



## SUSSEX COUNTY TECHNICAL SCHOOL

(37-5110-010)

Grades Offered: 09-12

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

### 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 at 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](mailto: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	SUSSEX
District	SUSSEX COUNTY VOCATIONAL
Principal Name	MR. MODLA
Address	105 NORTH CHURCH ROAD SPARTA, NJ 07871
Phone Number	(973)383-6700
Email Address	<a href="mailto:GMODLA@SUSSEX.TEC.NJ.US">GMODLA@SUSSEX.TEC.NJ.US</a>
Website	<a href="http://www.sussextech.org">http://www.sussextech.org</a>
Twitter	<a href="https://twitter.com/SCTSMustangs">https://twitter.com/SCTSMustangs</a>



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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	208	219	209
10	181	207	205
11	182	170	195
12	196	175	161
Total	767	771	770

### 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	46.4%	45.7%	46.2%
Male	53.6%	54.3%	53.8%
Economically Disadvantaged Students	14.4%	8.2%	12.4%
Students with Disabilities	21.8%	21.1%	22.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	1.0%
Students in Foster Care		0.1%	0.3%
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	88.4%	87.6%	91.0%
Hispanic	6.9%	8.6%	6.5%
Black or African American	2.1%	1.4%	1.0%
Asian	2.0%	2.0%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.7%	0.4%	0.3%
Two or More Races	0.0%	0.0%	0.0%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	747	754	749
Shared Time Students	37	33	41
Full Time Equivalent	766	771	770

