



Atlantic City High School
2016-2017


Grade Span 09-12

01-0110-010
ATLANTIC
ATLANTIC CITY
1400 N ALBANY AVENUE
ATLANTIC CITY, NJ 08401-6153

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	644	600	565
10	521	498	456
11	452	409	391
12	384	403	411
Ungraded	9	6	20
Total	2010	1916	1843

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	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	78%	69%	79%
Students with Disabilities	17%	16%	17%
English Learners	7%	8%	9%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	36.5%
Black or African American	28.2%
Asian	20.0%
White	14.4%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.3%
Two or More Races	0.2%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	0	1916	1843
Shared Time Students	0	0	0
Full Time Equivalent	0	1916	1843

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. All other students are included in Other Languages.

Home Language	% of Students
English	57.2%
Spanish	25.2%
Bengali	7.4%
Vietnamese	3.0%
Urdu	1.6%
Other	6.0%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	902	95.1	25.80	28.70	54.90	25.8	35.7	Not Met
White	107	95.9	43.00	42.10	63.90	43	54.8	Not Met
Hispanic	325	93.6	16.00	*	39.80	15.9	26.3	Not Met
Black or African American	283	94.1	*	16.10	35.20	*	20.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	180	99.0	58.80	62.30	80.70	58.8	62.8	Met Target†
American Indian or Alaska Native	*	*	*	60.00	53.70	*	**	**
Two or More Races	*	*	*	50.00	54.90	*	**	**
Female	418	95.7	31.10	*	62.20	31.1		
Male	484	94.5	21.20	*	48.10	21.2		
Economically Disadvantaged Students	712	95.0	22.40	28.00	36.20	22.4	33.5	Not Met
Non-Economically Disadvantaged Students	190	95.3	38.40	35.00	65.80	38.4		
Students with Disabilities	169	92.6	*	5.70	20.50	*	8.7	Not Met
Students without Disabilities	733	95.6	*	33.40	61.90	*		
English Learners	122	96.4	*	24.00	25.20	*	15.3	Not Met
Non-English Learners	780	94.8	*	30.70	57.40	*		
Homeless Students	12	82.4	*	16.10	26.40	*		
Students In Foster Care	*	*	*	7.70	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	539	717	717	748	37%	21%	22%	18%	3%	21%	52%
White	61	744	744	757	*	*	34%	36%	*	43%	62%
Hispanic	209	706	706	732	46%	24%	20%	10%	0%	10%	35%
Black or African American	175	706	706	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	89	746	746	776	15%	12%	19%	43%	11%	54%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	232	727	727	756	24%	*	26%	*	*	27%	60%
Male	307	710	710	741	46%	*	18%	*	*	16%	43%
Economically Disadvantaged Students	435	714	714	730	40%	*	20%	*	*	18%	32%
Non-Economically Disadvantaged Students	104	733	733	757	25%	*	28%	*	*	34%	62%
Students with Disabilities	92	693	693	714	*	*	*	*	*	*	13%
Students without Disabilities	447	722	722	754	*	*	*	*	*	*	58%
English Learners	74	684	684	690	*	*	*	*	*	*	*
Non-English Learners	465	723	723	751	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	437	724	724	742	33%	17%	21%	21%	8%	29%	46%
White	54	743	743	749	*	20%	24%	32%	*	41%	52%
Hispanic	153	712	712	727	39%	*	21%	20%	*	22%	34%
Black or African American	125	704	704	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	104	753	753	774	17%	12%	14%	33%	24%	57%	74%
American Indian or Alaska Native	*	*	*	739	*	*	*	*	*	*	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	216	730	730	751	26%	17%	24%	25%	8%	33%	54%
Male	221	717	717	733	40%	18%	18%	18%	7%	25%	39%
Economically Disadvantaged Students	337	719	719	726	36%	18%	20%	20%	6%	26%	32%
Non-Economically Disadvantaged Students	100	738	738	750	24%	14%	23%	26%	13%	39%	54%
Students with Disabilities	77	682	682	704	*	*	*	*	*	*	12%
Students without Disabilities	360	732	732	749	*	*	*	*	*	*	52%
English Learners	26	675	675	680	*	*	*	*	*	*	*
Non-English Learners	411	727	727	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	714	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	274	717	717	735	31%	22%	30%	16%	0%	16%	38%
White	28	717	717	738	*	*	36%	*	0%	14%	40%
Hispanic	124	716	716	731	35%	19%	25%	21%	0%	21%	34%
Black or African American	83	715	715	727	35%	18%	34%	13%	0%	13%	30%
Asian, Native Hawaiian, or Pacific Islander	37	721	721	755	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	126	720	720	743	29%	21%	30%	20%	0%	20%	46%
Male	148	714	714	728	34%	22%	30%	14%	0%	14%	31%
Economically Disadvantaged Students	210	717	717	729	31%	23%	31%	15%	0%	15%	32%
Non-Economically Disadvantaged Students	64	717	717	739	33%	19%	28%	20%	0%	20%	42%
Students with Disabilities	58	690	690	709	*	*	*	*	*	*	12%
Students without Disabilities	216	724	724	741	*	*	*	*	*	*	43%
English Learners	26	700	700	699	*	*	*	*	*	*	*
Non-English Learners	248	718	718	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.



