Burlington County Institute of Technology School District (05-0610)

2023-2024

County: Burlington

District: Burlington County Institute of Technology School District

2 Academy Drive
Suite 111
Westampton, NJ 08060-3826

Superintendent: Dr. Ashanti Holley

District Website

📞 609-267-4226 x2200

2,033
Total Students

09-12
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for school board members, administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Burlington
District	Burlington County Institute of Technology School District
Superintendent Name	Dr. Ashanti Holley
Address	2 Academy Drive, Suite 111 , Westampton, NJ 08060-3826
Phone Number	609-267-4226 x2200
Email Address	aholley@burlcoschools.org
Website	www.burlcoschools.org
Facebook	https://www.facebook.com/Burlington-County-Institute-of-Technology-194099172381/
Twitter	https://twitter.com/BCITtweets

Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Burlington County Institute of Technology - Medford	09-12
Burlington County Institute of Technology - Westampton	09-12

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2021-22	2022-23	2023-24
9	535	502	543
10	519	534	523
11	512	469	507
12	479	479	460
Total	2,045	1,985	2,033

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	53.0%	52.0%	51.0%
Male	47.0%	48.0%	49.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	24.8%	34.1%	36.5%
Students with Disabilities	12.9%	13.0%	14.7%
Multilingual Learners	0.5%	0.9%	1.3%
Students Experiencing Homelessness	0.4%	0.5%	0.6%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	1.8%	1.7%	1.8%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	38.2%	37.2%	36.3%
Hispanic	20.3%	21.4%	22.0%
Black or African American	32.5%	32.6%	33.2%
Asian	1.9%	2.1%	2.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two Or More Races	6.7%	6.2%	6.1%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

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.
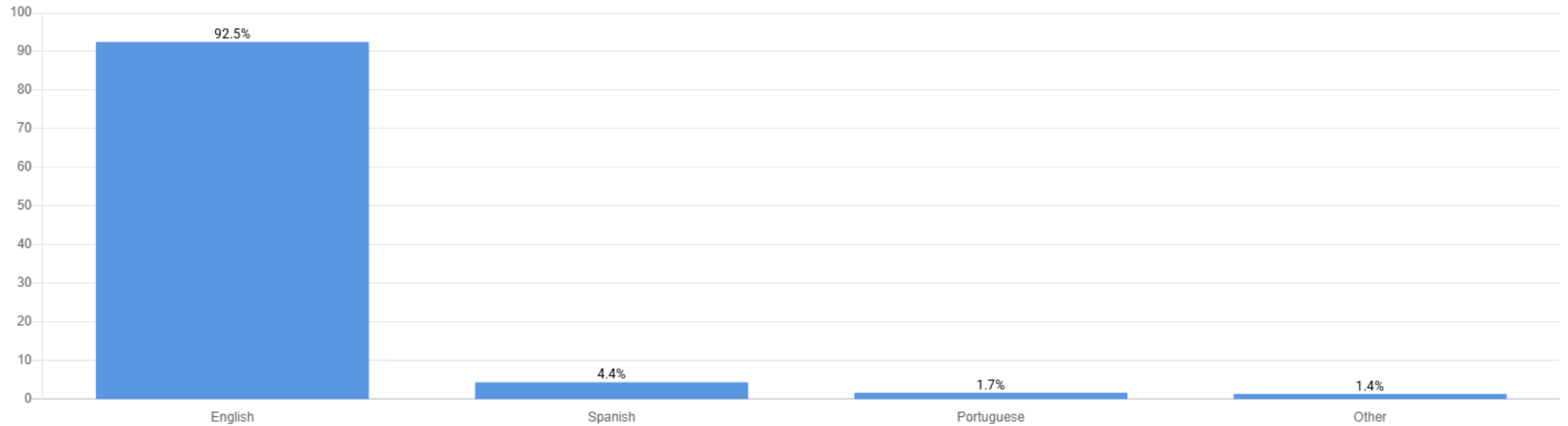
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	2,045	1,985	2,033
Shared Time Students	0	0	0
Full Time Equivalent	2,045	1,985	2,033

NJ SCHOOL PERFORMANCE REPORT

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

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. To see this data in a table, click the Table View option below the chart.

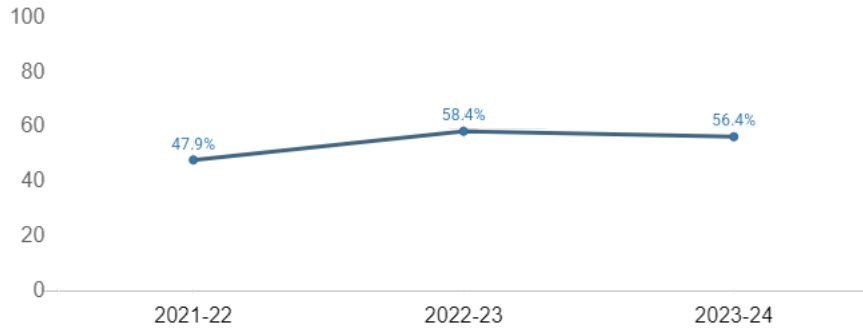| Language	Percentage
English	92.5%
Spanish	4.4%
Portuguese	1.7%
Other	1.4%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.
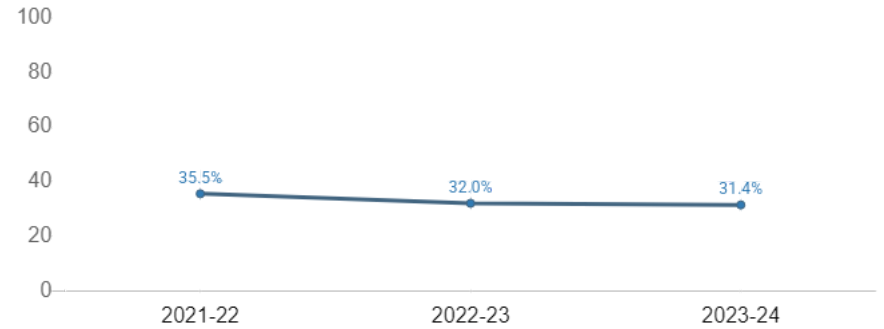
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	99.1%	98.8%	99.3%	96.1%	88.5%	96.0%
Proficiency Rate for Federal Accountability	47.9%	58.4%	56.4%	35.5%	32.0%	31.4%
Annual Target	44.6%	46.9%	59.8%	31.0%	34.1%	34.3%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

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

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the **NJDOE Accountability page**. More information and additional data can also be found on the **NJDOE Academic Achievement page**.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	539	99.3%	56.4%	52.2%	56.4%	59.8%	Met Target†
White	194	99.5%	59.3%	61.8%	59.3%	62%	Met Target†
Hispanic	115	99.2%	60.9%	38%	60.9%	58.4%	Met Target
Black or African American	190	99.5%	52.6%	35.9%	52.6%	58.4%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.9%	*	**	**
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	33	97.1%	51.5%	59.4%	51.5%	45.2%	Met Target
Female	*	98.5%	59.8%	57.7%	59.8%		
Male	*	100%	53.1%	47%	53.1%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	227	98.7%	49.3%	34.6%	49.3%	56.7%	Not Met
Non-Economically Disadvantaged Students	312	99.7%	61.5%	62.8%	61.5%		
Students with Disabilities	106	99.1%	30.2%	19.8%	30.2%	17%	Met Target
Students without Disabilities	433	99.3%	62.8%	59.4%	62.8%		
Multilingual Learners	12	100%	<10%	23.1%	<10%	**	**
Non-Multilingual Learners	527	99.2%	57.7%	56.2%	57.7%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

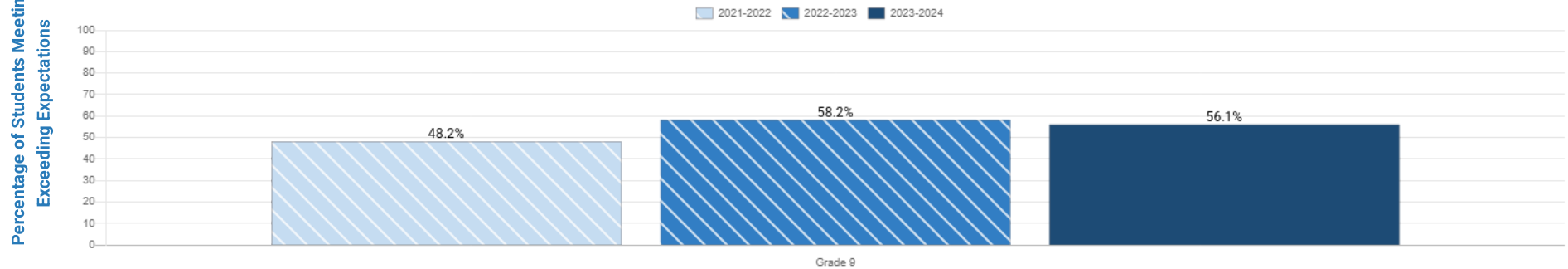† Target was met within a confidence interval.