### 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	99.9%
Other Languages	0.1%



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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	398	97.3	37.7	37.7	56.7	37.7	49	Not Met
White	370	97.4	36.5	36.5	65.6	36.5	48	Not Met
Hispanic	18	94.7	50.0	50.0	42.5	49.7	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	176	96.7	48.9	48.9	64.5	48.9		
Male	222	97.8	28.9	28.9	49.4	28.9		
Economically Disadvantaged Students	14	100.0	35.7	35.7	38.5	35.7	**	**
Non-Economically Disadvantaged Students	384	97.2	37.8	37.8	67.5	37.8		
Students with Disabilities	108	99.1	12.9	12.9	21.6	12.9	18.8	Not Met
Students without Disabilities	290	96.7	46.9	46.9	63.9	46.9		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	398	97.3	37.7	37.7	59.4	37.7		
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
<b>Schoolwide</b>	200	742	742	752	12%	19%	28%	36%	6%	42%	55%
White	200	742	742	760	12%	19%	28%	36%	6%	42%	64%
Hispanic	N	N	N	735	N	N	N	N	N	N	38%
Black or African American	N	N	N	734	N	N	N	N	N	N	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	88	753	753	759	*	13%	30%	*	*	52%	63%
Male	112	733	733	744	*	23%	27%	*	*	33%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	200	742	742	761	12%	19%	28%	36%	6%	42%	65%
Students with Disabilities	55	717	717	716	*	31%	24%	*	*	13%	15%
Students without Disabilities	145	751	751	758	*	14%	30%	*	*	52%	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	200	742	742	755	12%	19%	28%	36%	6%	42%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	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
<b>Schoolwide</b>	198	732	732	749	26%	21%	20%	22%	12%	34%	51%
White	170	729	729	756	28%	21%	20%	19%	11%	31%	58%
Hispanic	18	743	743	733	*	*	*	*	*	50%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	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	N	N	N	753	N	N	N	N	N	N	55%
Female	88	749	749	759	*	25%	22%	*	*	45%	60%
Male	110	719	719	739	*	17%	18%	*	*	25%	42%
Economically Disadvantaged Students	14	720	720	730	*	*	0%	*	*	36%	34%
Non-Economically Disadvantaged Students	184	733	733	758	*	*	21%	*	*	34%	59%
Students with Disabilities	53	700	700	707	53%	23%	*	*	*	13%	15%
Students without Disabilities	145	744	744	756	16%	20%	*	*	*	41%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	198	732	732	752	26%	21%	20%	22%	12%	34%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	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
<b>Schoolwide</b>	154	716	716	736	37%	18%	19%	*	*	25%	39%
White	134	715	715	737	37%	20%	19%	*	*	24%	41%
Hispanic	16	723	723	731	*	*	*	*	*	31%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	65	733	733	745	20%	15%	28%	*	*	37%	48%
Male	89	704	704	728	49%	20%	13%	*	*	17%	31%
Economically Disadvantaged Students	13	709	709	730	*	*	*	*	*	15%	33%
Non-Economically Disadvantaged Students	141	717	717	739	*	*	*	*	*	26%	42%
Students with Disabilities	31	684	684	708	*	*	*	*	*	*	13%
Students without Disabilities	123	724	724	742	*	*	*	*	*	*	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	154	716	716	738	37%	18%	19%	*	*	25%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	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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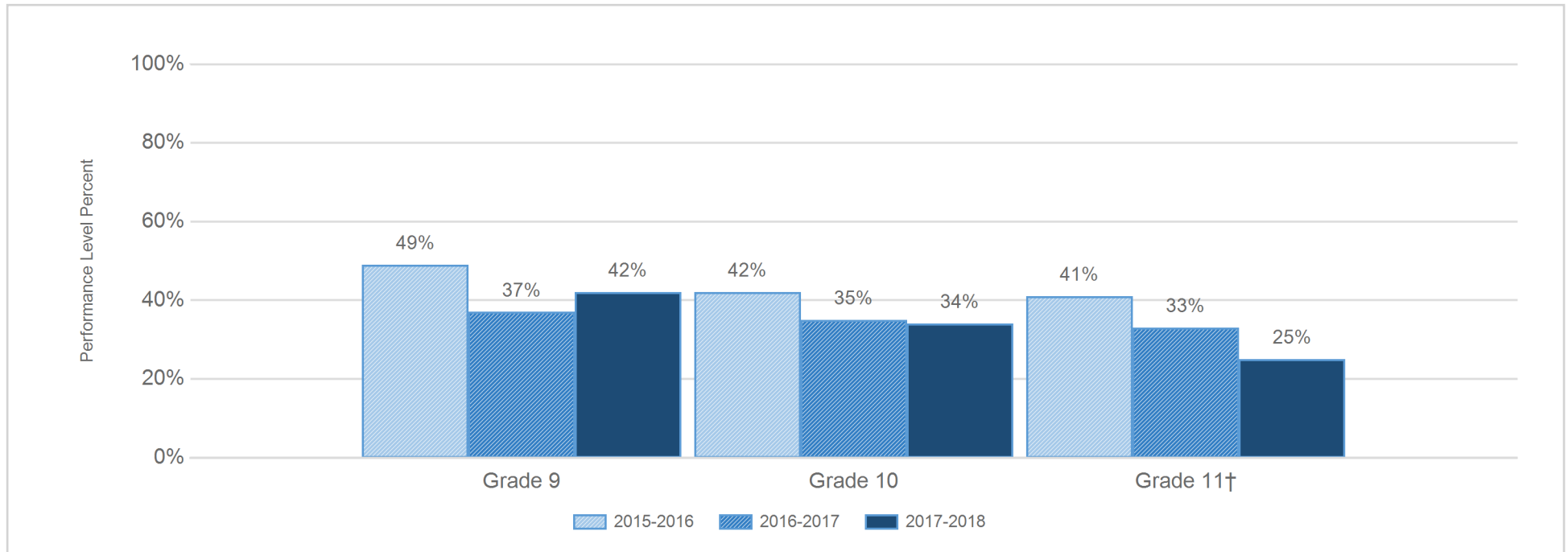
\*\* Accountability calculations require 20 or more students

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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.