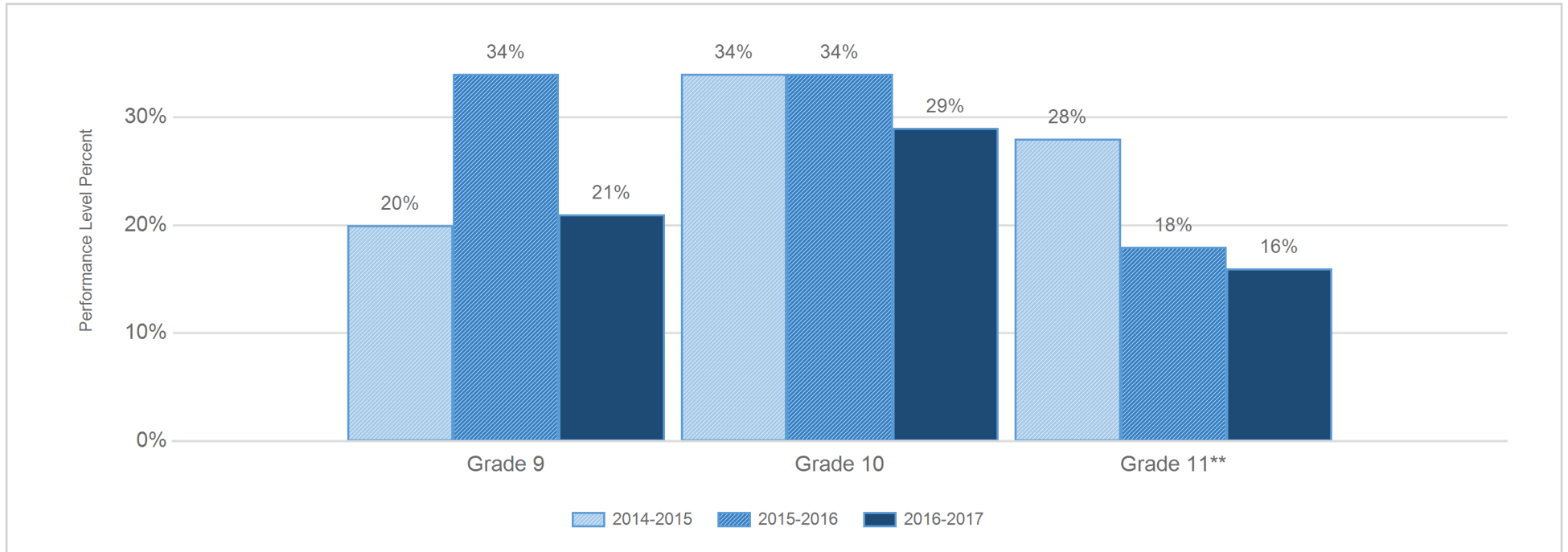
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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	883	96.2	16.40	23.20	43.50	16.4	17.7	Met Target†
White	102	98.2	31.40	34.70	52.40	31.4	29.9	Met Target
Hispanic	326	94.6	*	19.30	27.60	*	11.9	Met Target†
Black or African American	288	95.7	*	9.60	21.70	*	6.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	160	99.4	43.20	59.10	75.60	43.2	43	Met Target
American Indian or Alaska Native	*	*	*	20.00	42.50	*	**	**
Two or More Races	*	*	*	31.30	44.90	*	**	**
Female	410	97.1	15.90	23.00	44.10	15.9		
Male	473	95.5	16.90	23.40	42.90	16.9		
Economically Disadvantaged Students	700	96.0	13.40	22.80	25.10	13.4	16.7	Not Met
Non-Economically Disadvantaged Students	183	97.0	27.80	26.90	54.30	27.8		
Students with Disabilities	174	93.3	*	5.60	16.50	*	4.7	Not Met
Students without Disabilities	709	97.0	*	26.80	48.80	*		
English Learners	113	96.9	*	25.10	23.30	*	9.9	Met Target†
Non-English Learners	770	96.2	*	22.40	45.20	*		
Homeless Students	11	88.2	*	11.50	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	467	713	722	742	*	*	*	*	*	*	42%
White	43	731	*	750	*	28%	44%	*	0%	19%	52%
Hispanic	196	712	721	727	*	*	*	*	*	*	24%
Black or African American	169	705	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	54	725	748	773	22%	20%	33%	24%	0%	24%	76%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	184	715	725	743	*	*	*	*	*	*	43%
Male	283	712	720	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	391	712	722	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	76	720	722	751	*	*	*	*	*	*	52%
Students with Disabilities	127	698	698	714	*	*	*	*	*	*	10%
Students without Disabilities	340	718	729	747	*	*	*	*	*	*	47%
English Learners	47	711	711	707	*	*	*	*	*	*	*
Non-English Learners	420	713	723	744	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	381	718	718	733	18%	46%	23%	*	*	13%	30%
White	45	736	736	739	*	27%	38%	31%	*	31%	38%
Hispanic	139	714	714	722	*	*	*	*	*	*	14%
Black or African American	140	710	710	718	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	56	734	734	757	*	30%	32%	27%	*	30%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	191	718	718	734	18%	46%	24%	*	*	12%	31%
Male	190	718	718	733	18%	46%	22%	*	*	14%	30%
Economically Disadvantaged Students	295	716	716	721	19%	48%	22%	*	*	11%	13%
Non-Economically Disadvantaged Students	86	726	726	740	14%	40%	26%	*	*	21%	39%
Students with Disabilities	64	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	317	721	721	737	*	*	*	*	*	*	*
English Learners	24	700	700	709	*	*	*	*	*	*	*
Non-English Learners	357	719	719	734	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	408	711	711	724	46%	22%	*	16%	*	18%	28%
White	64	716	716	731	44%	19%	*	19%	*	20%	33%
Hispanic	149	700	700	709	*	*	*	*	*	*	14%
Black or African American	93	694	694	702	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100	740	740	760	18%	*	22%	39%	*	44%	62%
American Indian or Alaska Native	*	*	*	714	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	217	709	709	724	48%	20%	*	17%	*	17%	27%
Male	191	714	714	724	43%	25%	*	16%	*	18%	29%
Economically Disadvantaged Students	295	708	708	708	50%	22%	*	14%	*	16%	13%
Non-Economically Disadvantaged Students	113	719	719	732	36%	24%	*	22%	*	23%	35%
Students with Disabilities	46	685	685	692	*	*	*	*	*	*	*
Students without Disabilities	362	715	715	728	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	725	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



