NJ SCHOOL PERFORMANCE REPORT

CAMDEN COUNTY TECHNICAL SCHOOL-PENNSAUKEN
(07-0700-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	CAMDEN COUNTY VOCATIONAL
Principal Name	MR. FETTY
Address	6008 BROWNING ROAD PENNSAUKEN, NJ 08109
Phone Number	(856)663-1040
Email Address	BFETTY@CCTS.NET
Website	http://www.ccts.org
Facebook	https://www.facebook.com/CamdenCountyTech/
Twitter	https://twitter.com/CCTSNJ

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	219	177	200
10	184	228	176
11	148	163	211
12	174	137	155
Total	725	705	742

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.1%	51.2%	49.1%
Male	47.9%	48.8%	50.9%
Economically Disadvantaged Students	83.6%	82.3%	81.0%
Students with Disabilities	7.0%	7.0%	6.7%
English Learners	0.7%	0.9%	0.3%
Homeless Students		1.1%	0.5%
Students in Foster Care		0.1%	0.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	2.6%	2.8%	2.8%
Hispanic	62.8%	64.4%	67.7%
Black or African American	29.8%	27.9%	24.9%
Asian	3.3%	3.3%	3.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	1.2%	1.6%	1.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	725	705	742
Shared Time Students	0	0	0
Full Time Equivalent	725	705	742