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



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### 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	357	97.0	26.4	26.4	45.0	26.4	25.9	Met Target
White	329	97.1	26.7	26.7	54.1	26.7	25.3	Met Target
Hispanic	18	94.7	27.8	27.8	29.2	27.6	**	**
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	166	97.6	26.5	26.5	46.0	26.5		
Male	191	96.5	26.2	26.2	43.9	26.2		
Economically Disadvantaged Students	14	100.0	14.3	14.3	26.6	14.3	**	**
Non-Economically Disadvantaged Students	343	96.9	26.8	26.8	55.9	26.8		
Students with Disabilities	84	100.0	*	*	17.1	*	9.7	Met Target†
Students without Disabilities	273	96.1	*	*	50.5	*		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	357	97.0	26.4	26.4	46.9	26.4		
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	166	731	731	746	16%	25%	35%	*	*	24%	46%
White	162	732	732	755	14%	25%	36%	*	*	25%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	76	733	733	748	13%	21%	41%	*	*	25%	48%
Male	90	729	729	745	18%	29%	30%	*	*	23%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	51	709	709	716	*	*	*	*	*	*	13%
Students without Disabilities	115	741	741	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	166	731	731	749	16%	25%	35%	*	*	24%	*
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
<b>Schoolwide</b>	196	727	727	735	10%	41%	32%	18%	0%	18%	30%
White	175	727	727	740	9%	42%	31%	18%	0%	18%	37%
Hispanic	14	724	724	723	*	*	*	*	*	21%	14%
Black or African American	*	*	*	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	N	N	N	741	N	N	N	N	N	N	39%
Female	85	728	728	736	*	44%	31%	*	*	16%	30%
Male	111	726	726	734	*	39%	32%	*	*	19%	29%
Economically Disadvantaged Students	12	715	715	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	184	728	728	741	*	*	*	*	*	*	38%
Students with Disabilities	51	716	716	713	*	55%	*	*	*	10%	*
Students without Disabilities	145	731	731	738	*	36%	*	*	*	21%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	196	727	727	736	10%	41%	32%	18%	0%	18%	*
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%



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(37-5110-010)  
Grades Offered: 09-12  
2017-2018

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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
<b>Schoolwide</b>	131	716	716	727	34%	28%	19%	18%	0%	18%	30%
White	112	717	717	733	35%	27%	19%	20%	0%	20%	35%
Hispanic	15	715	715	710	*	*	*	*	*	13%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	65	718	718	728	35%	26%	15%	*	*	23%	30%
Male	66	715	715	727	33%	30%	23%	*	*	14%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	11	697	697	693	*	*	*	*	*	*	*
Students without Disabilities	120	718	718	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	131	716	716	729	34%	28%	19%	18%	0%	18%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
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%