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Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Legend: 2021-2022, 2022-2023, 2023-2024

Y-axis: Percentage of Students Meeting/Exceeding Expectations

Grade 9: 48.2% (2021-2022), 58.2% (2022-2023), 56.1% (2023-2024)

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	542	752	755	7%	12%	25%	45%	11%	56%	58%
White	195	754	764	9%	8%	24%	45%	14%	59%	67%
Hispanic	117	753	741	5%	11%	24%	47%	13%	60%	45%
Black or African American	190	749	737	8%	16%	23%	44%	8%	53%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	33	754	761	3%	9%	36%	45%	6%	52%	64%
Female	*	756	762	5%	14%	22%	44%	15%	59%	64%
Male	*	748	747	9%	10%	27%	45%	8%	53%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	229	746	738	9%	14%	28%	42%	7%	49%	41%
Non-Economically Disadvantaged Students	313	756	764	6%	10%	22%	47%	14%	61%	67%
Students with Disabilities	107	730	717	19%	24%	27%	27%	3%	30%	19%
Students without Disabilities	435	757	761	5%	9%	24%	49%	13%	63%	64%
Multilingual Learners	*	694	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	753	758	6%	11%	25%	46%	11%	57%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	523	96%	31.4%	40.2%	31.4%	34.3%	Met Target†
White	185	94.9%	38.4%	51.1%	38.3%	39.5%	Met Target†
Hispanic	113	96.6%	33.6%	24.2%	33.6%	33.4%	Met Target
Black or African American	185	96.4%	21.6%	20.1%	21.6%	29%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.4%	*	**	**
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	33	97.1%	39.4%	48.9%	39.4%	27.1%	Met Target
Female	*	96.6%	24.5%	38.4%	24.5%		
Male	*	95.3%	37.1%	42%	37.1%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	225	96.6%	21.3%	21.7%	21.3%	31.4%	Not Met
Non-Economically Disadvantaged Students	298	95.5%	38.9%	51.5%	38.9%		
Students with Disabilities	104	97.2%	14.4%	16.6%	14.4%	14.5%	Met Target†
Students without Disabilities	419	95.7%	35.6%	45.4%	35.6%		
Multilingual Learners	12	100%	<10%	18.7%	<10%	**	**
Non-Multilingual Learners	511	95.9%	31.9%	43.5%	31.9%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Burlington County Institute of Technology School District
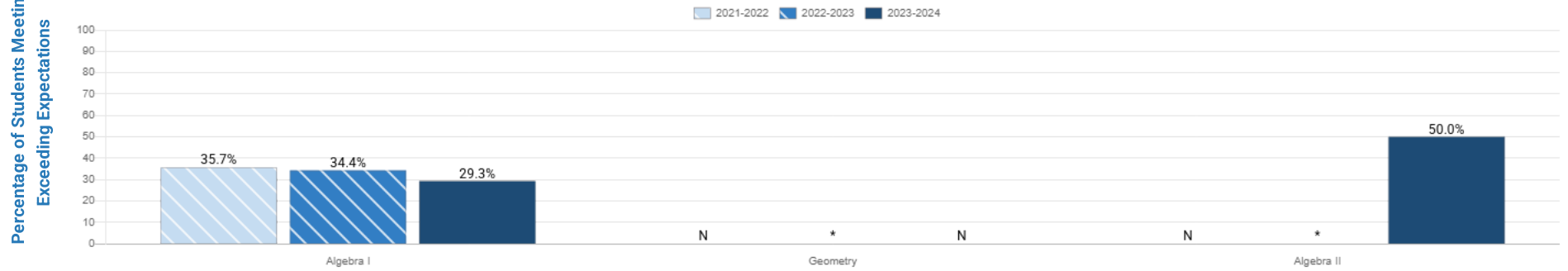
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2023-2024

Academic Achievement

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Mathematics Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Legend: 2021-2022, 2022-2023, 2023-2024

Y-axis: Percentage of Students Meeting/Exceeding Expectations

Category	2021-2022	2022-2023	2023-2024
Algebra I	35.7%	34.4%	29.3%
Geometry	N	*	N
Algebra II	N	*	50.0%

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

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	474	732	738	14%	25%	31%	29%	0%	29%	40%
White	168	736	748	13%	21%	32%	34%	1%	35%	51%
Hispanic	102	735	723	11%	24%	34%	31%	0%	31%	23%
Black or African American	169	725	719	19%	31%	29%	21%	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	29	735	746	10%	24%	24%	41%	0%	41%	49%
Female	*	728	737	18%	30%	29%	23%	0%	23%	39%
Male	*	736	739	11%	21%	33%	34%	0%	34%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	213	726	722	16%	33%	31%	20%	0%	20%	22%
Non-Economically Disadvantaged Students	261	737	747	13%	19%	31%	37%	0%	37%	50%
Students with Disabilities	104	720	710	28%	29%	29%	13%	1%	14%	11%
Students without Disabilities	370	735	743	11%	24%	32%	34%	0%	34%	45%
Multilingual Learners	*	707	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	733	741	14%	25%	31%	30%	0%	30%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students who took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student in in grade 9.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	*	*	750	*	*	*	*	*	*	53%
White	*	*	752	*	*	*	*	*	*	57%
Hispanic	*	*	735	*	*	*	*	*	*	29%
Black or African American	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	*	748	*	*	*	*	*	*	50%
Male	*	*	752	*	*	*	*	*	*	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	*	754	*	*	*	*	*	*	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	*	751	*	*	*	*	*	*	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	*	751	*	*	*	*	*	*	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	50	748	770	4%	18%	28%	48%	2%	50%	73%
White	18	763	771	0%	6%	22%	67%	6%	72%	75%
Hispanic	11	747	736	0%	27%	18%	55%	0%	55%	37%
Black or African American	*	732	736	13%	25%	38%	25%	0%	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	742	765	4%	27%	35%	35%	0%	35%	68%
Male	*	755	776	4%	8%	21%	63%	4%	67%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	13	744	733	8%	31%	15%	46%	0%	46%	33%
Non-Economically Disadvantaged Students	37	750	777	3%	14%	32%	49%	3%	51%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	748	771	4%	18%	28%	48%	2%	50%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	748	772	4%	18%	28%	48%	2%	50%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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DLM Alternate Assessment - Participation

This table shows the number and percentage of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
11	N	N	N	N

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who 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 Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	21	*	>90%	*	<10%
3-4	*	*	*	*	*
5 or more	N	N	N	N	N

English Language Progress to Proficiency

This table shows the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	13.8%	22.7%	Met Target†

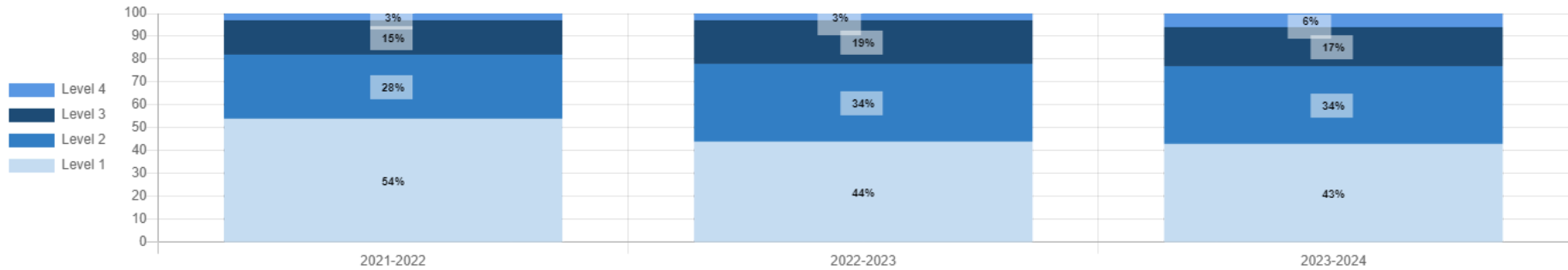† Target was met within a confidence interval.

Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Burlington County Institute of Technology School District

(05-0610)

2023-2024

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

Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

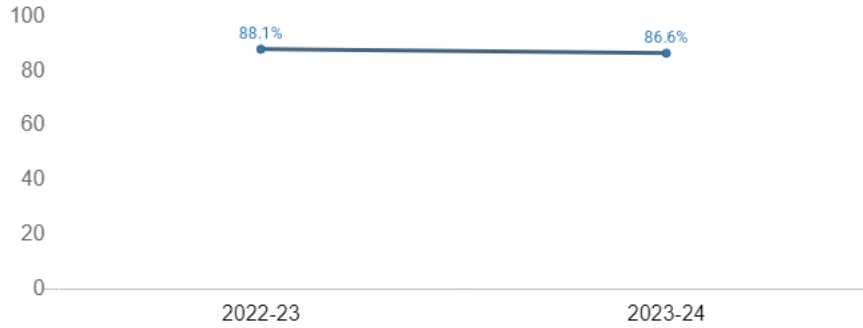| Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	43%	34%	17%	6%	45%	27%	19%	9%
White	40%	37%	16%	7%	34%	30%	26%	11%
Hispanic	45%	32%	15%	7%	61%	25%	11%	3%
Black or African American	47%	31%	19%	2%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	33%	25%	17%	25%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	41%	35%	21%	3%	38%	26%	25%	11%
Female	43%	38%	16%	4%	43%	29%	20%	7%
Male	44%	30%	19%	8%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	48%	32%	14%	6%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	41%	35%	18%	6%	37%	28%	24%	12%
Students with Disabilities	73%	25%	1%	0%	77%	16%	5%	1%
Students without Disabilities	39%	35%	19%	7%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	43%	34%	17%	6%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

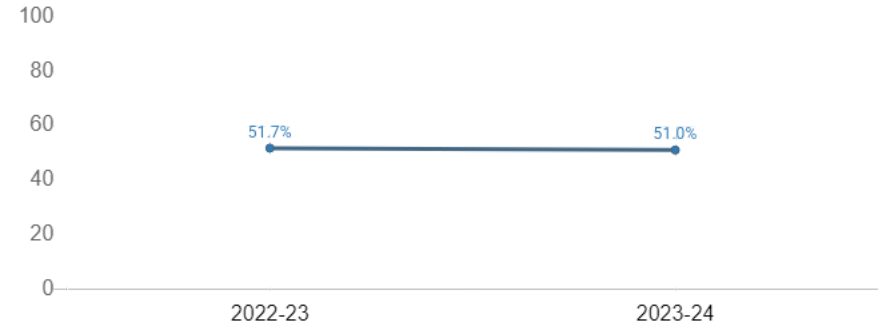## Graduation Proficiency Assessment (NJGPA) Trends

These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These results only include the performance of 11th graders taking the assessment in the given year.

Important Note for 2023-24: The NJGPA was administered as a field test in 2021-2022, so the results were not reported.

ELA Graduation Ready Rate

88.1%   86.6%

2022-23   2023-24

Math Graduation Ready Rate

51.7%   51.0%

2022-23   2023-24

Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	88.1%	86.6%	51.7%	51.0%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	508	86.6%	82.5%	506	51%	55.6%
White	183	83.1%	90%	182	50.5%	69.1%
Hispanic	123	86.2%	72.3%	123	55.3%	38%
Black or African American	154	89%	73.6%	154	48.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	*	>90%	>90%	*	58.3%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	34	>90%	87.5%	33	48.5%	62%
Female	*	>90%	86.9%	*	48.7%	56.6%
Male	*	81%	78.3%	*	53.6%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	154	87%	71.7%	154	49.4%	36%
Non-Economically Disadvantaged Students	354	86.4%	87.6%	352	51.7%	65.1%
Students with Disabilities	68	61.8%	53.6%	68	11.8%	18.2%
Students without Disabilities	440	>90%	87.4%	438	57.1%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	86.9%	86.5%	*	51.3%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	16.2%	80.7%
12th graders taking SAT in 2023-2024 or prior years	36.1%	62.7%
12th graders taking ACT in 2023-2024 or prior years	1.1%	7.8%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	508	459	Grade 10: 430 Grade 11: 460	74%	54%
PSAT 10/NMSQT - Math	479	454	Grade 10: 480 Grade 11: 510	38%	32%
SAT - Reading and Writing	521	530	480	71%	65%
SAT - Math	474	519	530	28%	46%
ACT - Reading	*	24	22	*	63%
ACT - English	*	24	18	*	76%
ACT - Math	*	23	22	*	58%
ACT - Science	*	23	23	*	55%

Burlington County Institute of Technology School District

(05-0610)

2023-2024

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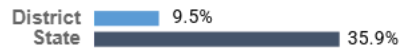**†** This indicates a table specific note,see note below table

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course

District 9.5%
State 35.9%

Students taking one or more AP or IB exam

District 5.5%
State 30.8%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

District *
State 23.0%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

District 10.8%
State 26.9%

College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	9.5%	10.8%	35.9%	26.9%
White	8.7%	10.1%	41.8%	33.0%
Hispanic	9.5%	10.0%	23.2%	20.9%
Black or African American	9.5%	10.8%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	21.7%	17.4%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	8.5%	13.6%	41.0%	29.0%
Female	11.8%	13.2%	41.4%	30.2%
Male	6.9%	8.0%	30.6%	23.7%
Non-Binary/Undesignated Gender	N	N	42.9%	28.4%
Economically Disadvantaged Students	10.0%	8.1%	22.8%	20.2%
Students with Disabilities	0.9%	2.6%	4.8%	10.9%
Multilingual Learners	*	*	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	N	N	4.5%	10.6%
Military-Connected Students	7.7%	15.4%	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

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(05-0610)
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College and Career Readiness

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

AP/IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Chemistry	11	4
AP English Language and Composition	13	4
AP English Literature and Composition	14	9
AP World History: Modern	66	41
Total Exams taken		58
Exams with scores of at least 3 on AP exams or 4 on IB exams		51

College and Career Readiness

Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. This table also shows the number and percentage of current and former multiligual learners who earned a Seal. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Total Seals Earned	0	
Total Unique Students Earning Seals	0	0.0%
Current and Former Multilingual Learners Earning Seals	0	0.0%†

†This represents the percentage of 12th grade current and former multilingual learners who have earned a seal.

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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

District	27.8%
State	7.6%

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

District	68.0%
State	10.4%

College and Career Readiness

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	27.8%	68.0%	7.6%	10.4%
White	26.9%	69.9%	6.1%	10.0%
Hispanic	28.6%	68.0%	9.3%	10.8%
Black or African American	29.1%	65.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	15.9%	81.8%	5.5%	10.5%
American Indian or Alaska Native	*	*	8.3%	8.8%
Two or More Races	28.0%	68.0%	7.5%	10.1%
Female	25.8%	68.1%	7.5%	10.9%
Male	29.5%	68.3%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	32.9%	62.0%	9.8%	10.7%
Students with Disabilities	36.5%	61.5%	6.0%	7.9%
Multilingual Learners	40.7%	55.6%	8.0%	3.5%
Students experiencing homelessness	53.8%	46.2%	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	28.1%	71.9%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

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Work-Based Learning Participation by Career Cluster

This table shows the number and percentage of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year by career cluster. Work-based learning can include career exploration (e.g., community service, job shadowing, school-based enterprise, service learning, or volunteering), career preparation (e.g., cooperative education experience or paid/unpaid internships), or career training (e.g., pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	64	73.6%
Architecture & Construction	96	80.7%
Arts, A/V Technology & Communications	251	85.4%
Education & Training	*	*
Health Science	255	92.1%
Hospitality & Tourism	169	77.5%
Human Services	77	64.7%
Information Technology	50	39.4%
Law, Public Safety, Corrections & Security	87	72.5%
Manufacturing	194	71.3%
Marketing	*	*
Science, Technology, Engineering & Mathematics	*	*
Transportation, Distribution & Logistics	173	100.0%
Total	1,521	78.1%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the **NJDOE's Career and Technical Education website**.