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	75.2%
Spanish	23.6%
Other Languages	1.2%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	372	100.0	39.3	45.8	56.7	39.3	33.7	Met Target
White	16	100.0	62.6	50.5	65.6	62.6	**	**
Hispanic	260	100.0	36.9	41.3	42.5	36.9	33.6	Met Target
Black or African American	82	100.0	36.6	43.6	37.3	36.6	24.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	176	100.0	48.9	56.5	64.5	48.9		
Male	196	100.0	30.6	35.0	49.4	30.6		
Economically Disadvantaged Students	307	100.0	39.1	45.6	38.5	39.1	32.3	Met Target
Non-Economically Disadvantaged Students	65	100.0	40.0	46.1	67.5	40.0		
Students with Disabilities	19	100.0	*	*	21.6	*	**	**
Students without Disabilities	353	100.0	*	*	63.9	*		
English Learners	N	N	N	*	27.3	N	**	**
Non-English Learners	372	100.0	39.3	*	59.4	39.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	745	747	752	*	14%	41%	*	*	42%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	135	744	745	735	*	13%	41%	*	*	41%	38%
Black or African American	48	743	744	734	0%	*	44%	*	*	38%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	89	751	752	759	*	*	36%	*	*	54%	63%
Male	111	740	742	744	*	*	45%	*	*	32%	46%
Economically Disadvantaged Students	166	744	745	733	*	*	42%	*	*	41%	34%
Non-Economically Disadvantaged Students	34	750	750	761	*	*	35%	*	*	47%	65%
Students with Disabilities	10	722	722	716	*	*	*	*	*	10%	15%
Students without Disabilities	190	746	750	758	*	*	*	*	*	44%	62%
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	200	745	*	755	*	14%	41%	*	*	42%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	742	747	749	11%	15%	38%	*	*	36%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	128	740	743	733	12%	16%	40%	*	*	33%	38%
Black or African American	34	742	747	728	*	*	35%	*	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	87	747	756	759	*	13%	37%	*	*	44%	60%
Male	88	736	738	739	*	18%	39%	*	*	28%	42%
Economically Disadvantaged Students	143	741	746	730	*	*	35%	*	*	37%	34%
Non-Economically Disadvantaged Students	32	745	750	758	*	*	50%	*	*	31%	59%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	15%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	175	742	*	752	11%	15%	38%	*	*	36%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	738	739	736	17%	12%	33%	33%	5%	38%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	137	740	740	731	15%	12%	31%	*	*	42%	35%
Black or African American	58	731	736	729	21%	*	40%	*	*	24%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	746	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	751	737	*	*	*	*	*	*	39%
Female	117	749	748	745	*	9%	32%	*	*	50%	48%
Male	94	723	730	728	*	16%	34%	*	*	22%	31%
Economically Disadvantaged Students	178	737	738	730	*	*	31%	*	*	38%	33%
Non-Economically Disadvantaged Students	33	742	740	739	*	*	42%	*	*	36%	42%
Students with Disabilities	19	725	717	708	*	*	*	*	*	21%	13%
Students without Disabilities	192	739	743	742	*	*	*	*	*	40%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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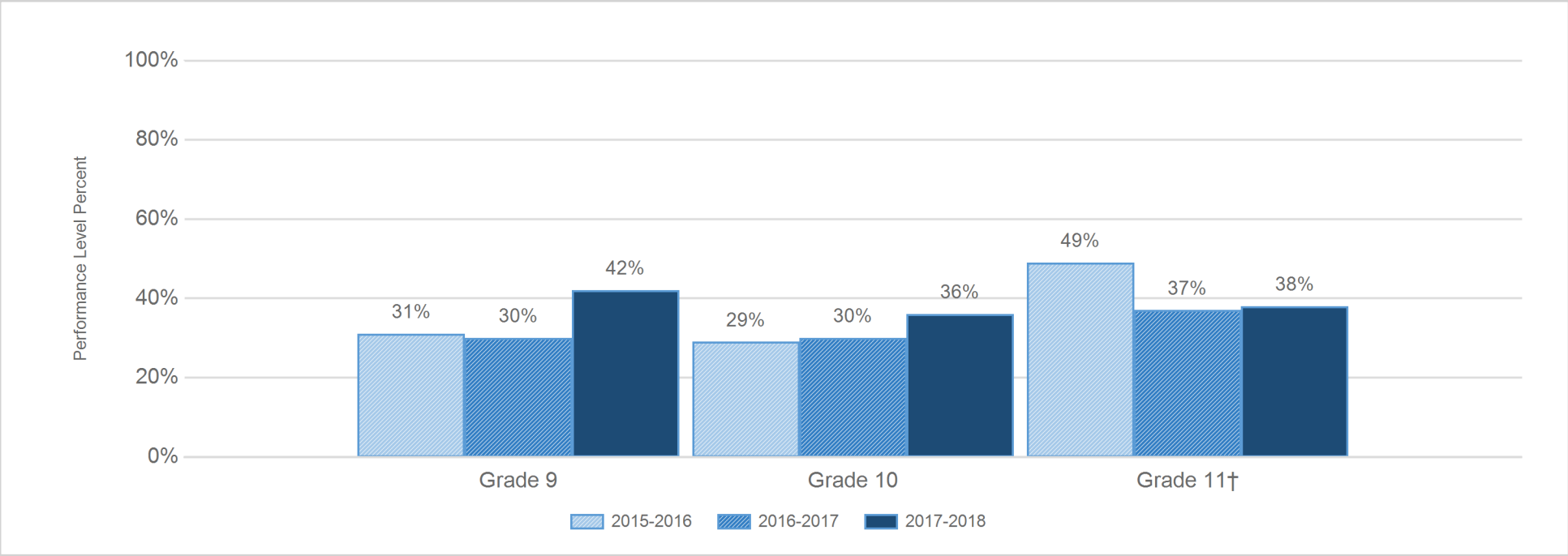
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	351	100.0	24.5	28.1	45.0	24.5	17.5	Met Target