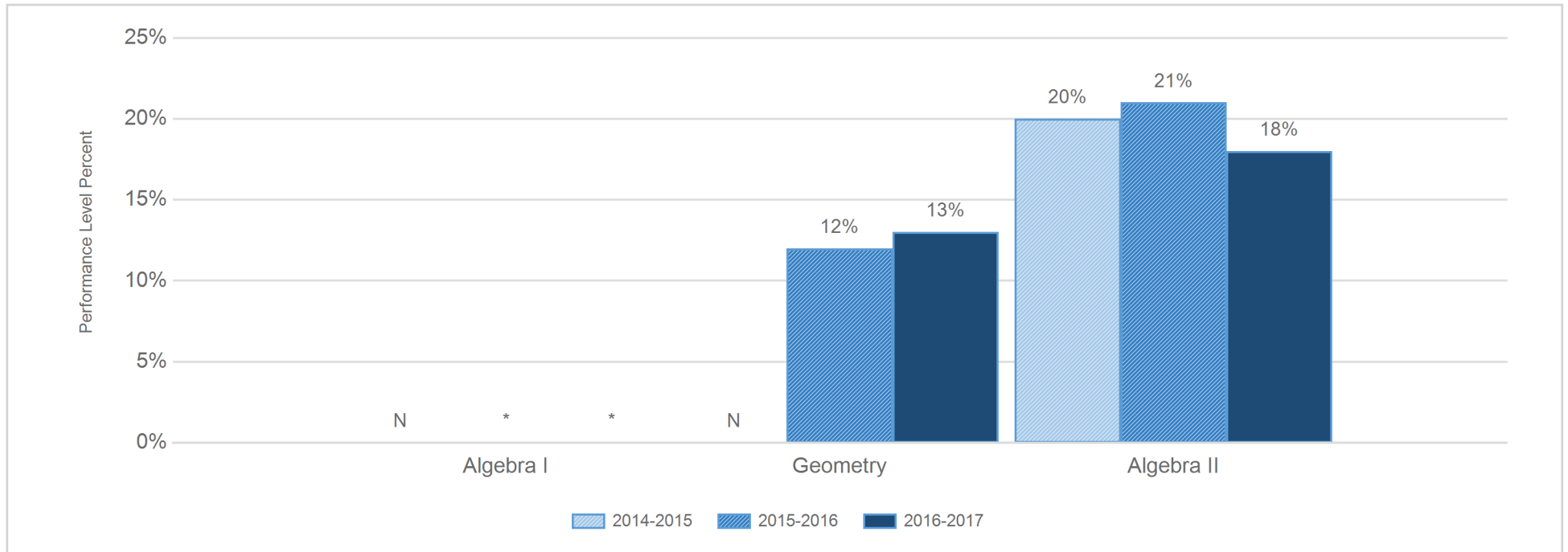
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	60	*	*
2	42	*	*
3	26	*	*
4	24	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

