NJ SCHOOL PERFORMANCE Report

State of New Jersey
2015-2016

Grade Span 09-12

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: Survey
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com

NJ SCHOOL PERFORMANCE *Report*

State of New Jersey
2015-2016

Grade Span 09-12

19-2308-300
HUNTERDON
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HC Computer Science and Software Engineering Academy
19 Senator Stout Road
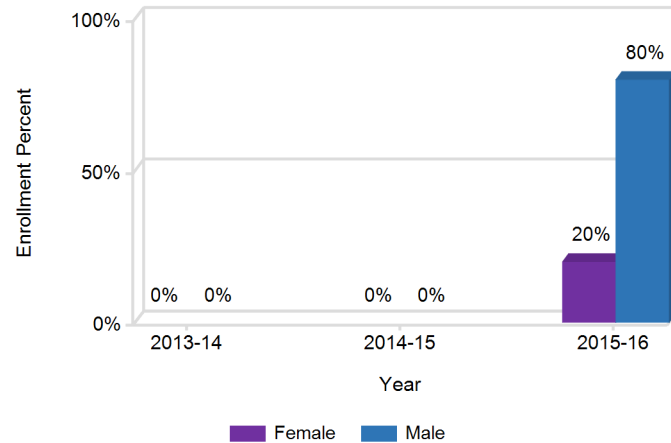**Frenchtown, NJ 08825**

Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

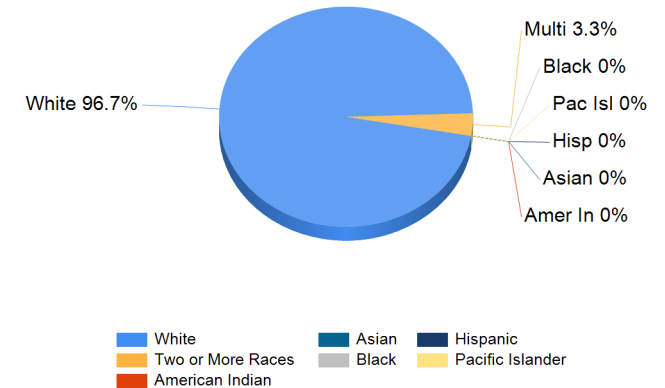|	2013-14	2014-15	2015-16
Grade 09	0	0	30
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	0	0	0
Total	0	0	30

Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.

Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.

White 96.7%
Multi 3.3%
Black 0%
Pac Isl 0%
Hisp 0%
Asian 0%
Amer In 0%

Legend: White, Two or More Races, American Indian, Asian, Black, Hispanic, Pacific Islander
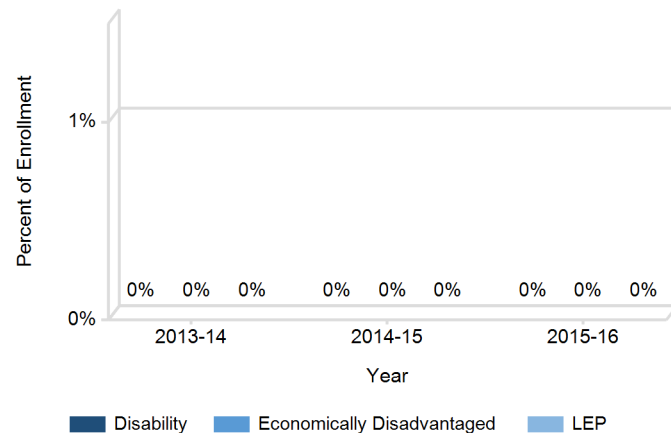
Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	0	0	30
Full Time Head Count	0	0	30
Shared Time Head Count	0	0	0

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.