White	16	100.0	25.0	33.9	54.1	25.0	**	**
Hispanic	243	100.0	21.0	24.2	29.2	21.0	17.2	Met Target
Black or African American	78	100.0	30.8	25.2	23.4	30.8	7.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	168	100.0	18.5	26.6	46.0	18.5		
Male	183	100.0	30.1	29.7	43.9	30.1		
Economically Disadvantaged Students	290	100.0	24.4	25.7	26.6	24.4	17.4	Met Target
Non-Economically Disadvantaged Students	61	100.0	24.6	32.7	55.9	24.6		
Students with Disabilities	17	100.0	*	*	17.1	*	**	**
Students without Disabilities	334	100.0	*	*	50.5	*		
English Learners	N	N	N	*	24.6	N	**	**
Non-English Learners	351	100.0	24.5	*	46.9	24.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	743	741	746	*	17%	43%	*	*	37%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	117	742	742	730	*	18%	44%	*	*	34%	27%
Black or African American	45	742	737	727	*	*	42%	38%	0%	38%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	81	741	740	748	*	*	51%	*	*	28%	48%
Male	98	745	741	745	*	*	37%	*	*	44%	44%
Economically Disadvantaged Students	149	742	741	729	*	*	42%	*	*	36%	25%
Non-Economically Disadvantaged Students	30	749	740	756	*	*	47%	*	*	40%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	179	743	*	749	*	17%	43%	*	*	37%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	724	728	735	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	136	724	725	723	*	*	*	*	*	*	14%
Black or African American	32	721	725	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	103	723	727	736	*	*	*	*	*	*	30%
Male	76	724	728	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	149	724	727	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	30	723	729	741	*	*	*	*	*	*	38%
Students with Disabilities	15	719	719	713	*	*	*	*	*	*	*
Students without Disabilities	164	724	729	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CAMDEN COUNTY TECHNICAL SCHOOL-PENNSAUKEN
(07-0700-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	709	717	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	115	709	713	710	*	*	*	*	*	*	14%
Black or African American	56	705	710	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	737	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	735	736	*	*	*	*	*	*	37%
Female	93	710	717	728	*	*	*	*	*	*	30%
Male	91	708	717	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	155	707	712	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	29	719	726	736	*	*	*	*	*	*	37%
Students with Disabilities	12	701	699	693	*	*	*	*	*	*	*
Students without Disabilities	172	710	720	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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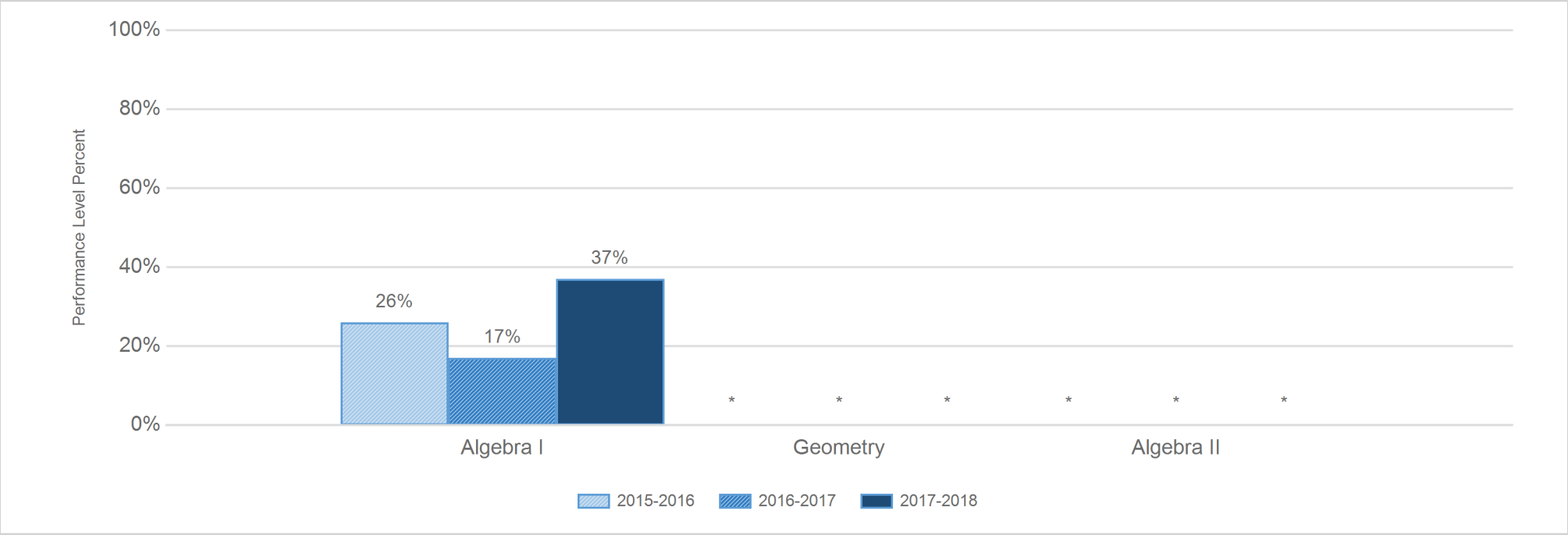
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	31.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	60.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	7.1%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	437	478	Grade 10: 430 Grade 11: 460	43%	62%
PSAT 10/NMSQT - Math	444	478	Grade 10: 480 Grade 11: 510	20%	42%
SAT - Reading and Writing	468	542	480	43%	72%
SAT - Math	469	543	530	16%	54%
ACT - Reading	17	24	22	27%	62%
ACT - English	16	24	18	27%	78%
ACT - Math	18	24	22	27%	62%
ACT - Science	18	23	23	18%	53%

