NJ SCHOOL PERFORMANCE REPORT

ATLANTIC COUNTY ALTERNATIVE HIGH SCHOOL
(01-0120-300)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	ATLANTIC
District	ATLANTIC CO VOCATIONAL
Principal Name	MRS. ASKINS
Address	4805 NAWAKWA BLVD MAYS LANDING, NJ 08330
Phone Number	(609)625-2249
Email Address	JASKINS@ACITECH.ORG
Website	https://www.acitech.org
Facebook	https://www.facebook.com/Atlantic-County-Institute-of-Technology-1027293677301943/
Twitter	https://twitter.com/ACIT_RedHawks

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	7	12	11
10	31	20	17
11	28	19	20
12	10	26	15
Total	76	77	63

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	42.1%	39.0%	42.9%
Male	57.9%	61.0%	57.1%
Economically Disadvantaged Students	55.3%	67.5%	77.8%
Students with Disabilities	10.5%	13.0%	9.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students		2.6%	1.6%
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	7.9%	3.9%	3.2%
Hispanic	27.6%	42.9%	46.0%
Black or African American	63.2%	50.6%	49.2%
Asian	1.3%	2.6%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	76	77	63
Shared Time Students	0	0	0
Full Time Equivalent	76	77	63

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	79.4%
Spanish	19.0%
Bengali	1.6%

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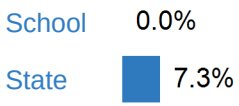
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

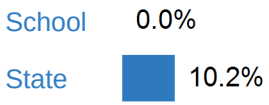
Career and Technical Education Participation

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)



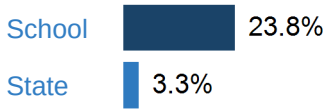
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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.

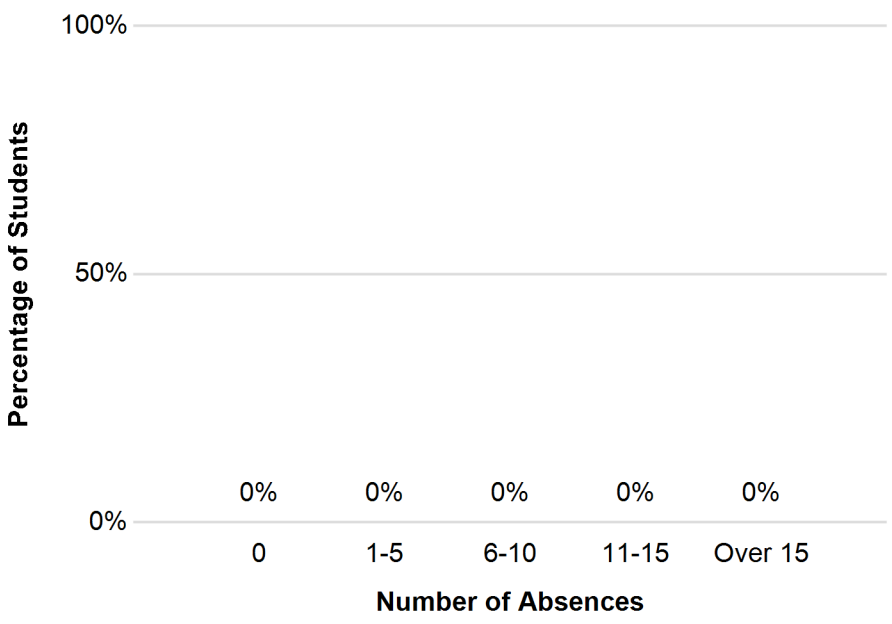
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
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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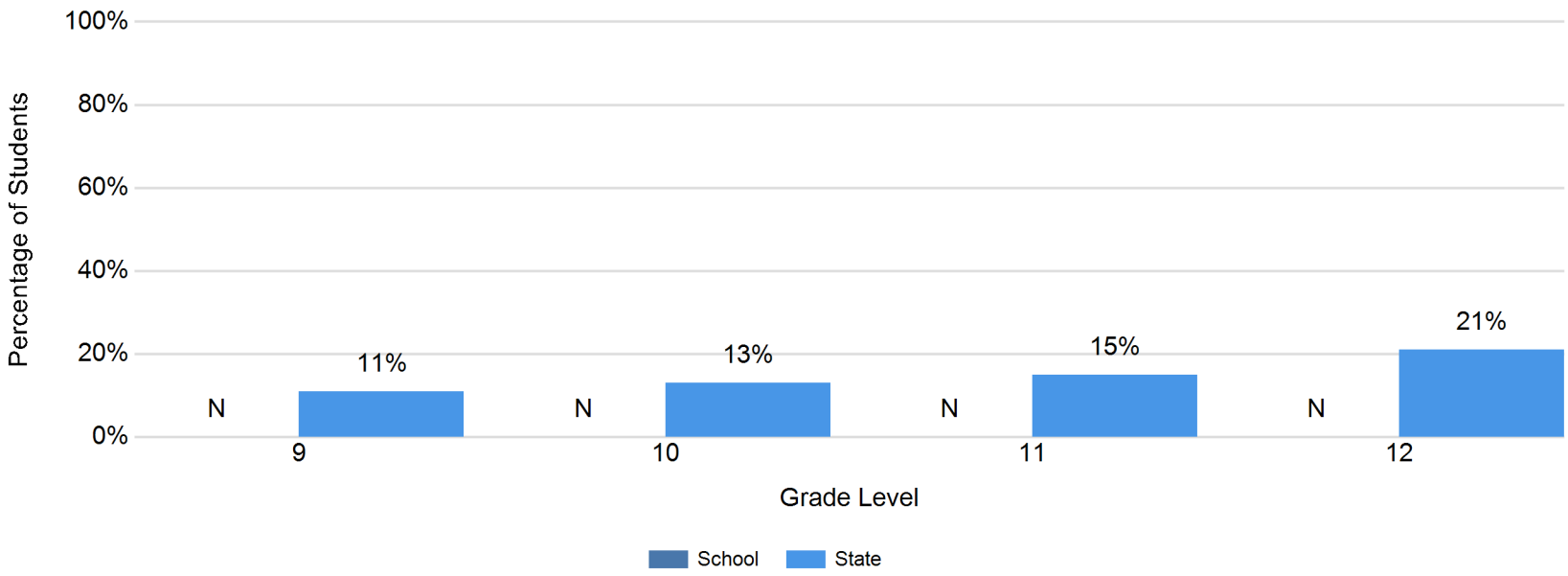
Chronic Absenteeism by Grade