## SUSSEX COUNTY TECHNICAL SCHOOL

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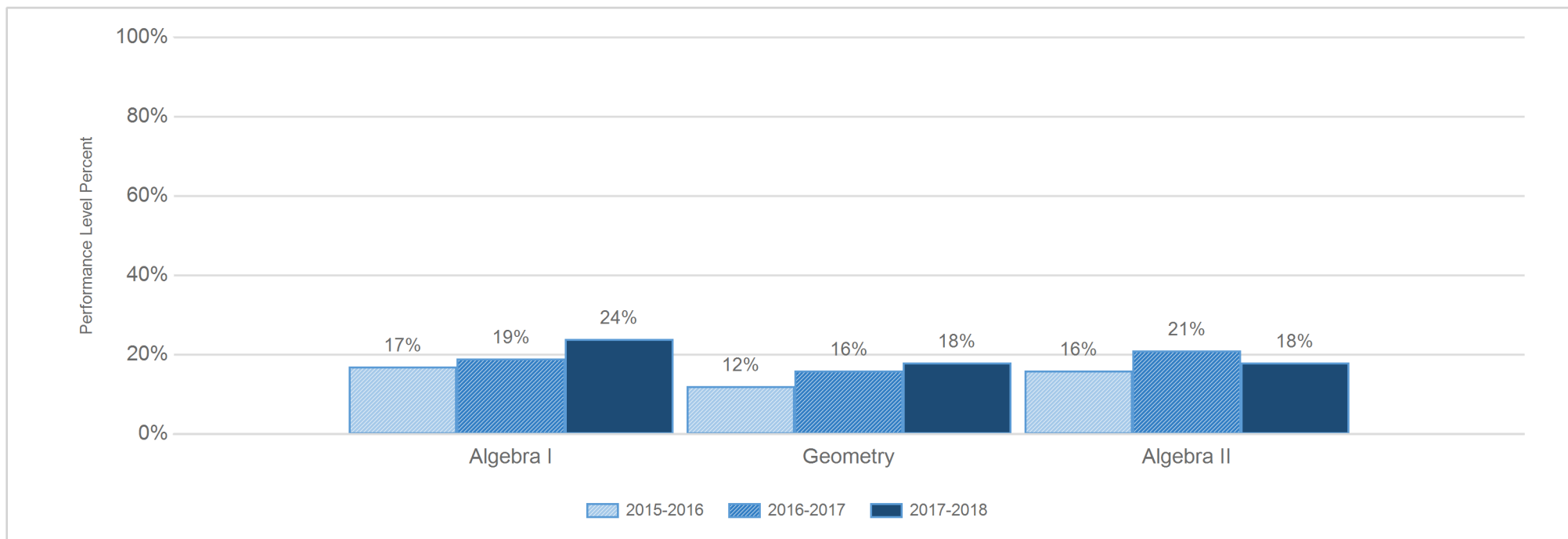
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### Mathematics Assessment – Performance Trends

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	N	N	N

† 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	N	N	N
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	58.8%	85.0%
12th graders taking SAT in 2017-18 or prior years	55.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	14.9%	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	491	478	Grade 10: 430 Grade 11: 460	67%	62%
PSAT 10/NMSQT - Math	476	478	Grade 10: 480 Grade 11: 510	40%	42%
SAT - Reading and Writing	531	542	480	78%	72%
SAT - Math	528	543	530	51%	54%
ACT - Reading	20	24	22	33%	62%
ACT - English	19	24	18	67%	78%
ACT - Math	20	24	22	38%	62%
ACT - Science	20	23	23	25%	53%



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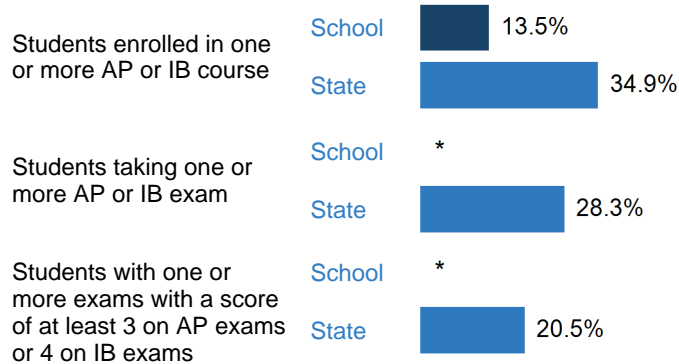
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



**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 English Literature and Composition	48	6
Total Exams taken		6
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

**Dual Enrollment Coursework - Participation**

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





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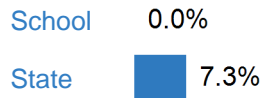
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

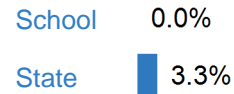
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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

### 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	24		
Architecture & Construction	78		
Arts, AV Technology & Communications	147		
Business Management & Administration	50		
Health Science	42		
Hospitality & Tourism	90		
Human Services	59	*	*
Law, Public Safety, Corrections & Security	69		
Manufacturing	80	*	*
Science, Technology, Engineering & Mathematics	64		
Transportation, Distribution & Logistics	64	11	11
Total (All Clusters)	767	28	28