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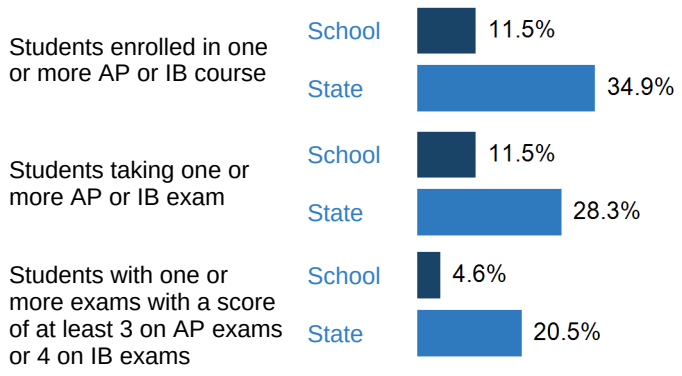
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

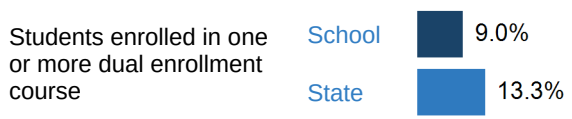
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Computer Science A	0	11
AP Computer Science Principles	0	8
AP English Language and Composition	19	18
AP English Literature and Composition	6	6
AP Spanish Language	15	15
AP U.S. History	8	8
Total Exams taken		66
Exams with scores of at least 3 on AP exams or 4 on IB exams		18

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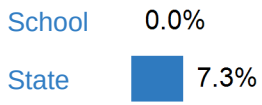
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

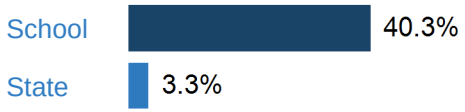


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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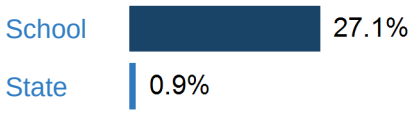
Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	15		
Architecture & Construction	65	74	74
Arts, AV Technology & Communications	65		
Business Management & Administration	100	76	76
Health Science	139	10	10
Hospitality & Tourism	71		
Information Technology	43		
Law, Public Safety, Corrections & Security	98	41	94
Manufacturing	25		
Science, Technology, Engineering & Mathematics	54		
Transportation, Distribution & Logistics	65	29	29
Total (All Clusters)	740	230	283

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	178	0	0	0	0	0	23
10	0	0	28	0	0	0	171
11	1	0	155	18	0	0	34
12	0	0	6	20	0	0	0
Total	179	0	189	38	0	0	228
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	4	0	0	196	0	0
10	172	3	0	1	0	0
11	3	202	0	4	3	1
12	0	1	0	0	11	23
Total	179	206	0	201	14	24
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	199	0	0	0	0	0
10	1	46	0	0	0	0
11	0	208	0	0	0	0
12	0	105	0	0	0	0
Total	200	359	0	0	0	0
Enrolled in AP/IB Course	0	8	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	N	N	N	N	N	N	N
10	170	0	0	0	0	0	0
11	45	0	0	0	0	0	0
12	85	0	0	0	0	0	0
Total	300	0	0	0	0	0	0
Enrolled in AP/IB Course	15	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

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*

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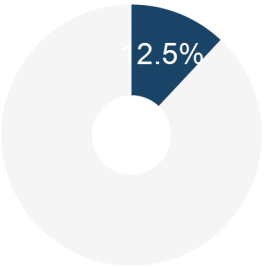
Visual and Performing Arts – Course Participation

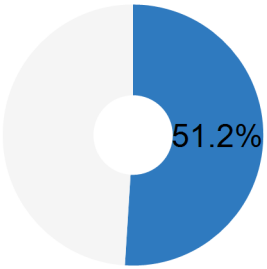
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