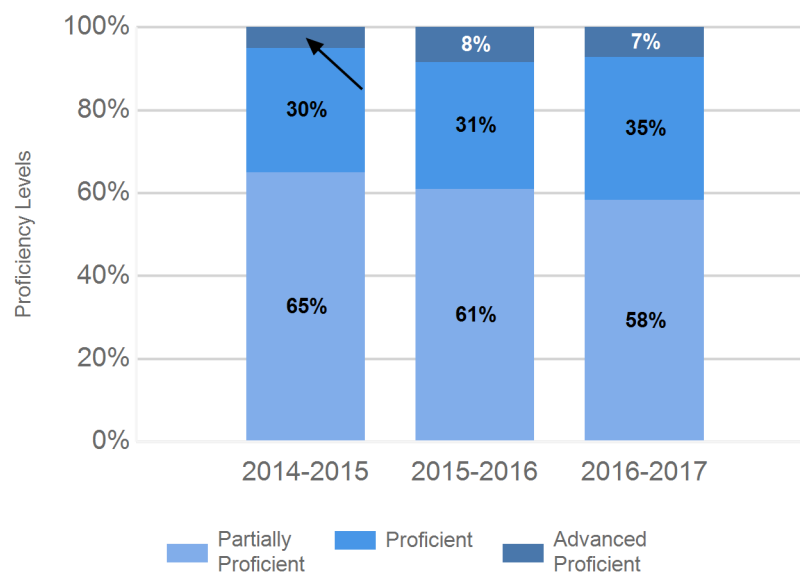
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	35%	58%
White	17%	59%	*
Hispanic	2%	27%	71%
Black or African American	2%	22%	76%
Asian, Native Hawaiian, or Pacific Islander	18%	51%	31%
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	32%	63%
Students with Disabilities	4%	9%	88%
English Learners	N	18%	83%

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	77.4%	94.7%
Percentage of students taking the ACT	15.3%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	432	481	Varies By Grade	53%	67%
PSAT - Math	443	483	Varies By Grade	39%	49%
SAT - Reading and Writing	526	551	480	74%	77%
SAT - Math	524	552	530	47%	58%
ACT - Reading	21	24	22	41%	65%
ACT - English	20	24	18	65%	79%
ACT - Math	22	24	22	43%	65%
ACT - Science	21	23	23	33%	54%



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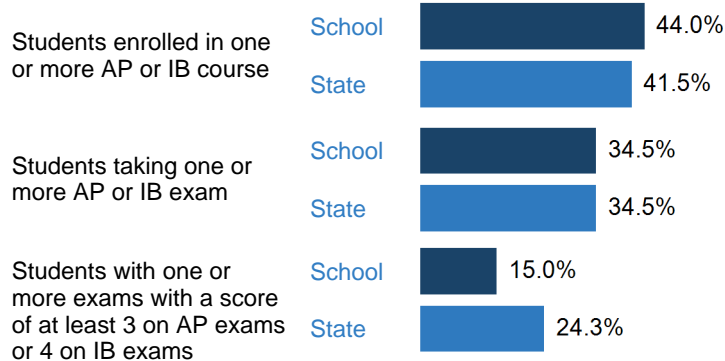
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

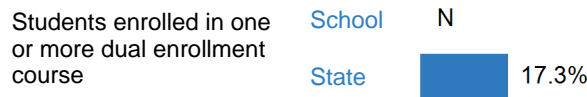
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	42	42
AP Calculus AB	39	40
AP Calculus BC	15	16
AP Chemistry	11	11
AP English Language and Composition	131	133
AP English Literature and Composition	36	36
AP Environmental Science	63	63
AP French Language and Culture	11	11
AP Government	20	0
AP Macroeconomics	0	24
AP Microeconomics	0	24
AP Music Theory	0	6
AP Physics C	9	0
AP Physics C: Mechanics	0	9
AP Psychology	14	15
AP Spanish Language	12	12
AP Statistics	55	55
AP Studio Art—Drawing Portfolio	0	6
AP U.S. Government and Politics	0	20
AP U.S. History	145	52



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		575
Exams with scores of at least 3 on AP exams or 4 on IB exams		242



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

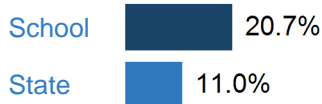
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