Industry-Valued Credentials

The graph below shows the percentage of all students in grades 9 through 12 who were enrolled in a approved CTE program and earned one or more Industry-Valued Credentials during the school year.

Students Earning Industry-Valued Credentials

District ████████████████████████ 33.3%

State ██ 2.2%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	87	*	*
Architecture & Construction	119	54	54
Arts, A/V Technology & Communications	294	92	127
Education & Training	49	*	*
Health Science	277	133	183
Hospitality & Tourism	218	87	87
Human Services	119	30	30
Information Technology	127	*	*
Law, Public Safety, Corrections & Security	120	60	156
Manufacturing	272	127	149
Marketing	49	*	*
Science, Technology, Engineering & Mathematics	44	30	30
Transportation, Distribution & Logistics	173	69	69
Total	1,948	676	894

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
9	561	2	125	0	0	0	0
10	1	497	10	1	0	0	21
11	0	21	402	52	1	11	3
12	0	2	4	30	25	19	0
Total	562	522	541	83	26	30	24
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	18	4	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	72	0	0	481	0	0
10	390	80	0	13	0	0
11	5	418	0	3	40	0
12	2	11	0	2	39	0
Total	469	509	0	499	79	0
Enrolled in AP/IB Course	0	11		0	0	0
Enrolled in Dual Enrollment Course	40	40	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	2	533	0	0	0	0
10	19	512	0	0	0	0
11	466	37	0	0	0	0
12	30	8	0	0	0	0
Total	517	1,090	0	0	0	0
Enrolled in AP/IB Course	66	0	0	0		0
Enrolled in Dual Enrollment Course	5	79	0	0	0	0

World Languages - Course Participation

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

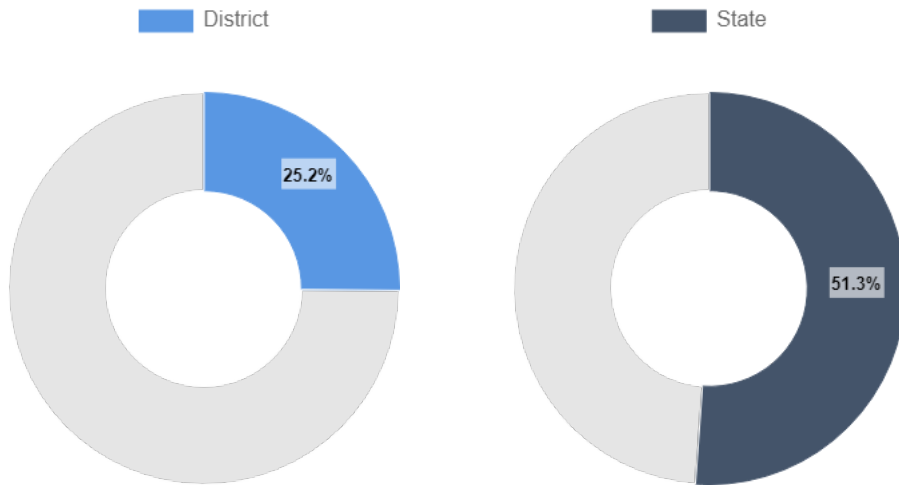| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	1	0	0	0	0	0	0
10	2	0	0	0	0	0	0
11	14	0	0	0	0	0	0
12	322	0	0	0	0	0	129
Total	339	0	0	0	0	0	129
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

College and Career Readiness

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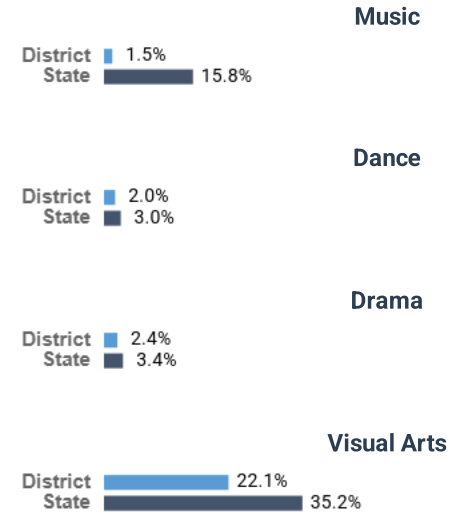
Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N	N
10	N	N	N	N	N	N	N
11	N	N	N	N	N	N	N
12	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

College and Career Readiness

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

Visual and Performing Arts – Course Participation

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

Grades 9-12: Students enrolled in one or more **visual and performing arts** classes

District

State

25.2%

51.3%

Students enrolled in one or more classes by discipline:

Music

District 1.5%

State 15.8%

Dance

District 2.0%

State 3.0%

Drama

District 2.4%

State 3.4%

Visual Arts

District 22.1%

State 35.2%

College and Career Readiness

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

Structured Learning Experiences Participation

The graph below shows the percentage of all (CTE and non-CTE) students in grades 11 and 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, internships, cooperative education experiences, and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

Important Note for 2023-24: The calculation of this measure for the 2023-24 has been changed to be based on 11th and 12th graders to better reflect the population of students participating in SLEs. In prior years, the calculation was based on all students in grades 9-12, so the 2023-24 percentages should not be compared to prior years.

Structured Learning Experiences

District 7.9%
State 4.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.
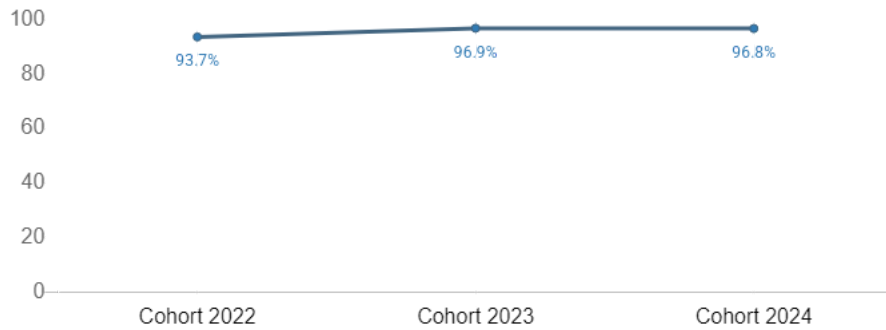
To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.
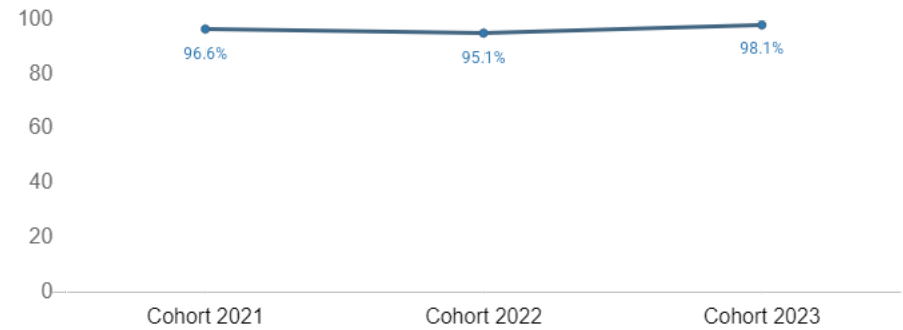
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends

5-Year Graduation Rate Trends

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	93.7%	96.9%	96.8%	96.6%	95.1%	98.1%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2024 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2024 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.8%	1.7%	1.5%	91.3%	3.8%	4.9%
White	95.8%	1.1%	3.2%	95.0%	2.6%	2.5%
Hispanic	97.6%	1.2%	1.2%	86.9%	4.9%	8.3%
Black or African American	98.1%	1.9%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	92.0%	8.0%	0.0%	92.3%	3.5%	4.3%
Female	98.8%	0.0%	1.2%	93.1%	2.8%	4.1%
Male	94.4%	3.7%	1.9%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	94.9%	3.6%	1.5%	87.1%	5.3%	7.7%
Students with Disabilities	95.4%	3.1%	1.5%	80.7%	12.5%	6.8%
Multilingual Learners	*	*	*	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	100.0%	0.0%	0.0%	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Burlington County Institute of Technology School District

(05-0610)

2023-2024

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

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the **NJDOE Graduation Rate page.**

Cohort 2023 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2023 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.1%	0.2%	1.7%	92.6%	1.7%	5.6%
White	97.6%	0.6%	1.8%	95.9%	1.5%	2.6%
Hispanic	98.9%	0.0%	1.1%	88.2%	1.9%	9.9%
Black or African American	98.9%	0.0%	1.1%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	91.7%	0.0%	8.3%	97.5%	1.3%	1.2%
American Indian or Alaska Native	N	N	N	92.5%	0.0%	7.5%
Two or More Races	96.9%	0.0%	3.1%	94.7%	1.0%	4.3%
Female	98.4%	0.0%	1.6%	94.4%	1.2%	4.4%
Male	97.9%	0.4%	1.7%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	97.5%	0.4%	2.1%	88.8%	2.0%	9.2%
Students with Disabilities	98.6%	1.4%	0.0%	84.1%	8.2%	7.7%
Multilingual Learners	*	*	*	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	100.0%	0.0%	0.0%	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2022 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

This table also shows a new measure called High School Persistence. This measure represents the percentage of students who have either graduated or remained enrolled after six years of entering high school.

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	95.3%	0.0%	4.7%	95.3%	93.2%	1.0%	5.8%	94.2%
White	96.4%	0.0%	3.6%	96.4%	96.4%	0.9%	2.7%	97.3%
Hispanic	92.2%	0.0%	7.8%	92.2%	88.2%	1.0%	10.8%	89.2%
Black or African American	95.7%	0.0%	4.3%	95.7%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	93.9%	0.0%	6.1%	93.9%	92.9%	1.3%	5.9%	94.1%
Female	94.9%	0.0%	5.1%	94.9%	95.0%	0.6%	4.4%	95.6%
Male	95.7%	0.0%	4.3%	95.7%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	92.4%	0.0%	7.6%	92.4%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	94.0%	0.0%	6.0%	94.0%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	*	*	*	*	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	*	*	*	*	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	95.5%	0.0%	4.5%	95.5%	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Federal Graduation Rates

This table shows the federal version of the Cohort 2024 4-year, Cohort 2023 5-year, and Cohort 2022 6-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2024-25 school year (along with 2024-25 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2025.

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	91.2%	97.9%	90.7%	87.7%	91.8%	87.0%
White	86.2%	97.6%	90.2%	91.5%	95.0%	90.0%
Hispanic	91.8%	98.9%	91.1%	83.3%	87.4%	82.1%
Black or African American	96.8%	98.3%	91.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	100.0%	91.7%	*	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	N	*	84.1%	92.5%	86.4%
Two or More Races	88.0%	96.9%	87.9%	89.0%	93.0%	86.2%
Female	96.0%	98.4%	90.2%	90.5%	93.7%	90.6%
Male	85.6%	97.5%	91.3%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	88.3%	97.1%	88.6%	82.6%	87.8%	81.4%
Students with Disabilities	55.4%	97.3%	67.9%	60.2%	79.2%	51.8%
Multilingual Learners	*	*	*	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	*	67.0%	76.2%	64.6%
Students in Foster Care	*	N	*	50.4%	61.9%	47.1%
Military-Connected Students	91.7%	100.0%	95.5%	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Accountability Graduation Rates

This table shows Cohort 2023 4-year and Cohort 2022 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	96.9%	89.4%	Met Goal	90.5%	N	N
White	97.0%	89.4%	Met Goal	90.2%	N	N
Hispanic	96.8%	89.3%	Met Goal	91.1%	N	N
Black or African American	97.8%	90.3%	Met Goal	90.7%	N	N
Asian, Native Hawaiian, or Pacific Islander	91.7%	**	**	*	**	**
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	93.8%	85.7%	Met Target	87.9%	N	N
Economically Disadvantaged Students	95.4%	86.7%	Met Goal	88.6%	N	N
Students with Disabilities	96.0%	67.5%	Met Goal	67.9%	N	N
Multilingual Learners	*	**	**	*	**	**

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

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Graduation Pathways

This table shows the percentage of Cohort 2024 graduates who met the high school graduation assessment requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	93.3%	56.2%
Substitute Competency Test	0.7%	4.4%
Portfolio Appeals Process	2.9%	34.2%
Alternate Requirements Specified in IEP	3.1%	5.1%
Unknown/Other	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.3%	1.0%
2022-2023	0.3%	1.2%
2021-2022	0.4%	1.2%

Burlington County Institute of Technology School District

(05-0610)

2023-2024

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

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse (NSC), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from prior to 2022-2023 in the reports.

Note for 2023-2024: Postsecondary enrollment data for the 2023-2024 school year is not yet available. The NJDOE expects to release the data in the coming months. Please refer to the 2022-2023 reports for the most recently available postsecondary enrollment rates.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.
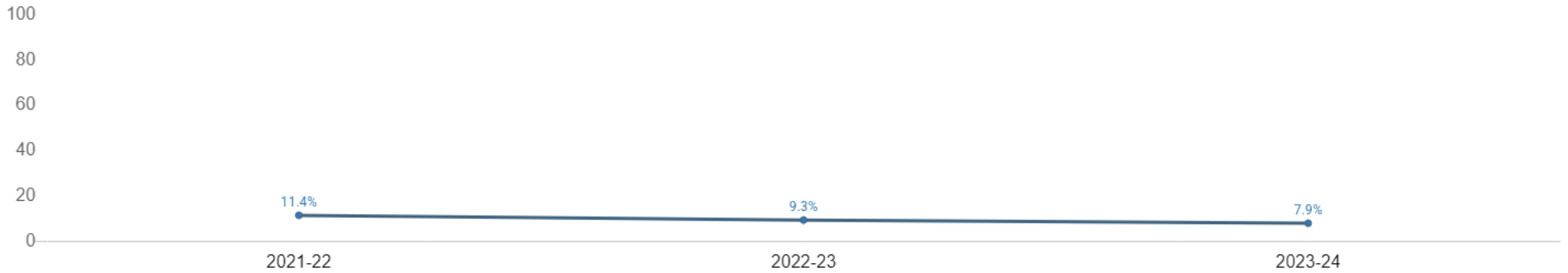
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	11
2018	*
2017	12
2016	*

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(05-0610)

2023-2024

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Climate and Environment

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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism Trends