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



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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	4
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	17.46

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
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	0	0.0%
Out-of-School Suspensions	21	33.3%
Any Suspension	21	33.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
166

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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	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$592	$12,491	$13,083

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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	7	117,464
Average years experience in public schools	6.9	12.0
Average years experience in district	6.9	10.7
Teachers in district for 4 or more years	85.7%	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	9	9,374
Average years experience in public schools	7.2	16.0
Average years experience in district	6.1	12.0
Administrators in district for 4 or more years	44.4%	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	N	177:1
Teachers to Administrators	N	15:1
Students to Librarians/Media Specialists		1591:1
Students to Nurses		530:1
Students to Counselors		227:1
Students to Child Study Team		796:1

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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.

Bachelor's Degree

Teacher	100%
Admin	N/A

Master's Degree

Teacher	0%
Admin	

Doctoral Degree

Teacher	0%
Admin	*

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	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	77.8%	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	96.1%

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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	71.4%	N
Male	28.6%	N
White	100.0%	N
Hispanic	0.0%	N
Black or African American	0.0%	N
Asian	0.0%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

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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:	• 1:1 District Chromebook Initiative/Blended learning • Mentoring and counseling programs • Structured Learning Experience/Job Placement
Mission, Vision, Theme:	The mission of ACAHS is to provide a meaningful and measurable learning experience for students who have not been successful in traditional school settings. The ACAHS is specifically designed for students who have experienced attendance, behavior and/or achievement problems. We offer individualized educational programs that include academics, counseling, blended learning, service learning, and work readiness training.
Awards, Recognition, Accomplishments:	The well established programs at ACAHS meet the diverse needs of students by employing the whole child approach to education. Every child has an Individualized Program Plan consisting of goals and objectives for: educational and mental health/counseling needs, career development, and college and military readiness. Additionally, ACAHS has established an Advisory Board consisting of professionals from educational services, health care, juvenile justice facilities, and other community agencies.