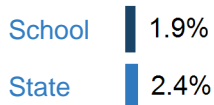
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	379	120	7	0	0	0	95
10	31	284	36	27	5	3	107
11	11	31	175	58	41	26	77
12	11	13	68	28	52	67	36
Schoolwide	432	448	286	113	98	96	315
Enrolled in AP/IB Course					54	55	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	279	12	14	159	7	64
10	114	207	19	19	9	86
11	26	88	19	20	102	139
12	47	7	13	55	29	89
Schoolwide	466	314	65	253	147	378
Enrolled in AP/IB Course	42	11		63	9	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	430	82	0	0	0	33
10	21	409	0	3	0	27
11	6	375	0	55	3	22
12	11	62	0	80	7	46
Schoolwide	468	928	0	138	10	128
Enrolled in AP/IB Course	0	145	0	14	0	20

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	209	74	20	24	0	0	0
10	223	74	24	13	0	0	0
11	135	53	12	8	0	0	0
12	43	23	2	0	0	0	0
Schoolwide	610	224	58	45	0	0	0
Enrolled in AP/IB Course	12	11	0	0	0	0	0
Enrolled in Level 3 or Higher	139	48	4	7	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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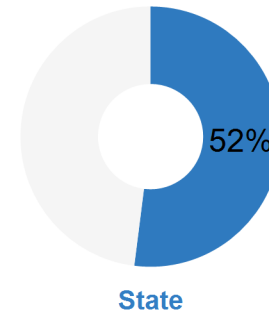
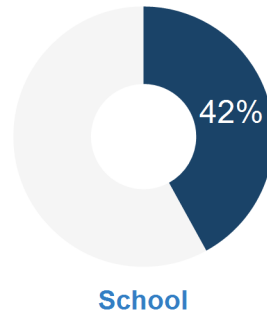
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Visual and Performing Arts – Course Participation

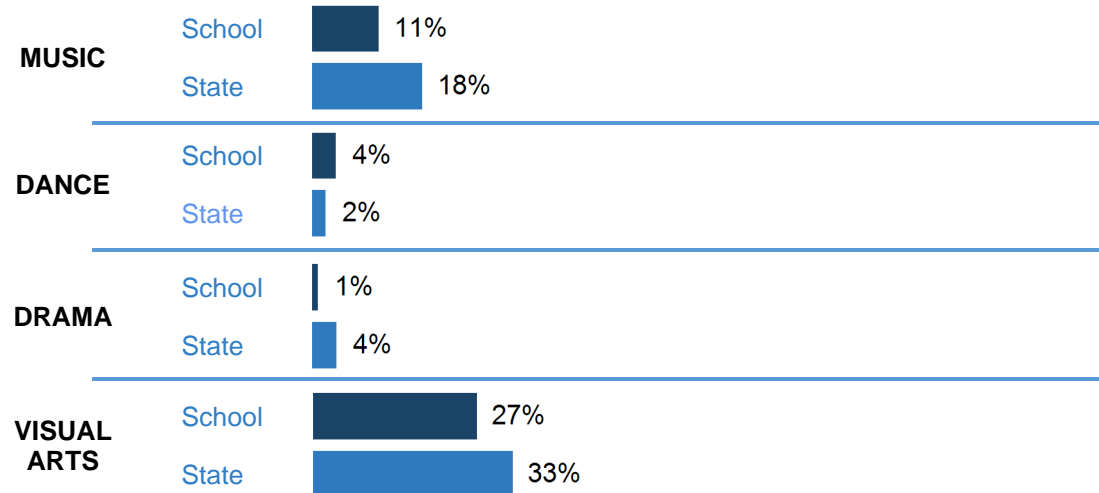
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	80.5%	90.5%	82.6%	91.8%	76.1%	74.8%	Met Target	77.8%	76.7%	Met Target
White	90%	94.5%	88.4%	95.1%	87.4%	86.4%	Met Target	86.6%	86.3%	Met Target
Hispanic	79.4%	84.3%	79.3%	86.3%	72%	64.1%	Met Target	*	74.8%	Not Met
Black or African American	*	83.4%	75.7%	85.3%	66.7%	69.5%	Not Met	72.2%	67.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	95.5%	96.6%	95.2%	97.5%	88.2%	88.8%	Not Met	92.4%	90.2%	Met Target
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	*	*
Economically Disadvantaged Students	78.6%	83.9%	81.2%	85.6%	73.6%	72.3%	Met Target	76.3%	73.5%	Met Target
Students with Disabilities	71.8%	78.8%	76.8%	82.1%	72.5%	66.4%	Met Target	71.6%	62.7%	Met Target
English Learners	73.7%	76.1%	81.3%	79.7%	75%	72.0%	Met Target	83.3%	77.1%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	*	*		