Legend: Disability, Economically Disadvantaged, LEP

Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	100.0%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	S	S	S
Mathematics Met or Exceeded Expectations	S	S	S

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	S	S	S	S		S	S	S	S	
White	S	S	S	S		S	S	S	S	
African American	N	N	N	N		N	N	N	N	
Hispanic	N	N	N	N		N	N	N	N	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	N	N	N	N		N	N	N	N	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**30**	**773**	**773**	**760**	**N**	**7%**	**7%**	**67%**	**20%**	**87%**	**49%**
White	S	S	S	762	S	S	S	S	S	S	58%
African American	N	N	N	748	N	N	N	N	N	N	30%
Hispanic	N	N	N	751	N	N	N	N	N	N	34%
Asian	N	N	N	794	N	N	N	N	N	N	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	S	S	S	765	S	S	S	S	S	S	53%
Students with Disability	N	N	N	718	N	N	N	N	N	N	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations ■ Partially Met Expectations ■ Approached Expectations ■ Met Expectations ■ Exceeded Expectations

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**N**	**N**	**N**	**756**	**N**	**N**	**N**	**N**	**N**	**N**	**44%**
White	N	N	N	758	N	N	N	N	N	N	50%
African American	N	N	N	742	N	N	N	N	N	N	28%
Hispanic	N	N	N	747	N	N	N	N	N	N	33%
Asian	N	N	N	792	N	N	N	N	N	N	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	N	N	N	708	N	N	N	N	N	N	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	30%

- Did Not Yet Meet Expectations
- Partially Met Expectations
- Approached Expectations
- Met Expectations
- Exceeded Expectations

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**N**	**N**	**N**	**754**	**N**	**N**	**N**	**N**	**N**	**N**	**40%**
White	N	N	N	755	N	N	N	N	N	N	42%
African American	N	N	N	742	N	N	N	N	N	N	30%
Hispanic	N	N	N	748	N	N	N	N	N	N	37%
Asian	N	N	N	783	N	N	N	N	N	N	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	N	N	N	716	N	N	N	N	N	N	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	N	N	N	745	N	N	N	N	N	N	33%

◼ Did Not Yet Meet Expectations　　◼ Partially Met Expectations　　◼ Approached Expectations　　◼ Met Expectations　　◼ Exceeded Expectations

**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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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

Performance Level Percent

- Grade 9: 87% (2015-2016), N (2014-2015)
- Grade 10: N, N
- Grade 11**: N, N

Legend: 2014-2015, 2015-2016

Grade 9   **Grade 10**   **Grade 11****

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**S**	**S**	**S**	**741**	**S**	**S**	**S**	**S**	**S**	**S**	**41%**
White	S	S	S	743	S	S	S	S	S	S	51%
African American	N	N	N	735	N	N	N	N	N	N	20%
Hispanic	N	N	N	740	N	N	N	N	N	N	25%
Asian	N	N	N	765	N	N	N	N	N	N	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	N	N	N	715	N	N	N	N	N	N	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	738	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations　　■ Partially Met Expectations　　■ Approached Expectations　　■ Met Expectations　　■ Exceeded Expectations