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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	143	33	0	0	0	0	40
10	37	138	34	2	0	0	0
11	1	46	111	35	2	3	3
12	1	1	48	28	19	13	10
Total	182	218	193	65	21	16	53
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	65	21	16	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	199	0	0	13	1	0
10	17	172	0	18	0	2
11	1	34	0	21	129	10
12	6	2	0	3	15	3
Total	223	208	0	55	145	15
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	22	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	176	0	0	0	0	0
10	3	196	0	0	0	0
11	1	110	0	0	0	0
12	0	80	0	0	0	0
Total	180	386	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	89	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	45	0	0	0	0	0	0
11	156	0	0	0	0	0	0
12	106	0	0	0	0	0	0
Total	308	0	0	0	0	0	0
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



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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
Total	0



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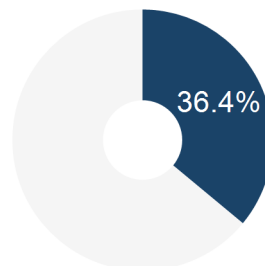
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## Visual and Performing Arts – Course Participation

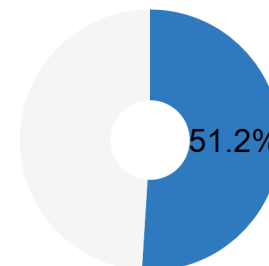
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 9-12:

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

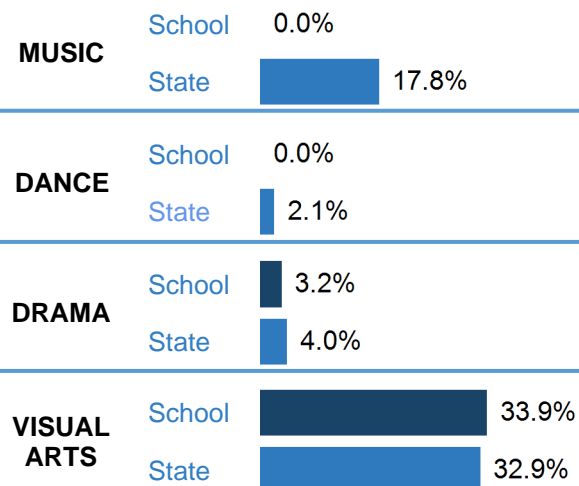


School



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	98.8%	90.9%	98.8%	92.4%	99.4%	N	Met Goal	99.0%	N	Met Goal
White	98.6%	95.0%	98.7%	95.7%	99.3%	N	Met Goal	98.8%	N	Met Goal
Hispanic	100.0%	84.8%	100.0%	87.3%	100.0%	**	**	*	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	N	84.6%	93.1%	87.0%	96.4%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	96.7%	80.1%	100.0%	83.5%	100.0%	N	Met Goal	97.7%	N	Met Goal
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	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	62.5%	48.1%
Substitute Competency Test	31.3%	40.6%
Portfolio Appeals Process	1.3%	2.5%
Alternate Requirements specified in IEP	3.8%	7.5%
Unknown	1.3%	1.3%

### 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	98.8%	-
2017	99.4%	98.8%
2016	99.0%	99.0%

### 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	0.3%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.0%	1.2%



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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	63.3%	47.6%	52.4%
White	60.5%	47.2%	52.8%
Hispanic	90.9%	60%	40%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	57.9%	63.6%	36.4%
Students with Disabilities	50%	66.7%	33.3%
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	67%	60%	40%	82.5%	17.5%	77.5%	22.5%
White	63.9%	62.6%	37.4%	81.8%	18.2%	77.8%	22.2%
Hispanic	94.1%	50%	50%	93.8%	6.3%	87.5%	12.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	66.7%	71.4%	28.6%	85.7%	14.3%	71.4%	28.6%
Students with Disabilities	40%	68.8%	31.3%	81.3%	18.8%	75%	25%
English Learners	N	N	N	N	N	N	N



## SUSSEX COUNTY TECHNICAL SCHOOL

(37-5110-010)

Grades Offered: 09-12

2017-2018

### Report Key:

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- N No Data is available to display
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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.