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
2017	80.5%	-
2016	76%	82.6%
2015	74%	78%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	2.4%	1.1%
2015-2016	3.1%	1.1%
2014-2015	3.5%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	57.8%	47.1%	52.9%
White	74.7%	24.5%	75.5%
Hispanic	40.7%	72.7%	27.3%
Black or African American	49.5%	56%	44%
Asian, Native Hawaiian, or Pacific Islander	80.2%	37.7%	62.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	54.3%	54.7%	45.3%
Students with Disabilities	21.4%	83.3%	16.7%
English Learners	44.4%	91.7%	8.3%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	70.2%	47.5%	52.5%	86.1%	13.9%	79.3%	20.7%
White	78.6%	23.5%	76.5%	71.6%	28.4%	58%	42%
Hispanic	59.8%	77.6%	22.4%	94%	6%	94%	6%
Black or African American	57.3%	55.6%	44.4%	85.7%	14.3%	76.2%	23.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	0%	*	*	0%	*	0%
Economically Disadvantaged Students	68.2%	56.3%	43.8%	90.9%	9.1%	85.8%	14.2%
Students with Disabilities	41%	92%	8%	100%	0%	96%	4%
English Learners	57.1%	100%	0%	100%	0%	100%	0%



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

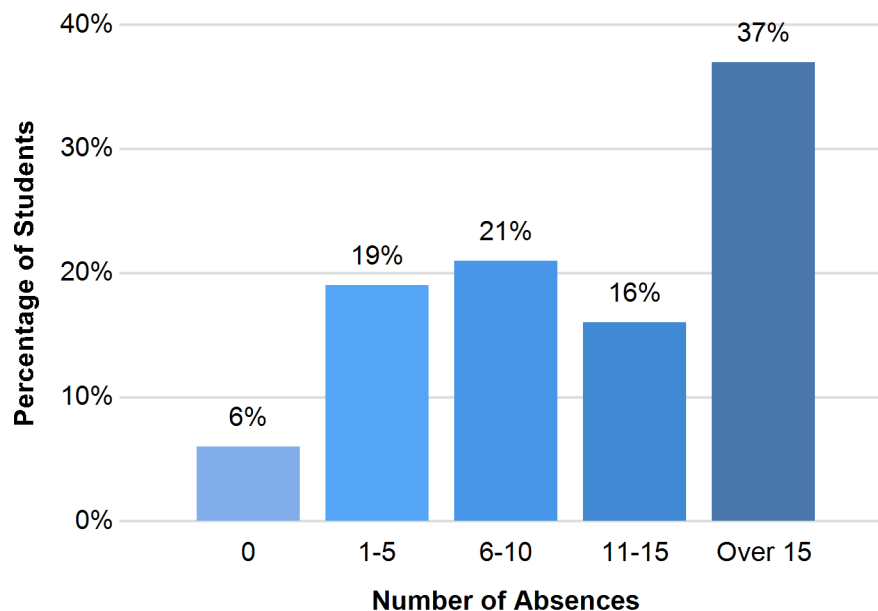
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	32.30	14.30	Not Met
White	34.60	14.30	Not Met
Hispanic	37.40	14.30	Not Met
Black or African American	38.60	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	12.10	14.30	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	33.70	14.30	Not Met
Students with Disabilities	45.10	14.30	Not Met
English Learners	30.50	14.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





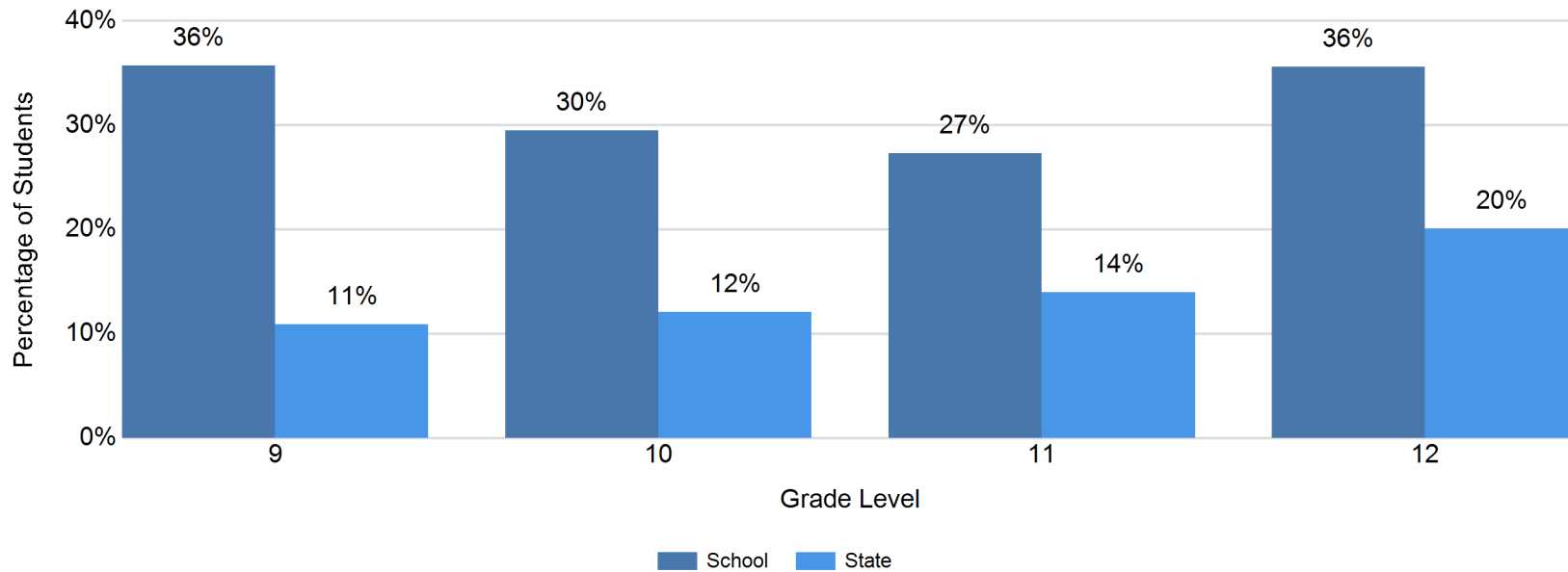
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	79
Vandalism	8
Weapons	2
Substances	34
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	127
Incidents Per 100 Students Enrolled	6.89