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**22**	**760**	**760**	**736**	**N**	**N**	**18%**	**82%**	**N**	**82%**	**27%**
White	S	S	S	740	S	S	S	S	S	S	34%
African American	N	N	N	727	N	N	N	N	N	N	9%
Hispanic	N	N	N	731	N	N	N	N	N	N	13%
Asian	N	N	N	759	N	N	N	N	N	N	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	S	S	S	733	S	S	S	S	S	S	29%
Students with Disability	N	N	N	713	N	N	N	N	N	N	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations   ■ Partially Met Expectations   ■ Approached Expectations   ■ Met Expectations   ■ Exceeded Expectations
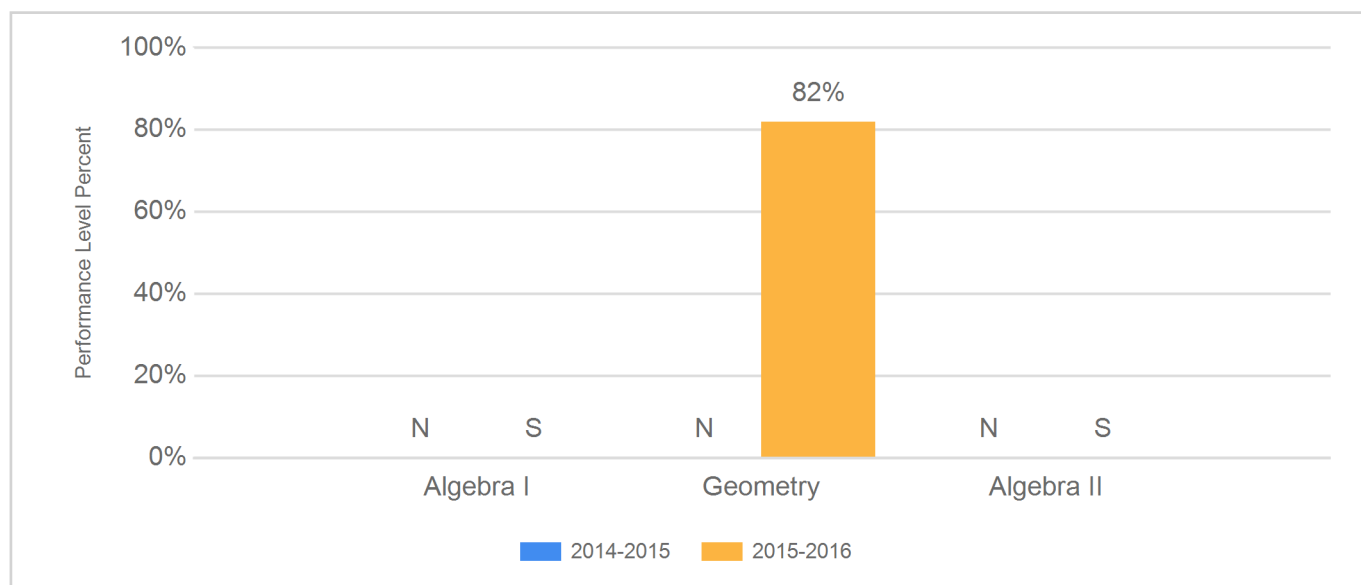
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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	**S**	**S**	**S**	**735**	**S**	**S**	**S**	**S**	**S**	**S**	**27%**
White	S	S	S	742	S	S	S	S	S	S	31%
African American	N	N	N	712	N	N	N	N	N	N	8%
Hispanic	N	N	N	719	N	N	N	N	N	N	12%
Asian	N	N	N	778	N	N	N	N	N	N	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	N	N	N	715	N	N	N	N	N	N	11%

■ Did Not Yet Meet Expectations   ■ Partially Met Expectations   ■ Approached Expectations   ■ Met Expectations   ■ Exceeded Expectations

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.

Legend: ■ 2014-2015 ■ 2015-2016

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	14%	86%	N
White	14%	86%	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.
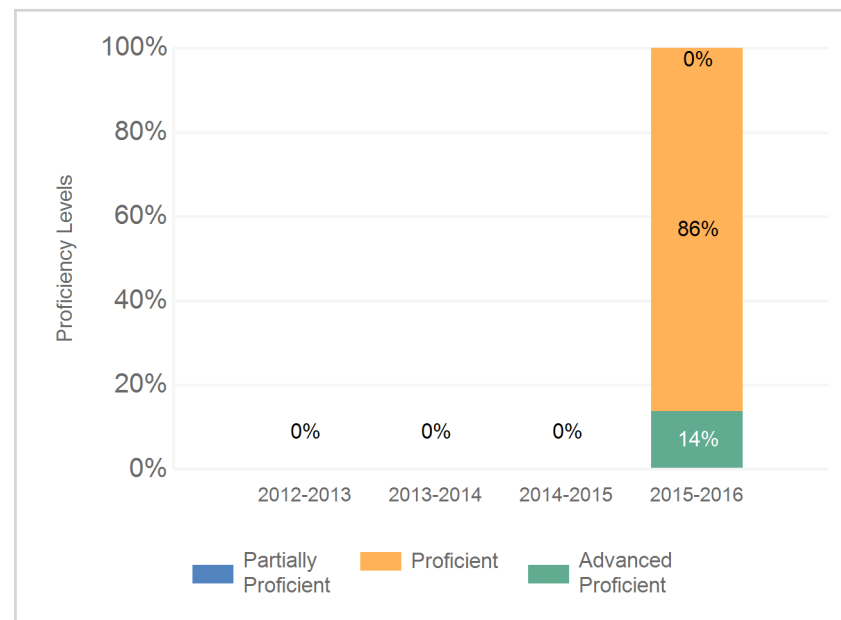
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	N	95.5%
Percent of Students Participating in SAT	N	58.0%
Percent of Students Participating in ACT	N	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	71%
Math	N	N	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	N	950
SAT	-	-
Reading and Writing	N	537
Math	N	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	N
Math	N	N	N
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