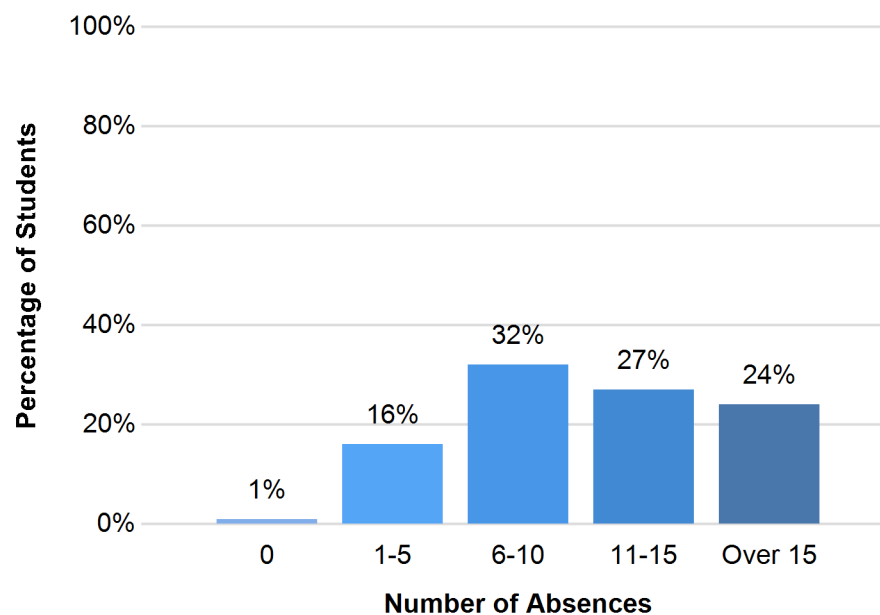
### Chronic Absenteeism

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	118	15.8	14.9	Not Met
White	105	15.4	14.9	Not Met
Hispanic	7	14.3	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	18	19.1	14.9	Not Met
Students with Disabilities	28	16.7	14.9	Not Met
English Learners	N	N	N	N

### Days Absent

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





## SUSSEX COUNTY TECHNICAL SCHOOL

(37-5110-010)

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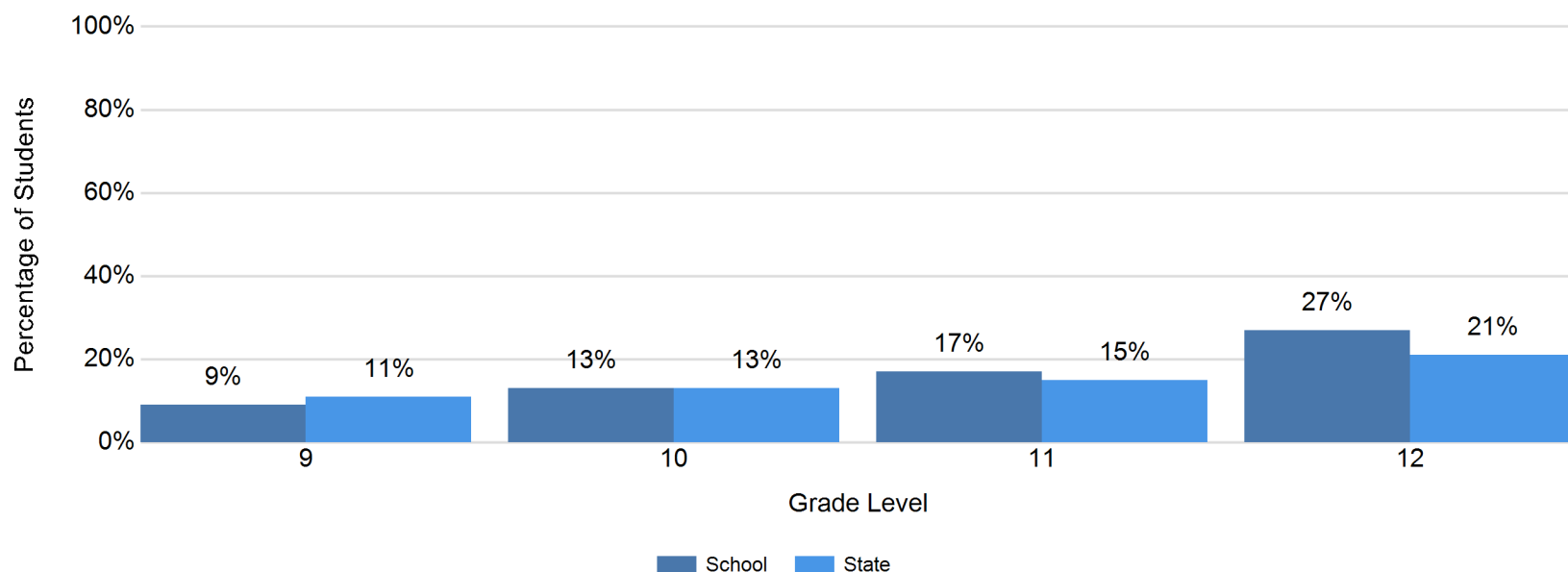
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### Chronic Absenteeism by Grade