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 ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	11.4%	9.3%	7.9%
ESSA Target (State Average for Grades Served)	19.8%	18.1%	17.2%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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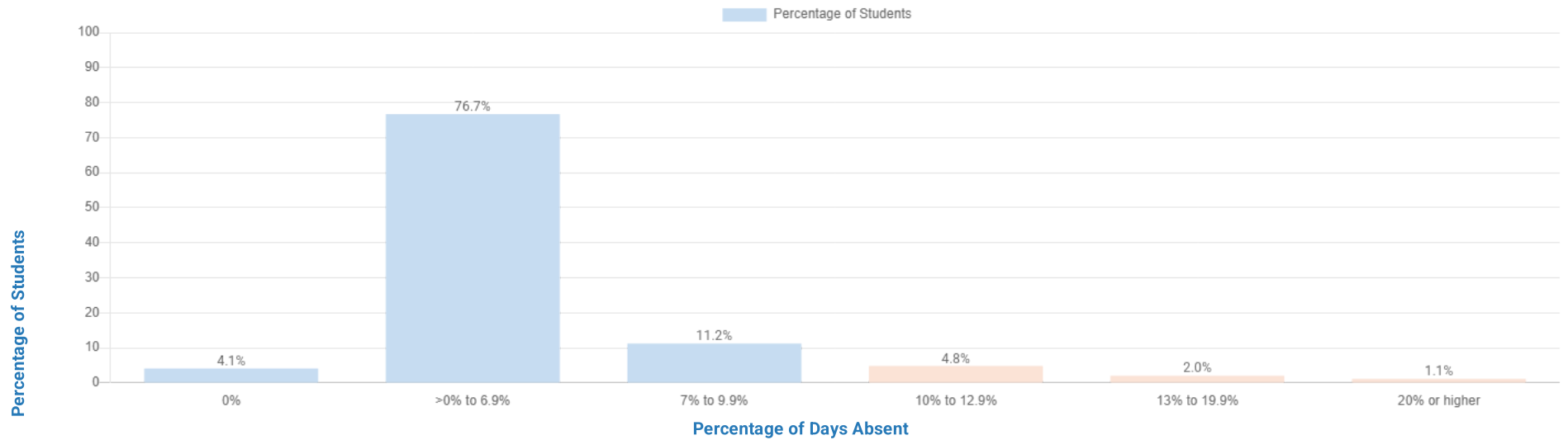
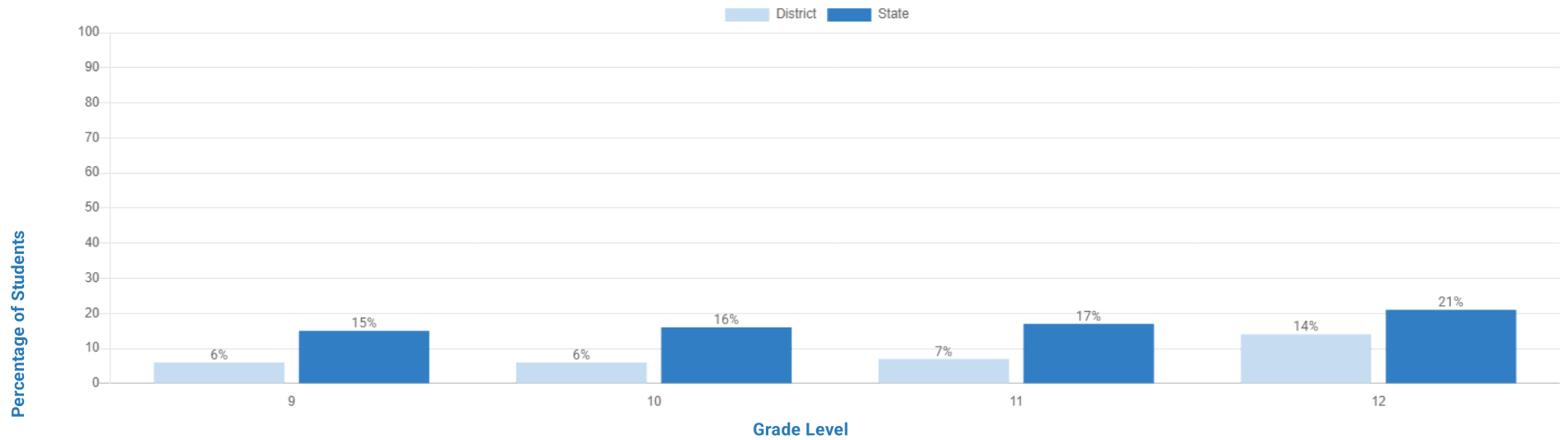| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	161	7.9%	17.2%	Met
White	68	9.3%	17.2%	Met
Hispanic	39	8.7%	17.2%	Met
Black or African American	39	5.8%	17.2%	Met
Asian, Native Hawaiian, or Pacific Islander	*	4.5%	17.2%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	12	9.6%	17.2%	Met
Female	*	8.9%		
Male	*	7.0%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	73	9.9%	17.2%	Met
Students with Disabilities	29	9.8%	17.2%	Met
Multilingual Learners	6	22.2%	17.2%	Not Met
Students Experiencing Homelessness	4	30.8%		
Students in Foster Care	*	*		
Military-Connected Students	7	11.3%		
Migrant Students	*	*		

NJ SCHOOL PERFORMANCE REPORT

Climate and Environment

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 NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

Percentage of Students

Percentage of Days Absent	Percentage of Students
0%	4.1%
>0% to 6.9%	76.7%
7% to 9.9%	11.2%
10% to 12.9%	4.8%
13% to 19.9%	2.0%
20% or higher	1.1%

Burlington County Institute of Technology School District

(05-0610)

2023-2024

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** Accountability calculations require 20 or more students
N No Data is available to display
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Climate and Environment

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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 with a state comparison.

Climate and Environment

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	14
Weapons	4
Vandalism	0
Substances	28
Harassment, Intimidation, Bullying (HIB)	29
Total Unique Incidents	73
Incidents Per 100 Students Enrolled	3.59

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	3
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	5	9
Religion	0	1	1
Ancestry	1	1	2
Gender	2	1	3
Sexual Orientation	2	2	4
Disability	4	2	6
Other	15	19	34
No Identified Nature	25		25

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	<5	<5.00%	37	5%	37	5%	0	0%	0	0%
Hispanic	<5	<5.00%	20	4%	20	4%	0	0%	0	0%
Black or African American	<5	<5.00%	36	5%	36	5%	0	0%	0	0%
Asian	<5	<5.00%	1	2%	1	2%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	3	2%	3	2%	0	0%	0	0%
Female	<5	<5.00%	34	3%	34	3%	0	0%	0	0%
Male	<5	<5.00%	63	6%	63	6%	0	0%	0	0%
Non-Binary/Undesignated Gender	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged Students	<5	<5.00%	40	5%	40	5%	0	0%	0	0%
Students with disabilities	<5	<5.00%	26	8%	26	8%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	1	0%	98	5%	98	5%	0	0%	0	0%
9	<5	<5.00%	22	4%	22	4%	0	0%	0	0%
10	<5	<5.00%	29	5%	29	5%	0	0%	0	0%
11	<5	<5.00%	27	5%	27	5%	0	0%	0	0%
12	<5	<5.00%	19	4%	19	4%	0	0%	0	0%

Climate and Environment

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Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	11	1%	1	0%	0	0%	8	0%	3	0%	0	0%	1	0%
White	4	1%	<5	<5.00%	0	0%	3	0%	<5	<5.00%	0	0%	<5	<5.00%
Hispanic	2	0%	<5	<5.00%	0	0%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
Black or African American	4	1%	<5	<5.00%	0	0%	3	0%	<5	<5.00%	0	0%	<5	<5.00%
Asian	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	1%	<5	<5.00%	0	0%	1	1%	<5	<5.00%	0	0%	<5	<5.00%
Female	7	1%	<5	<5.00%	0	0%	5	0%	<5	<5.00%	0	0%	<5	<5.00%
Male	4	0%	<5	<5.00%	0	0%	3	0%	<5	<5.00%	0	0%	<5	<5.00%
Non-Binary/Undesignated Gender	0	0%	<5	<5.00%	0	0%	0	0%	<5	<5.00%	0	0%	<5	<5.00%
Economically Disadvantaged Students	7	1%	<5	<5.00%	0	0%	4	0%	<5	<5.00%	0	0%	<5	<5.00%
Students with disabilities	4	1%	<5	<5.00%	0	0%	2	1%	<5	<5.00%	0	0%	<5	<5.00%

Burlington County Institute of Technology School District

(05-0610)

2023-2024

Climate and Environment

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

Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	11	1%	1	0%	0	0%	8	0%	3	0%	0	0%	1	0%
9	2	0%	<5	<5.00%	0	0%	1	0%	<5	<5.00%	0	0%	<5	<5.00%
10	3	1%	<5	<5.00%	0	0%	2	0%	<5	<5.00%	0	0%	<5	<5.00%
11	4	1%	<5	<5.00%	0	0%	4	1%	<5	<5.00%	0	0%	<5	<5.00%
12	2	0%	<5	<5.00%	0	0%	1	0%	<5	<5.00%	0	0%	<5	<5.00%

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

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	2	0%	0	0%	0	0%	0	0%	1	0%	1	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Female	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Male	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Non-Binary/Undesignated Gender	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	2	0%	0	0%	0	0%	0	0%	1	0%	1	0%	0	0%
9	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
10	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
11	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%
12	<5	<5.00%	0	0%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions
310

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

Climate and Environment

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. Reports about student access to technology and internet connectivity can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the School Performance Staff page.