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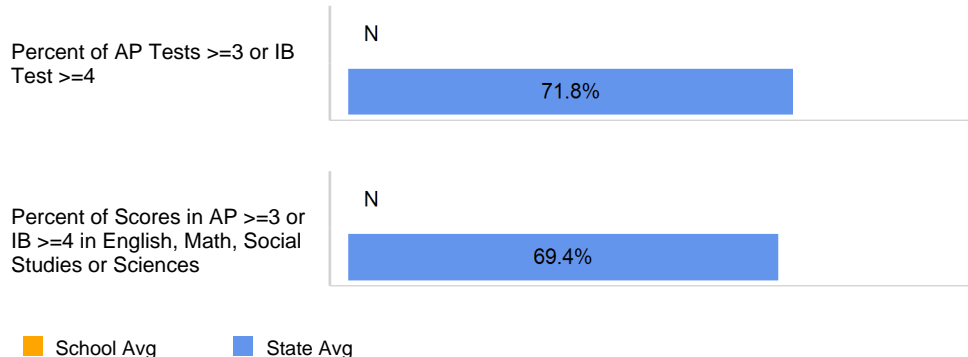
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP >= 3 or IB >= 4 for students enrolled in the school and across the state.

Percent of AP Tests >=3 or IB Test >=4

N

71.8%

Percent of Scores in AP >=3 or IB >=4 in English, Math, Social Studies or Sciences

N

69.4%

■ School Avg   ■ State Avg

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	N	39.1%
One of More Test	N	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	N	26.6%
Participating in Dual Enrollment	N	15.4%

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC

School   N

State   39%

DRAMA

School   N

State   4%

DANCE

School   N

State   2%

VISUAL ARTS

School   N

State   49%

Any Visual and Performing Arts

N

School

68%
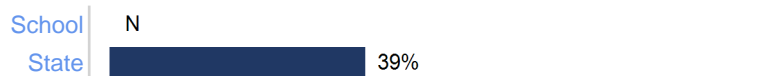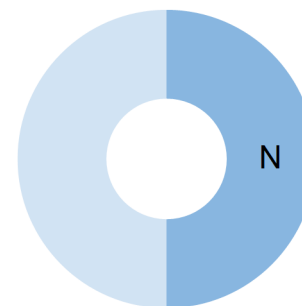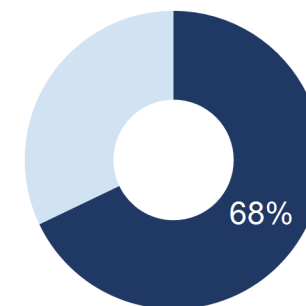
State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.
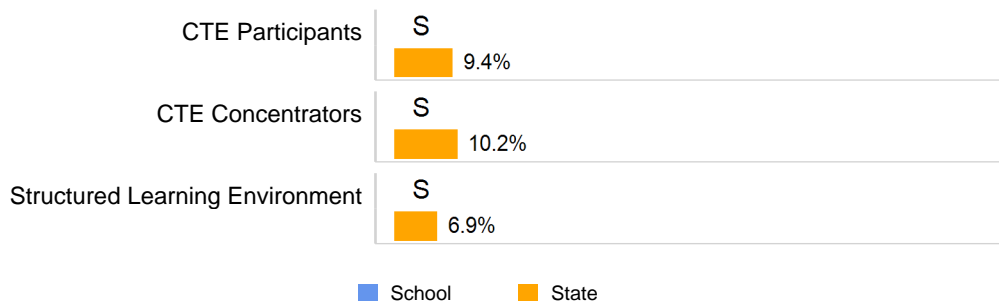
CTE Participants   S
9.4%