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	3
Weapons	1
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.95

### 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	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	19		19

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	23	3.0%
Any Suspension	23	3.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

49



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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	7:40 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 27 Mins
Shared Time - Instructional Time	2 Hrs. 0 Mins.

### 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	1.6:1

### 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)	\$500	\$15,822	\$16,322



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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	62	117,464
Average years experience in public schools	8.7	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	69.4%	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	5	9,374
Average years experience in public schools	13.8	16.0
Average years experience in district	8.0	12.0
Administrators in district for 4 or more years	100.0%	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	12:1	12:1
Students to Administrators	154:1	154:1
Teachers to Administrators	12:1	12:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		772:1
Students to Counselors		386:1
Students to Child Study Team		257:1



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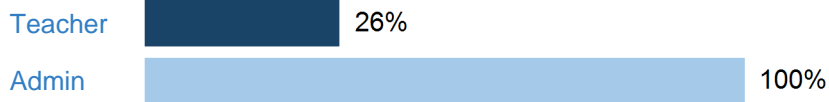
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



**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	86.7%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	92.5%



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**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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	54.8%	60.0%
Male	45.2%	40.0%
White	95.2%	100.0%
Hispanic	3.2%	0.0%
Black or African American	1.6%	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	22.64	17.5%
Mathematics Proficiency	38.68	17.5%
Graduation Rate - 4-Year	98.57	25.0%
Graduation Rate - 5-Year	95.98	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.92	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	64.75	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	69.05	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 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 Support 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	Not Met	Met Target	Met Goal	Met Goal	N	Not Met	No
White	55.26	8.94	No	Not Met	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	77.53	8.94	No	Not Met	Met Target†	Met Goal	Met Goal	n/a	Not Met	No
English Learners	**	**	No	**	**	N	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• 22 CTE Programs -All Offer Certifications Upon Graduation</li> <li>• Concurrent Programs - Students Earn College Credit</li> <li>• 100% SkillsUSA Participation - Gold Medal Status School</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Sussex County Technical School, a school of choice, in partnership with family, community, business, industry and institutions of higher learning, empowers secondary and adult students to become self-directed learners and active participants in their community by providing a competitive advantage to pursue ANY career opportunity.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Among the many their many accomplishments, Sussex Tech students have been Black Bear Film Festival Award Winners, a Congressional Military Nomination, International Submarie Race Innovation Winners, Global Stock Pitch Competition State Winners, NJ Film Festival Winners, and Project FX2017 Finalist. Our Cosmetology students consistently have a 100% passing rate on the State Certification/Licensure Exam.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Sussex Tech offers 22 CTE programs, a full academic schedule including concurrent and AP Courses, and Cooperative Industrial/Office Education opportunities.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Football (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls)</p> <p>Bowling State Champions 2016 &amp; 2017; Fall Sports - Football, Boys' Soccer, Girls' Soccer, Cheerleading, Girls' Tennis, Cross Country; Winter Sports - Boys' Basketball, Girls' Basketball, Bowling, Indoor Track, Cheerleading; Spring Sports - Baseball, Softball, Boys' Track and Field, Girls' Track and Field</p>
 <p><b>Clubs and Activities:</b></p>	<p>Sussex Tech offers the following clubs and activities: Debate, Drama, Foreign Language NHS, Future Farmers of America, Key Club, Math League, NHS, NTHS, Newspaper, Archery Club, Peer Leadership, Literary Magazine, SADD, Ski/Snowboard, SkillsUSA, Spanish Cultural Club, Student Council, Weight Lifting, Yearbook</p>