Category	Teachers in District	Teachers in State
Total Number of teachers	152	119,239
Average years experience in public schools	14.0	12.6
Average years experience in district	10.9	11.3
Number of Teachers with 4 or more years experience in the district	107	87,243
Percentage of Teachers with 4 or more years experience in the district	70.4%	73.6%
Number of out-of-field teachers	0	2,931
Percentage of out-of-field teachers	0%	2.5%
Number of Teachers with Provisional Credentials	9	9,065
Percentage of Teachers with Provisional Credentials	5.9%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	10,170
Average years experience in public schools	20.4	16.2
Average years experience in district	16.3	12.5
Number of Administrators with 4 or more years experience in the district	11	7,734
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.8%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	152	119,239
Administrators	12	10,170
Librarians/Media Specialists	2	1,160
Nurses	2	3,025
School Counselors	8	4,673
Child Study Team Members	5	9,654
School Psychologists	1	2,185
School Social Workers	2	2,750
Student Assistance Coordinators	2	400
School Safety Specialists	1	681

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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
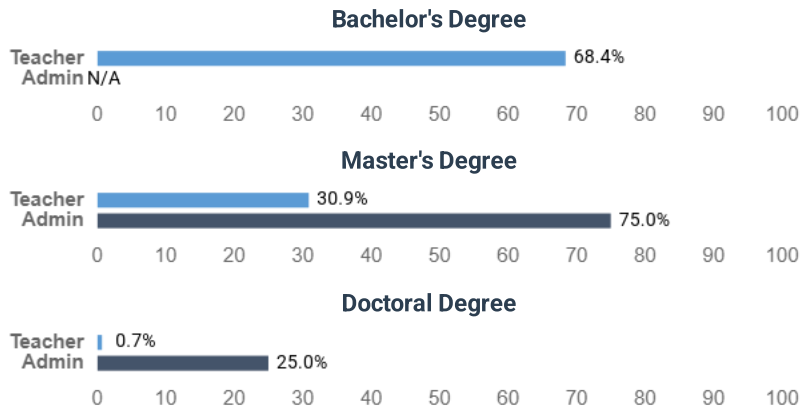
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	169:1
Teachers to Administrators	13:1
Students to Librarians/Media Specialists †	1017:1
Students to Nurses †	1017:1
Students to Counselors †	254:1
Students to Child Study Team Members †,††	60:1
Students to School Psychologists †	2033:1
Students to School Social Workers †	1017:1
Students to Student Assistance Coordinators †	1017:1
Students to School Safety Specialists †	2033:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	51.0%	55-60%	*	48.0%	77.0%	57.0%
Male	49.0%	40-45%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	36.3%	81.6%	75.0%	38.2%	81.8%	74.5%
Hispanic	22.0%	6.6%	0.0%	34.0%	8.6%	8.6%
Black or African American	33.2%	9.2%	25.0%	14.2%	6.4%	14.4%
Asian	2.0%	2.0%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.7%	0.0%	0.2%	0.4%	0.5%
Two or More Races	6.1%	0.0%	0.0%	3.1%	0.3%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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: 68.4%
Admin: N/A

Master's Degree

Teacher: 30.9%
Admin: 75.0%

Doctoral Degree

Teacher: 0.7%
Admin: 25.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	88.2%	89.5%
2022-23 Administrators: Same district 2023-24	100.0%	87.9%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English/Language Arts/Literacy	15	60-80%	≤20%	≤20%	86.7%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%	73.3%	53.3%	46.7%	0.0%
English to Speakers of Other Languages	1	*	*	*	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Mathematics	19	40-60%	40-60%	≤20%	63.2%	5.3%	21.1%	10.5%	0.0%	0.0%	0.0%	57.9%	63.2%	36.8%	0.0%
Science	13	*	*	*	84.6%	7.7%	7.7%	0.0%	0.0%	0.0%	0.0%	76.9%	53.8%	46.2%	0.0%
Social Studies/History	13	*	*	*	92.3%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	53.8%	46.2%	53.8%	0.0%
World Language	4	*	*	*	50.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	25.0%	25.0%
Visual and Performing Arts	7	*	*	*	85.7%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	42.9%	85.7%	14.3%	0.0%
Health/Physical Education	15	20-40%	40-60%	≤20%	93.3%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	73.3%	86.7%	13.3%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Computer Science/IT	4	*	*	*	50.0%	25.0%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	50.0%	50.0%	0.0%
Industrial Arts	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	0.0%	0.0%
Career and Technical Education	36	40-50%	50-60%	≤10%	83.3%	8.3%	5.6%	2.8%	0.0%	0.0%	0.0%	72.2%	83.3%	16.7%	0.0%
Special Education	20	60-80%	20-40%	≤20%	85.0%	5.0%	5.0%	0.0%	5.0%	0.0%	0.0%	90.0%	60.0%	40.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Annual Comprehensive Financial Report (ACFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Burlington Co Vocational	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,329	$18,485	$19,814	2,048.8
District Level Central Expenditures	$26	$5,338	$5,364	2,048.8
Burlington County Institute of Technology - Westam	$1,637	$12,160	$13,797	1,223.6
Burlington County Institute of Technology - Medfor	$806	$14,610	$15,416	825.2
Burlington County Institute of Technology - Evenin				
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools identified as requiring comprehensive or targeted support during the 2025-26 school year.

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

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	47.9%	58.4%	56.4%
Math Proficiency	35.5%	32.0%	31.4%
ELA Growth†	N	N	N
Math Growth†	N	N	N
4-Year Graduation Rate (Prior Year)††	94.3%	89.2%	96.9%
5-Year Graduation Rate (Prior Year)††	98.7%	96.6%	90.5%
Progress toward English Language Proficiency	33.3%	12.5%	13.8%
Chronic Absenteeism	11.4%	9.3%	7.9%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Met Target†	Met Target†	**	**	Met Goal	N	Met Target†	Met
White	Met Target†	Met Target†	**	**	Met Goal	N		Met
Hispanic	Met Target	Met Target	**	**	Met Goal	N		Met
Black or African American	Met Target†	Not Met	**	**	Met Goal	N		Met
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	**	**		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Met Target	Met Target	**	**	Met Target	N		Met
Economically Disadvantaged Students	Not Met	Not Met	**	**	Met Goal	N		Met
Students with Disabilities	Met Target	Met Target†	**	**	Met Goal	N		Met
Multilingual Learners	**	**	**	**	**	**	Met Target†	Not Met

†Target was met within a confidence interval.

Burlington County Institute of Technology School District

(05-0610)

2023-2024

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

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- Awarded a grant of $1.8 million from SAMHSA Foundation, one of only 6 districts in the country, supporting mental health care services, cultural competency training, and substance use prevention.
- Students can earn stackable industry based certifications, participate in work-based learning, earn up to 2 years of college level credits, and many work in field through our School to Work program.
- Expansion of our CTE program introducing Video Game Design, and establishing a pathway for students in Disaster Preparedness Management, encompassing Fire Science, Homeland Security, and EMT courses

Mission, Vision, Theme:

BCIT Mission Statement: To respond to societal needs through the development of career and technical education programs To support community-wide social, cultural, counseling and career and technical education training programs To position students for success in mastering the New Jersey Student Learning Standards in Grades 9 through 12 in a safe, secure, and caring environment

Awards, Recognition, Accomplishments:

BCIT school district was recognized by the New Jersey Department of Education with the Lighthouse Award for our recent district initiative in Equity and Diversity. The District was awarded by the BCRCC the Economic Development Award and the South Jersey Best of Biz Award for Businesses that Excel in CTE.