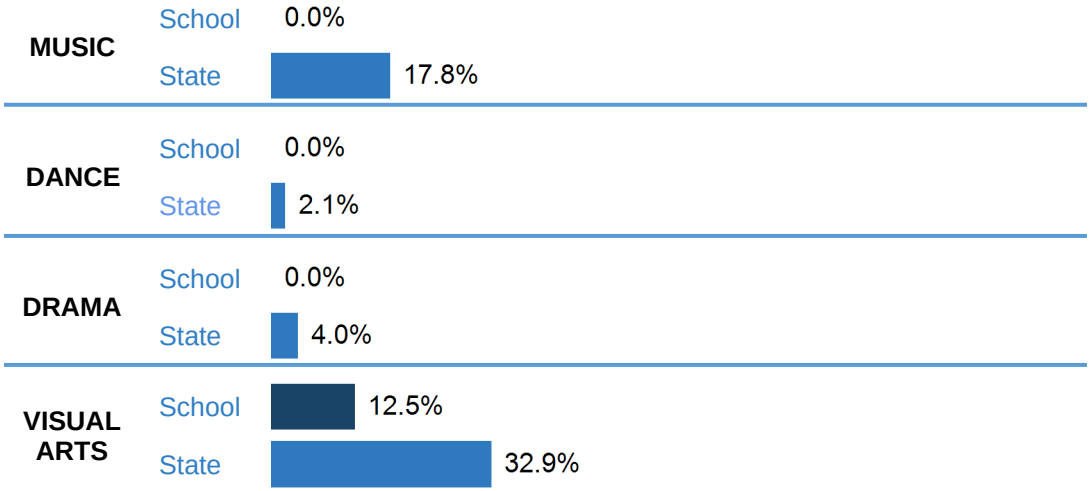


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.9%	90.9%	94.5%	92.4%	93.8%	93.1%	Met Target	96.0%	N	Met Goal
White	*	95.0%	*	95.7%	*	**	**	*	**	**
Hispanic	95.3%	84.8%	94.1%	87.3%	94.1%	90.5%	Met Target	94.7%	93.6%	Met Target
Black or African American	100.0%	84.2%	94.0%	86.8%	92.0%	95.0%	Not Met	97.9%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	96.5%	84.6%	95.4%	87.0%	94.7%	92.8%	Met Target	96.6%	N	Met Goal
Students with Disabilities	*	80.1%	*	83.5%	*	**	**	100.0%	**	**
English Learners	N	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	75.3%	48.1%
Substitute Competency Test	15.6%	31.8%
Portfolio Appeals Process	7.8%	16.2%
Alternate Requirements specified in IEP	1.3%	3.9%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	96.9%	-
2017	93.8%	94.5%
2016	96.0%	96.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.6%	1.1%
2015-2016	0.0%	1.2%

NJ SCHOOL PERFORMANCE REPORT

CAMDEN COUNTY TECHNICAL SCHOOL-PENNSAUKEN
(07-0700-030)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	47.4%	32.9%	65.8%
White	*	*	*
Hispanic	46.1%	38.3%	59.6%
Black or African American	43.2%	26.3%	73.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	48.7%	27.3%	72.7%
Students with Disabilities	41.7%	80%	20%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	55.5%	57.9%	42.1%	93.4%	6.6%	90.8%	9.2%
White	*	*	*	*	*	*	*
Hispanic	48.8%	61.5%	38.5%	94.9%	5.1%	92.3%	7.7%
Black or African American	60.9%	64.3%	35.7%	92.9%	7.1%	89.3%	10.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	55.5%	57.4%	42.6%	93.4%	6.6%	91.8%	8.2%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*

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

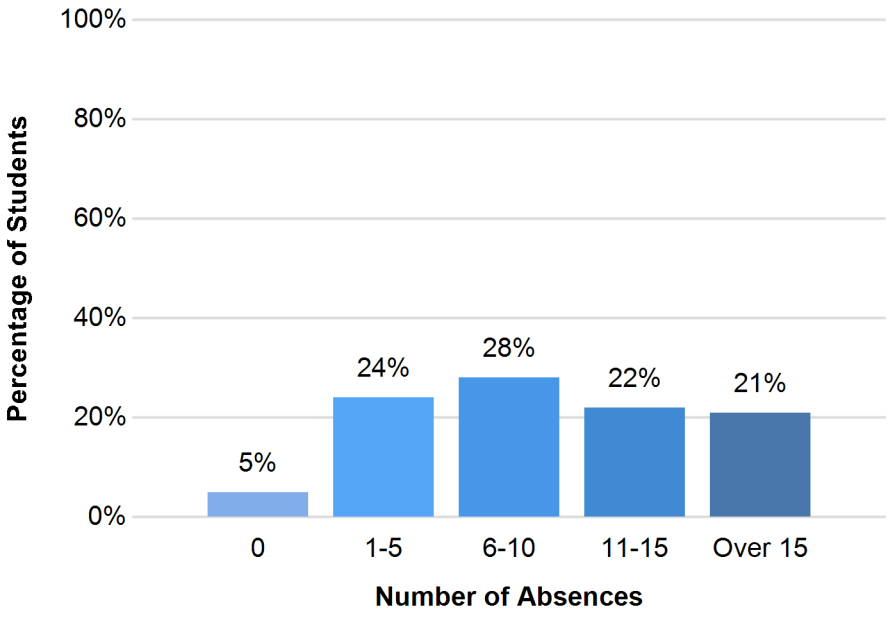
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	127	17.1	14.9	Not Met
White	2	9.5	14.9	Met
Hispanic	98	19.5	14.9	Not Met
Black or African American	25	13.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	18.2	**	**
Economically Disadvantaged Students	116	19.3	14.9	Not Met
Students with Disabilities	9	18.0	14.9	Not Met
English Learners	*	*	**	**