CTE Concentrators   S
10.2%

Structured Learning Environment   S
6.9%

■ School   ■ State

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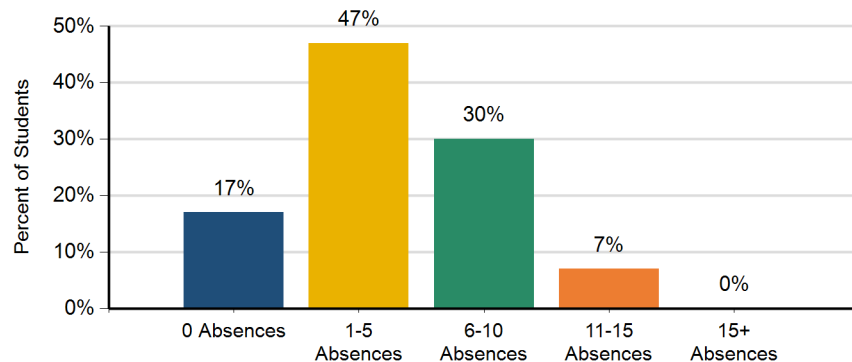
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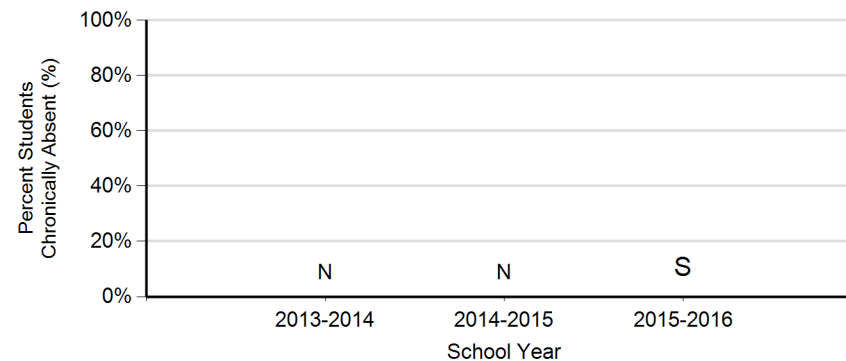19 Senator Stout Road
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Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.

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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	N	N	N
White	N	N	
African American	N	N	
Hispanic	N	N	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	N	N	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

State of New Jersey
2015-2016

Grade Span 09-12

19-2308-300
HUNTERDON
HUNTERDON CO VOCATIONAL
HC Computer Science and Software Engineering Academy
19 Senator Stout Road
Frenchtown, NJ 08825

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	N	N
2014	N	N
2015	N	N
2016	N	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Native Hawaiian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

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State of New Jersey
2015-2016

Grade Span 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	0 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	0 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	0:0
Administrator	0:0

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	0%

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State of New Jersey
2015-2016

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: Survey
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com

State of New Jersey
2015-2016

Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	2	29
Grade 10	4	22	11
Grade 11	65	66	51
Grade 12	88	68	78
UG	3	1	0
Total	159	158	169

Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	159	157	169
Full Time Head Count	13	9	2
Shared Time Head Count	291	296	333

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.
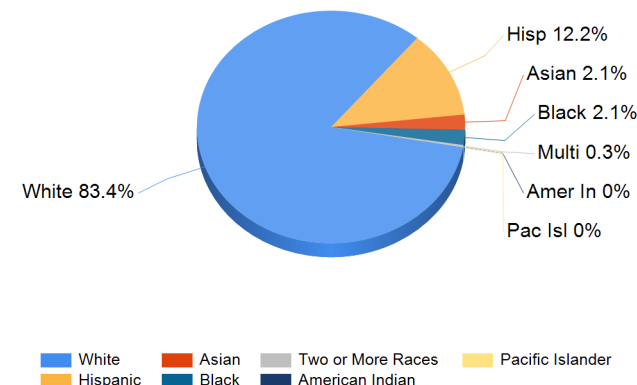
Enrollment by Gender

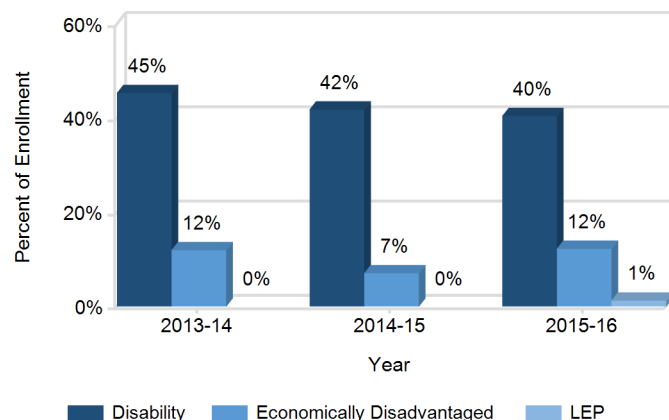This graph displays the percentage of students by gender for the past three school years.

