, discuss instructional strategies, and district curricula/resources. Teachers participate in teacher-led professional learning sessions involving Google applications for the classroom and online formative assessment resources. At the district level, AP teachers participate in district-wide AP PLC groups to discuss the content of their AP course, instructional strategies and resources, and assessment tasks.
Postsecondary Information:	Infinity Institutes participates in the district's annual PSAT/SAT day. Students in grades 8-12 are administered the PSAT 8/9, PSAT or the SAT. The school provides afterschool PSAT/SAT preparation classes for students in grades 8-12 for five days leading up to SAT day. Students in grades 8-12 practice SAT ELA and Mathematics skills through the Khan Academy Official SAT website. Students practice a minimum of 90 minutes weekly in ELA and math classes. Moreover, our school counselor organizes in school and after school programs to inform parents and students of post-secondary offerings and financial aid. College representatives visit the school and present their program to students during lunch periods. High school students utilize Naviance, online college planning resource, to research post-secondary institutions and submit college applications. Students have attended: Rutgers, NYU, Stevens Institute of Technology, and New Jersey Institute of Technology.

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Student Supports and Services:	In the middle grades, students who are in need of academic support are provided assistance through an individualized academic plan for each marking period wherein satisfactory progress has not been made. The academic plan includes SMART goals and intervention strategies and programs to improve student achievement in the identified areas. Also, school teams collaborate and create IR&S and 504 Plans to support students who are in need of accommodations and/or modifications due to physical, emotional, psychological or intellectual limitations. For students with Individual Education Plans (IEP), a CCT teacher may support them in their academic classes per the IEP mandates. The school does not have any self-contained classrooms.
Student Health and Wellness:	The school participates in the district-wide “Grab and Go” breakfast program. The program provides free breakfast to all students prior to and after the start of the school’s instructional day at the students’ requests. All students participate in physical education classes based on the district’s physical education curricula and mandatory minutes per semester. The middle school students participate in the districtwide intramural sports program, Project A-Team. The students participate in sport competitions in the areas of Field Hockey, Soccer, Basketball, Track and Volleyball. The school in partnership with the YMCA program offers afterschool Volleyball and Basketball Clubs for all students twice a week.
Parent and Community Involvement:	The school has a PTA organization and a partnership with the YMCA of Newark and Vicinity. Each year, the school facilitates many community service projects involving the Alzheimer’s NJ organization, St. Paul’s Church, UNICEF, and Salvation Army. All school stakeholders are encouraged to participate. Annually the school organized multiple parent activities involving college and career planning, curricula resources, middle school science fair, winter and spring concerts, and school play.

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***** 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

School Narrative

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

School Safety:	To support school safety, the administration formed a School Safety Team that is composed of school stakeholders including school administrators, parents, teachers, school security guard, school nurse, school counselor, and students. The Safety Team meets a minimum of twice a year to discuss any safety or school climate concerns, strategies to remediate, and student activities to promote a positive school relationships and climate. In addition, the school administration meets with the school's security team (minimum of once a marking period) to discuss safety protocols including the checking of student bags, school patrols, lunchtime monitoring, and reporting of student issues.

NJ SCHOOL PERFORMANCE REPORT

INFINITY INSTITUTE
(17-2390-002)
Grades Offered: 06-12
2017-2018

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School Narrative

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Technology and STEM:	The teachers and students utilize various technology tools during the instructional day. Teachers utilize Google applications, including Google Classroom, Forms, and Docs. During the class period, students use laptops/desktops, Ipads, and Chromebooks to access school's Wifi to complete online instructional tasks and communicate with their teachers and peers. Moreover, the teachers employ multiple online intervention and instructional programs to support and deepen students' understanding of the content. At the middle school level, students are enrolled in a STEM class to provide them with hands-on activities to apply their understanding of robotics and coding. At the high school level, students can enroll in the UAV (Drone) class in which they learn how to design, create, test, and fly an UAV.

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Other Information:	Infinity Institute is a secondary, citywide school of choice within the Jersey City Public Schools. The school's program concentrates on academics and college preparatory coursework in a personalized, challenging environment. In order to be considered for admission, students must be residents of Jersey City and complete the application process. Students can enroll in the middle school grades and in grades 9 and 10 at the high school level. The admissions criteria include grades, teacher and administrator recommendations, extracurricular activities, student attendance, PSAT 8/9 or PSAT performance scores (high school admissions test), OLSAT (middle school admissions test), and PARCC scores (middle school applications only). Students are expected to wear the school's black or white uniform shirt (with logo and motto) and black or khaki-colored pants and/or shirts.