Days Absent

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



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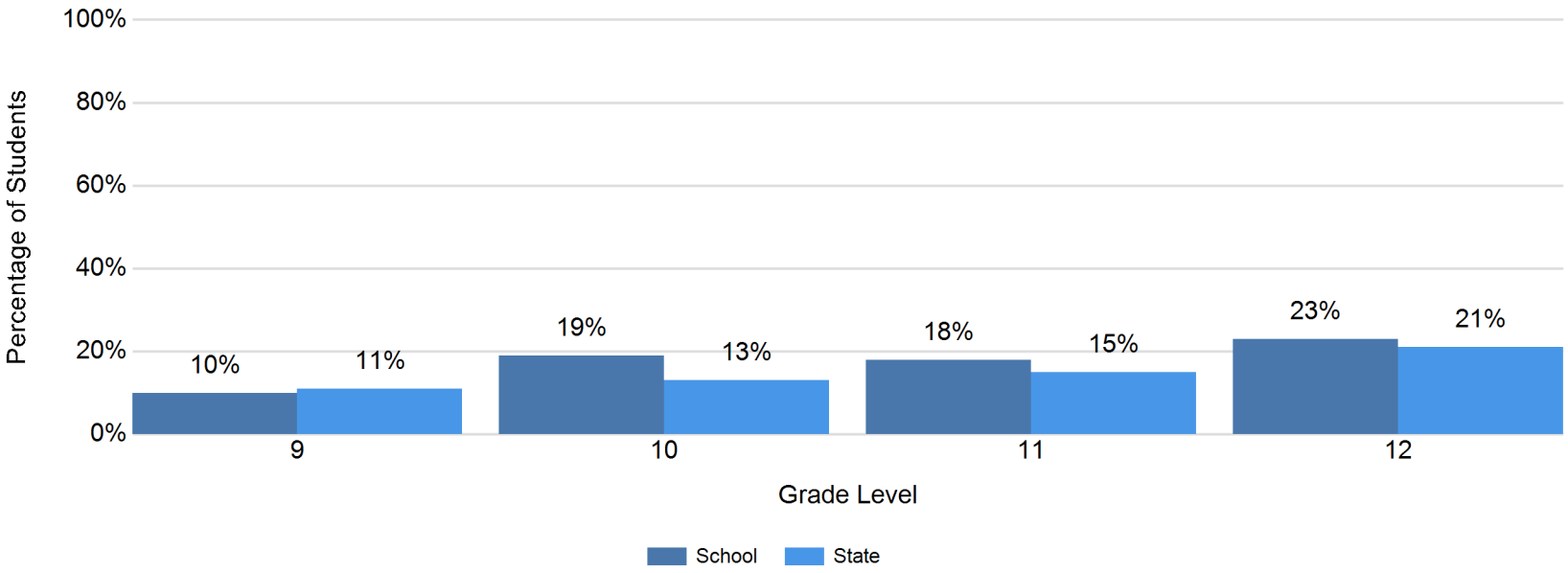
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.29

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	5
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	2	0	2
Other	1	2	3
No Identified Nature	18		18

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	127	17.1%
Out-of-School Suspensions	53	7.1%
Any Suspension	145	19.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
168

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,480	$19,356	$20,836

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	67	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	61.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,374
Average years experience in public schools	18.1	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	92.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	124:1	78:1
Teachers to Administrators	11:1	7:1
Students to Librarians/Media Specialists		2023:1
Students to Nurses		674:1
Students to Counselors		253:1
Students to Child Study Team		225:1

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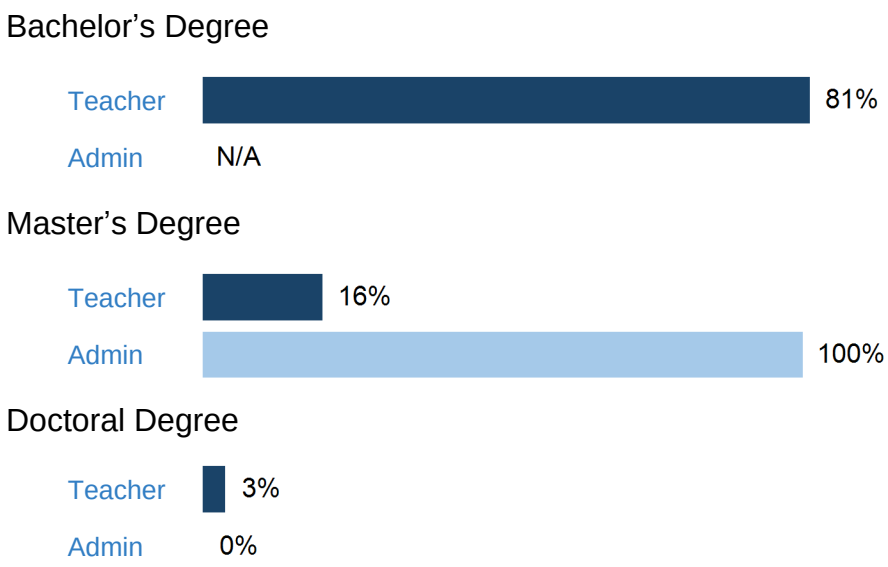
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.1%	90.2%
2016-17 Administrators: Same district 2017-18	92.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.5%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	56.7%	33.3%
Male	43.3%	66.7%
White	89.6%	100.0%
Hispanic	6.0%	0.0%
Black or African American	4.5%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	36.96	17.5%
Mathematics Proficiency	53.30	17.5%
Graduation Rate - 4-Year	68.48	25.0%
Graduation Rate - 5-Year	75.00	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	37.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	57.36	n/a
Summative Rating: Percentile Rank of Summative Score	58.17	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Met Goal	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	57.81	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Black or African American	78.36	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	73.09	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	N	**	**	No