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.

Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.

Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.0%
Spanish	7.1%
Arabic	0.3%
French	0.3%
Italian	0.3%

State of New Jersey
2015-2016

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	0 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	0 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	19:1
Administrator	169:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	0%

State of New Jersey
2015-2016

2015-2016 School Performance Reports

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State of New Jersey
2015-2016

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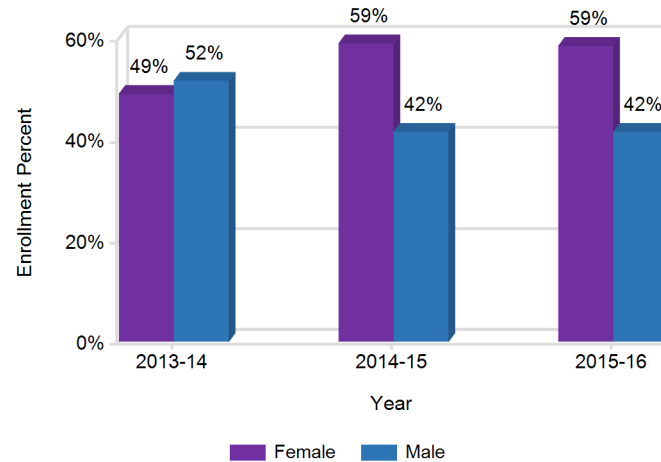|	2013-14	2014-15	2015-16
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Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	3
Grade 10	2	13	2
Grade 11	21	45	39
Grade 12	55	34	59
UG	0	0	1
Total	78	92	104

Full Time vs Shared Time

This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	0	92	104
Full Time Head Count	0	0	2
Shared Time Head Count	0	183	203

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.
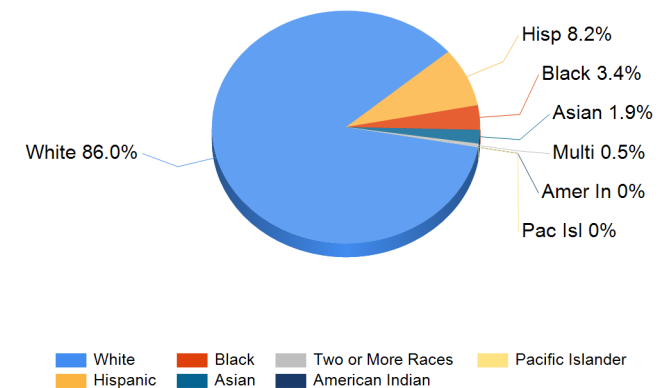
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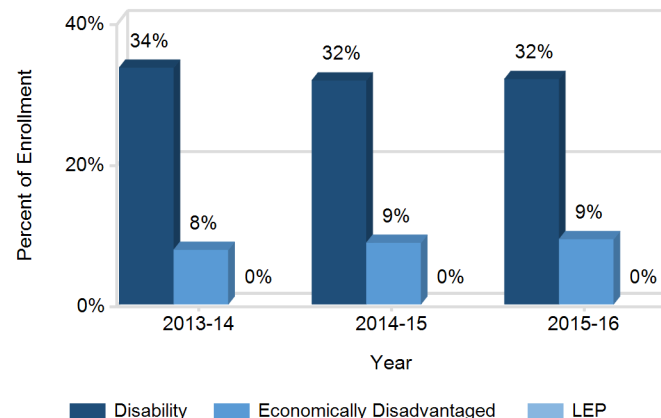This graph displays the percentage of students by gender for the past three school years.

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2015-2016	Percent
English	96.6%
Spanish	2.4%
Arabic	0.5%
Russian	0.5%

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State of New Jersey
2015-2016

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2015-16	School
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Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	104:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	0%

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