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Courses, Curriculum, Instruction:	ACAHS uses a Blended Learning curriculum which utilizes face-to-face instruction with a certified teacher and technology-based instruction that best meets the individual needs of the student. In addition, ACAHS has a new culinary program, service learning programs, art and music options, and structured learning experiences with possible job placement.
Clubs and Activities:	ACAHS Students participate in after school mentoring, after school homework and tutoring clubs, weight lifting, yoga and intramural sports. Based on sending district approvals, students at the ACAHS are permitted to participate in sports/athletics at their home schools.

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Before and After School Programs:	ACAHS offers a multi-tiered curriculum as well as after school tutoring in math, science, world languages and English to help support and sustain student achievement across all grade levels. Students can also participate in several after school activities such as: weight lifting, yoga and intramural sports.
Staff and Professional Learning:	ACAHS Teachers are involved in the following professional development: Professional Learning Communities (Content Specific), On Demand PD Sessions, curriculum revision advisory teams, a four year induction program for new hires, co-teaching models, special education, PARCC instructional shifts as well as District wide professional development targeting strategic goals. The district also offers specialized professional development for Administration, Guidance, CST, Security and support staff.
Postsecondary Information:	The school team completes an Individualized Program Plan for each student to determine the likes and dislikes of students as well as their readiness for postsecondary education. Staff assists students to complete required documentation, visit college campuses, and schedules presentations from area schools and military personnel. Special Education students are assisted with transitioning to services provided by the Department of Vocational Rehabilitation Services.

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Student Supports and Services:	Tutoring and homework assistance is offered to all students after school in the areas of math, English, science and history. Transportation is provided. ACAHS has a mentoring team to assist all students experiencing difficulty in the areas of academics, behavior, and/or health concerns. The mentoring team believes all students are capable of educational success, acknowledging that interventions and assistance are often needed to facilitate that success.
Student Health and Wellness:	The School Nurse provides a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. School nurses strive to facilitate positive student responses to normal development, promote health and safety, intervene with actual and potential health problems, provide case management service, and actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy and learning.
Parent and Community Involvement:	ACAHS has established an Advisory Board consisting of professionals from education services, health care and justice facilities, and other outside agencies who meet several times a year to discuss best practices for educating at-risk students. In addition, ACAHS has developed partnerships with several NJ schools which service at-risk youth and has established an Alternative School Group. This group is a forum for discussing how to best serve students within an alternative school setting.

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Facilities:	During the 2016-2017 school year, ACAHS transitioned to the Atlantic County Special Services Campus. This provided upgrades to the entire school, most notably: all new furniture and chromebooks which support a Blended Learning approach, the art, music, gym/weight room, and culinary facilities, as well as additional space for counseling/mentoring and special education services. Additionally, this new space provided an increase in service learning and job placement opportunities.
School Safety:	The School Resource Officer (SRO), Supervisor of Security, and Administrative Team collaborate on a weekly basis. ACIT has also holds a monthly School Safety Committee meeting which is comprised of teachers, maintenance and custodians, support staff, and administrators. The school mandates that all students wear a school-issued identification card at all time and a student check-in systems monitor student attendance and movement throughout the school.

NJ SCHOOL PERFORMANCE REPORT

ATLANTIC COUNTY ALTERNATIVE HIGH SCHOOL
(01-0120-300)
Grades Offered: 09-12
2017-2018

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

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.

Other Information:	The ACAHS utilizes a block schedule that provides four 80 minute classes per day, thus affording learners the opportunity to earn a high school diploma in conjunction with additional industry recognized certifications. Students have the opportunity to work with our SLE Coordinator who assists our students with job readiness, occupational skill development, job placement and ongoing supervision and job coaching in the community. Most recently, ACAHS moved to the Atlantic County Special Services Campus where upgrades were made in the areas of technology, classroom space, cafeteria, gym/fitness room as well as our culinary classroom. Our new classrooms and shared space provides students with an environment conducive to collaboration, team building, 1:1 supports and cross curricular collaboration. The admission committee takes into consideration the records provided, the programs selected, counselor recommendation as well as student interview when determining acceptance into the program.