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

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School Narrative

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

Highlights:	• Recognized by U.S. News and World Report as One of the Best Schools in the Nation - Bronze Medal • Graduating seniors were offered a total of $1,862,620 in scholarships to over 50 college and universities. • Over 20 students spent their senior year at Camden County College as dual enrolled students and earned a minimum of 24 college credits.
Mission, Vision, Theme:	The mission of CCTS: Ensure all students are proficient in the Department of Education New Jersey Student Learning Standards; Prepare all students for career and college success; Develop ethical character; Provide a safe, secure, and caring environment.
Awards, Recognition, Accomplishments:	The 2018 graduates of Penn Tech earned a reported total of $1,862,620 in scholarships to attend colleges/universities nationwide. Penn Tech was recognized as a National School of Character by character.org. Penn Tech was named a 2018 U.S. News & World Report Best High School. More than 6,000 schools, barely one-fourth of the schools that U.S. News evaluated, were awarded gold, silver or bronze medals in the year's rankings. Penn Tech was awarded a bronze medal. Over 20 students spent their senior year at Camden County College as dual enrolled students. Our Culinary Program won the Taster's Choice award for the second straight year at the Taste of South Jersey Culinary Expo. A Penn Tech student won 1st place for Spreadsheet Applications at the Future Business Leaders of America (FBLA) State Conference.

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Courses, Curriculum, Instruction:	AP Courses: English Language/Composition, English Literature/Composition, Biology, Spanish, US History; Dual-credit courses are available for AP Language/Composition students and are embedded in various career programs (ie. Automotive Technology, Law & Public Safety, Pre-Engineering); Senior Option: Qualifying high school seniors attend Camden County College full-time throughout senior year, earning in excess of 24 credits; Technology is available for all students in academic classes. Career programs at the Pennsauken Campus include: Accounting and Finance, Administrative Assistant, Allied Health Careers, Automotive Technology, Carpentry, Culinary Arts, Digital Media Communications, Environmental Studies, Graphic Communications, Information Technology, Law and Public Safety, Legal Assistant, Pre-Engineering, and Welding.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls) BOYS' VOLLEYBALL: Olympic Conference Champions-National Division; 3rd Place New Jersey Technical Athletic Council (NJTAC) State Tournament. Two team members were named to Olympic Conference 1st Team (All-Conference) & two team members were named to Olympic Conference 2nd Team (All-Conference). GIRLS' VOLLEYBALL: 5th Place NJTAC State Tournament; Two team members named to Olympic Conference 1st Team (All-Conference) & two team members named to 2nd Team (All-Conference). GIRLS' BOWLING: 11th Place NJTAC State Tournament. Two team members named to Olympic Conference 2nd Team (All-Conference). BOYS' BOWLING: 10th Place NJTAC State Tournament.
Clubs and Activities:	Creative & Performing Arts, School Newspaper, FIRST (For Inspiration and Recognition of Science & Technology), FFA, Future Business Leaders of America, Future Health Professionals, Gay-Straight Alliance, Interact, Journalism Club, National Honor Society (NHS), National Technical Honor Society (NTHS), SkillsUSA, Student Council, Student Advisory Committee, Students Against Destructive Decisions, Weightlifting, Yearbook, Practical Politics.