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	33.8%
Out-of-School Suspensions	20.7%
Any Suspension	39.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.3	71.4 kbps	100 kbps	No	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,310	\$16,552	\$17,862



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	155	121,048
Average years experience in public schools	13.8	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	88%	74%

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	34	9,533
Average years experience in public schools	17.4	15.9
Average years experience in district	17.3	11.6
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	307:1	206:1
Librarian/Media Specialists		1000:1
Nurses		636:1
Counselors		350:1
Child Study Team		467:1



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Teachers and Administrators - Level of Education

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

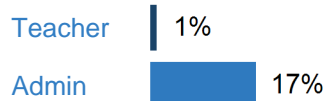
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	86%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	99%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	16	17.5%
Mathematics Proficiency	26	17.5%
Graduation - 4-Year	7	25%
Graduation - 5-Year	7	25%
Chronic Absenteeism	5	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		11.8
Summative Rating: Percentile rank of Summative Score		8 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
White	16	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Hispanic	10	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	10	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	18	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	16	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	52	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Gil	Email Address:	lgil@acboe.org
Address:	1400 N ALBANY AVENUE ATLANTIC CITY, NJ 08401-6153	Website:	achs.acboe.org
Phone:	(609)343-7300	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Atlantic City High School has partnerships and articulation agreements with local colleges • Atlantic City High School offers 19 Advanced Placement Programs • Navy ROTC Unit awarded the Distinguished Unit with Academic Honors Award
 <p>Mission, Vision, Theme:</p>	<p>The Mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners. What makes Atlantic City High School unique is our diverse student population with over 25 languages spoken.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Atlantic City High School has received academic excellence awards in competitions including the Merck State Science day, DECA, G.A.T.E, NJ Science League, National Merit Scholarship and Latin competitions. The NJROTC unit was awarded the Distinguished Unit with Academic Honors Award and is in the top 10% of units nationwide. Our Newcomer Student Center and ELL Program is recognized by the State of NJ as a model program.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The Atlantic City High School is comprised of a vibrant and diverse learning community. It is our mission to provide a rigorous and high quality education to our students so that they are college and career ready upon graduation. The academic offerings at ACHS include 19 AP courses, 27 honors and college prep and CTE courses. We are proud of our partnership and articulation agreements with local colleges including the Tomorrow's Teachers program.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys and Girls), Soccer (Boys), Softball (Girls), Swimming (Boys and Girls), Tennis (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Wrestling (Boys)</p> <p>The Atlantic City High School athletic programs provide student athletes with the opportunity to develop their full potential in an environment that promotes academics and leadership. Students experience opportunities to play at the collegiate level and many receive academic scholarships to top universities. The girls lacrosse and boys baseball qualified for the 2017 NJSIAA playoffs, the basketball team won the American Conference, and currently the soccer team is 15-2-1.</p>
 <p>Clubs and Activities:</p>	<p>The Mission of the Atlantic City High School clubs is to empower our students to develop their leadership, service, and social skills. ACHS offers 23 after school clubs focusing on academic and community service. The academic clubs that compete in state competitions include the science league, math club, G.A.T.E, mock trial, DECA, and world language teams. The Leo, Key, and Hope 4 AC clubs focus on community service and have partnerships with the Boys & Girls Club of AC.</p>
 <p>Before and After School Programs:</p>	<p>At ACHS we offer free afterschool tutoring in all subject areas for all students grades 9-12 and is overseen by 20 teachers. We also offer free SAT and ACT prep programs for all students. The credit recovery program targets all student subgroups and is focused on increasing graduation rate. The Restorative Practices program helps students to increase academic performance and improve behavior through group circle discussions.</p>