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Courses, Curriculum, Instruction:

BCIT offers comprehensive curricula aligned with NJSLS and NGSS. Students access multiple college courses through RCBC, AP, and honors courses. Our CTE programs align with colleges, enabling students to graduate with high school credits toward their desired degree. Additionally, there are dual enrollment opportunities at Stockton University, allowing students to engage in both CTE programs and academic courses for college credit.

Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)

BCIT's athletic program, a member of both the county athletic league (BCSL) and the state-wide vocational-technical athletic league (NJTAC), boasts a diverse selection of sports. Approximately 500 students engage in various sports annually, with past victories and Sportsmanship Awards. BCIT offers JV and Varsity cheerleading and a range of sports including soccer, basketball, bowling, cross country, wrestling, volleyball, baseball, and softball. For sports not available at BCIT, students can participate in their residential township's high school teams.

Clubs and Activities:

BCIT provides a rich array of sports and club activities for students. A majority actively participate in career and technical student organizations (CTSOs) aligned with their majors, such as SkillsUSA, Health Occupations Students of America (HOSA), Family Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), Distributive Education of America (DECA), Future Farmers of America (FFA), and Future Educators of America (FEA). These CTSOs offer valuable growth opportunities. Our students consistently excel at state-level competitions, securing placements for national competitions.

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Before and After School Programs:

Students have access to accelerated remediation classes across all mathematics and science courses. We provide online tutoring specifically for mathematics on Tuesdays through Thursdays. After-school tutoring offers support in both academic and career and technical education programs. Moreover, students can benefit from free online SAT Preparation courses offered through Kaplan Services. Additionally, during the summer, we offer bridge courses in both math and English to help students transition smoothly to the upcoming academic year.

Staff and Professional Learning:

Our primary focus for the academic year centers on fostering an inclusive and inviting school environment for both students and staff, prioritizing equity and diversity strategies. Our goal is to enhance engagement strategies within the classroom while nurturing students' executive functioning skills, empowering them to confidently tackle challenging academic tasks. Teachers continually engage in comprehensive professional development, aligning with district initiatives and goals. Our educators benefit from job embedded PD and guidance for technology integration, instructional practices, and technology enhancement. The district calendar is structured to accommodate full-day and half-day sessions, facilitating departmental and schoolwide collaboration, ensuring our focus on sustained and targeted development.

Postsecondary Information:

BCIT provides a pathway for high school students to earn up to two years of college credits and pursue further education at two or four-year colleges. Additionally, we offer a Postsecondary Adult Division for high school graduates, enabling them to earn stackable industry credentials and qualify for Federal Financial Aid to support their educational journey.

NJ SCHOOL PERFORMANCE REPORT

Narrative

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Student Supports and Services:

At BCIT, we are dedicated to meeting the diverse needs of our students. We offer English Language Services for ELLs using a push-in/pull-out model within content areas. Our school provides comprehensive support services through a Child Study Team, addressing the needs of all students. Additionally, teachers are trained in the SIOP model, aiding our diverse classroom settings, while the Westampton Campus serves as our ESL magnet school, providing specialized resources for language acquisition. Our educators implement strategies like flexible grouping, progress monitoring, additional push-in teachers, blended learning resources, and targeted instruction to address varying levels in math and literacy. Furthermore, our counselors, equipped with the IRST model, offer comprehensive support, ensuring a holistic approach to students' academic and personal development.

Student Health and Wellness:

In support of students' mental health, each campus features a Zen Den where students can access a quiet, supportive environment during lunch. The Zen Den is staffed by a clinician who provides on-site support, helping students manage stress and emotional needs. Student Assistance Counselors are also available to work directly with students, offering further resources and support for mental health. Our curriculum emphasizes wellness education. All 9th-grade students receive instruction in Botvin Life Skills, equipping them with essential life skills for managing stress and building resilience. For 11th-grade students, Youth Mental Health First Aid training provides them with the tools to support their own mental health and assist peers in need. BCIT's holistic approach to health and wellness ensures students are supported both physically and emotionally, fostering a positive school environment for all.

Parent and Community Involvement:

At BCIT, we are committed to actively engaging parents and the community. Our efforts include not only the Parent Advisory Committee and Program Advisory Committees but also specific Title I and IDEA Parent Advisory meetings. Additionally, we conduct climate and culture surveys to gather feedback from parents, ensuring their voices are heard in shaping the educational environment. These initiatives reflect our dedication to fostering collaborative partnerships with parents and the broader community.

Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents. As a district, we implement a comprehensive climate survey that engages our students, staff, and families. This survey is a vital tool used by our administrative team in collaboration with the School Improvement Team (ScIP) to identify both areas of strength and opportunities for improvement throughout the school year. It helps us to focus on targeted areas to enhance the overall school environment and educational experience for all stakeholders

Facilities:

The BCIT district spans two campuses, Medford and Westampton, catering to high school and adult learners in Burlington County. Our facilities boast state-of-the-art technology, providing students with the necessary tools to enter the workforce, pursue higher education for competitive careers, and establish a foundation for lifelong learning.

School Safety:

The District has taken comprehensive steps to prioritize school safety, including implementing a Districtwide door fob system, establishing security teams at each building, and assigning dedicated School Resource Officers (SROs) at every campus. We conduct mandatory safety drills monthly and continually update school reunification plans. Our district maintains an accessible communication plan available on our website, shared with both staff and parents to outline communication procedures during emergencies. Collaborating closely with the county and local police departments ensures a vigilant and proactive approach to maintaining school safety.

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Technology and STEM:	At Burlington County Institute of Technology, our CTE programs strategically integrate immersive technology like VR, XR, and AI tools to elevate instructional support, fostering hands-on learning experiences for students. These innovative tools enrich our state-of-the-art curriculum, aligning with our Tech and STEM initiatives. BCIT's substantial investments have led to the development of advanced facilities and Dual Enrollment opportunities. The district strongly promotes cross-curricular collaborations among its 33+ CTE programs, ensuring students are well-prepared for diverse, technology-driven career pathways in STEM fields.
Attendance:	In the 2023-2024 school year, the Burlington County Institute of Technology (BCIT) has successfully kept chronic absenteeism below 10% through effective attendance initiatives and positive behavior support systems, especially our PRIDE program. PRIDE-"Personal Responsibility In Daily Effort"- promotes attendance, academic performance, and positive behavior by recognizing student achievements on a weekly, monthly, and quarterly basis. With status levels (Gold, Blue, Red, and White) based on grades, attendance, behavior, and extracurricular involvement, PRIDE incentivizes consistent school engagement through tailored rewards. Our focus on positive reinforcement has reduced absenteeism, fostering a school environment where students feel supported and motivated to participate fully. BCIT's commitment to programs like PRIDE ensures that regular attendance remains a priority, contributing to the overall success and well-being of our students.

Narrative

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Other Information:

The Burlington County Institute of Technology (BCIT) district is a premier four-year technical high school serving over 2,000 students. Our mission is to prepare students for success in the workforce as skilled technicians with industry-recognized credentials or to continue their education in post-secondary institutions. In response to emerging industry needs, BCIT has introduced new programs like Video Game Design and expanded our Criminal Justice program to offer students an even broader range of career pathways. Additionally, we are committed to equipping students with essential soft skills through mock interviews, resume-building workshops, and simulated workplace experiences integrated into all programs. Through partnerships with leading organizations like Virtua Hospital and the Masonic Home, we provide hands-on learning opportunities that enrich the student experience and enhance real-world skills. Our students engage in work-based learning experiences across various fields, gaining valuable insights and practical knowledge directly applicable to their future careers. Our technical and academic classrooms are fully equipped with advanced technology and resources, aligning with NJSLS standards and 21st-century life and career competencies. With a 1:1 Chromebook initiative and the introduction of AR/VR technology, students are immersed in a modern learning environment that fosters college and career readiness. BCIT's strong industry partnerships and college articulation agreements with institutions like RCBC, Stockton University, and Delaware Valley University further enhance our programs, allowing students to earn college credits while in high school. Our commitment to excellence is evident, with 100% of graduating seniors participating in Work-Based Learning experiences and over 75% of students earning an industry-valued credential before graduation.