NJ SCHOOL PERFORMANCE REPORT

CAMDEN COUNTY TECHNICAL SCHOOL-PENNSAUKEN
(07-0700-030)
Grades Offered: 09-12
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Before and After School Programs:	Through the 21st Century Community Learning Centers' Grant, CCTS offers a variety of after-school programs which address the social-emotional, physical, and academic needs of its students; these programs include Art Academy; Cooking is an Art; Sewing; Mixed Martial Arts; Strategic Games; Film Appreciation.
Staff and Professional Learning:	Literacy initiatives include English/Social Studies interdisciplinary units & district-wide summer reading. Math teachers meet regularly by course to increase math readiness & student success, implementing math practice during the summer. Teachers collaborate weekly through professional learning communities, facilitated by teacher-leaders, with a focus on student learning through common assessments, data analysis of student progress, lesson design & reflection, and instructional strategies.
Postsecondary Information:	2018 graduates of Penn Tech enrolled in two- and four-year colleges, entered the workforce in careers related to their high school career programs. Colleges that the graduates enrolled in included: Camden County College, Rowan University, Rutgers University, Stockton University, Rider University, Johnson & Wales University, and University of New England.

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Student Supports and Services:	We have a diverse array of student supports and services: Intervention and Referral Services, Survival Team (Attendance), Student Improvement Group, Character Development Program, Staff Mentoring for Students, and Peer Mentoring. The Child Study Team ensures 504 plans and Individualized Education Plans are implemented. Tutoring is offered via an Extended Learning Program after school. The School Counseling staff, along with other staff members, work hard to make sure that students get the individualized supports needed for success.
Student Health and Wellness:	Students are enrolled in Health & Physical Education classes for four years with a focus on cardiovascular health training. The students use the fitness center, gymnasium, and sports fields. All students begin the day with a free nutritious breakfast provided by the school district. The lunch program exceeds nutrition guidelines in order to provide students with the nutrition that they need to excel in our learning environment. Wellness week is celebrated to bring attention to eating and living an active and healthy lifestyle.
Parent and Community Involvement:	Our school provides opportunities to involve parents and the community in the education of our students. One way that we do this is through the Parent Advisory Committee (PAC). This committee is dedicated to bringing the school and community together to share and discuss programs and services available in the school. This committee meets three times a year with school and district representatives. These meetings have been structured to best serve the authentic needs of our families.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholders are given the opportunity to take our school climate survey once a year in February. This survey is used for specific feedback on how parents, staff, and students perceive the learning environment and school culture. The number of responses have been positive. Students, staff, and parents feel that our school is a safe, respectful school where students are supported in a challenging learning environment.
Facilities:	The Pennsauken Campus consists of two buildings. The buildings include a library, computer labs, an art room, gymnasium, fitness center, science labs, greenhouse, and various career program areas. The buildings have been under constant maintenance and renovation. They are kept up to date with technology and equipment to meet the needs of business and industry.
School Safety:	The safety and security of our students are of the utmost importance. A state-of-the-art security camera system monitors our hallways, entrances, and exits. Our team of security guards regularly patrols our campus to ensure our students are safe. All visitors are screened, identified and photographed upon entering our campus. All students and staff are required to wear ID Cards at all times. Penn Tech has an active Crisis Response Plan in place and practices regular drills with our staff, students and local law enforcement. The purpose of our Crisis Response Plan is to protect all life and property in emergencies by coordinating response activities of Camden County Technical Schools, law enforcement agencies and fire and rescue personnel. The plan also provides administrators, faculty, and staff with guidance in emergency situations to prepare them for managing a potential crisis in the school.

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Technology and STEM:	Environmental Studies, Pre-Engineering, and Information Technology career programs are part of our STEM offerings. We have a STEM FIRST Robotics Team and we hold a STEM Summer Science Camp and a STEM Robotics Camp each summer.

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Other Information:	The Pennsauken Campus of Camden County Technical Schools (CCTS) is a National School of Character as designated by Character.org. Character.org sponsors a national competition for this prestigious and competitive National School of Character designation. The Pennsauken Campus was named a National School of Character in 2015 and will hold the title until 2020. Students, staff, and parents all took part in the application process. Camden County College (CCC) provides high school juniors and seniors at CCTS with various opportunities to earn college credits for college-level work completed while in high school. Students may bank the credits earned for future enrollment at CCC or transfer them to other colleges and universities. Students may earn college credits through various programs, by participating in select AP academic classes, after school enrichment classes, and for units of study within certain career programs at CCTS via our college agreements. These dual-credit programs not only accelerate student achievement, but they also save time and money. Seniors may also be eligible to participate in our Senior Option program where they attend Camden County College full time during their senior year at no cost to the students. Students who participate can earn a year's worth of college credits when they successfully pass their courses. Penn Tech offers co-curricular clubs and organizations/Career and Technical Student Organizations (CTSOs) such as: SkillsUSA, Future Business Leaders of America (FBLA), FFA, Future Health Professionals (HOSA), and For Inspiration and Recognition of Science and Technology (FIRST Robotics). Students involved have competed and won recognition at regional, state, and national competitions.