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 <p>Staff and Professional Learning:</p>	<p>The Administration and Faculty at Atlantic City High School work in Professional Learning Communities to achieve the school's SMART goals and are characterized by shared purpose and responsibility for student learning. Teachers receive PD in edConnect to create high quality assessments, how to use PARCC results for benchmark planning, SGO development and data tracking, All Things Google, and the use of formative assessments for instructional planning.</p>
 <p>Postsecondary Information:</p>	<p>Students that graduate from Atlantic City High School are attending four year (45%) and two year (40%) institutions, while others enroll in the military (5%) or enter the workforce (10%). The school hosts annual Senior Information and FAFSA Night as well as provide students with one on one support. The school administers the PSAT and provides SAT/ACT tutoring to every student free of charge. Students from ACHS attend a variety of colleges such as YALE, Duke, Princeton, UPenn, and Rutgers.</p>
 <p>Student Supports and Services:</p>	<p>The Atlantic City High School provides instruction designed to meet the unique needs of ELL and students with disabilities. The ESL program is considered a State of NJ model program. Students in the Read 180 and System 44 programs receive instruction in reading/writing skills. For students who are struggling, ACHS has an IR&S team that meets and reviews data to develop interventions in educational, behavioral, counseling, and referrals for Special Ed. Evaluations and services.</p>
 <p>Student Health and Wellness:</p>	<p>All the State health screenings are conducted by the nurses in coordination with the PE Teachers. Students are required to participate in Physical Fitness testing, including height and weight monitoring, and BMI screening. The Student Assistance Center and AtlantiCare Teen Center provides the students with mindfulness and meditation, Make A Move, Teen fit, Woman2Woman and Man2Man mentoring, RAP, anger management, substance abuse counseling and mediation programs.</p>
 <p>Parent and Community Involvement:</p>	<p>The Mission of the Atlantic City High School Parent Advisory Committee is to encourage and provide opportunities for parents to get involved in forums to discuss topics and participate in Parent Center sponsored activities. The ACHS has a Parental Involvement Policy and School-Parent compact. Parents have access to their child's SIS portal and receive information via robo calls and Living Tree. ACHS has many booster clubs including NJROTC and athletic booster clubs.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The School Climate Inventory provides information regarding staff, parent, and student perceptions about the school climate, leadership, environment, collaboration, teaching and instruction, and parental involvement. The Quality School Review (QSR) is also used to survey staff to identify the strengths and needs of students. Data collected from both surveys is used to develop the School Improvement Plan (SIP) and SMART goals.</p>
 <p>Facilities:</p>	<p>The Atlantic City High School is a 23 yr. old state of the arts facility that includes a 750 seat theatre, 50,000 volume library, TV studio, Radio Broadcasting station, distance learning lab, olympic size swimming pool, 2000 seat gym, 5000 seat stadium with synthetic turf. All programs are supported by science labs, physics house, garden, greenhouse, dance studio, band room, woodshop, culinary kitchen, clothing and textiles lab, computer labs, and over 1300 chromebooks and 800 desktops.</p>



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Other Information:

The Atlantic City High School is a comprehensive and diverse high school that offers a rigorous academic curriculum, including AP, honors and college prep courses, that prepare students to be college and career ready upon graduation. While academics are the main focus, participation in athletics, the arts, and after school clubs and activities provide an enriching and rewarding high school experience for our students. The Atlantic City High School Choice Program is proud to offer the Fine and Performing Arts Academy and the Navy NJROTC Interdistrict Public School Choice Programs. The Fine and Performing Arts Academy includes Dance, Theatre, TV Production, Radio, Visual Arts, and Music. Our Award winning accredited NJROTC program emphasizes citizenship and leadership development through hands on experiential learning and community service. All programs are housed in state of the art locations throughout the school. Our partnerships and articulation agreements with local colleges benefit our students by encouraging them to participate in classes for which they can receive dual credit, such as the Tomorrow's Teachers and Culinary Arts program. The school day structure includes eight 42 minutes periods that run from 7:45am to 2:10pm with an additional ninth period for academic tutoring and Restorative Practices. Students receive breakfast, lunch, and dinner during the school day. The Alliance for a Healthier Generation awarded the ACHS with the Bronze National Recognition Award. We are also proud of our community partnerships between ACHS, Sodexo, Boys & Girls Club of AC, The Coalition for Safe Communities, The Southern Community Food bank for the Campus Kitchens program, and many other local organizations. Our Campus Kitchens has been named as a model program and has delivered over 12,000 meals.