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### Before and After School Programs:

Sussex Tech offers a full-service Student Center, including counseling, family, and recreation services, in addition to Title I Services, After School Tutoring, and Orton Gillinham.



### Staff and Professional Learning:

Teachers and administrators experience a variety of professional learning opportunities including, but not limited to: local district workshops, statewide workshops from approved providers, approved teacher preparation programs, and college coursework.



### Postsecondary Information:

Class of 2018 was awarded \$1,498,795 in scholarships, 38% of those students went to a 4-year college, 36% went to a 2-year college. Some of the colleges/universities they attended are: John Jay College, Culinary Institute of Am., Johnson & Wales, NJIT, NYU, Rutgers, Rowan, NYIT, Virginia Tech, Purdue U., Lehigh U, Stevens Institute, Pratt Institute, Drexel, Rochester Institute of Tech, Fashion Institute of Tech, Rider, U.of Virginia, U.of Maine, Penn State, Norwich U. and Old Dominion U.



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 <p><b>Student Supports and Services:</b></p>	<p>District offers Intervention and Referral Services, Counseling and Support Groups through the on-site School Based Youth Services Program.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Sussex Tech has 4 years of Phys Ed Curriculum, recreation programs through the Student Center, a Wellness Committee that works with contracted food services, lunch menus are posted online, a Lunch Meal Pattern including nutritional standards, a Workplace Wellness Challenge for staff members to compete in a weight loss, exercise, sleep, water intake, and mental health competition, and a Wellness Week for students including an interactive event with 30+ human service local agencies.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>In addition to PTA, Project Graduation, and Booster Clubs, each career program reaps the benefits of an Advisory Board consisting of professionals in the field who assist with a variety of program enhancements including providing curriculum guidance, internships and job opportunities, and simulated practical experiences for student during the school year.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers</p> <p>Sussex Tech performs surveys twice a year through Google Forms. The information is reviewed and presented to the Climate Team who recommend actions to make improvements.</p>
 <p>Facilities:</p>	<p>The Main Building dates from 1967, with additions and a 1500-seat auditorium added in the early 1970s. The Main Building roof has been replaced, parking lots and tennis courts have been recently resurfaced. Security cameras have been installed.</p>
 <p>School Safety:</p>	<p>Sussex Tech employs two facility monitors. Additionally, the campus is covered by security cameras. Doors are electronically locked, and visitors must be buzzed in and obtain a pass.</p>



## SUSSEX COUNTY TECHNICAL SCHOOL

(37-5110-010)

Grades Offered: 09-12

2017-2018

### Report Key:

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

### School Narrative

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



#### Technology and STEM:

Sussex Tech strives to maintain up-to-date technology for both its academic and CTE programs in order to facilitate the students' transition to higher education or industry. Students have access to computers and Chromebooks, and classrooms are fitted with smartboards. CTE programs use industry-standard equipment to enable students to develop the necessary skills.



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#### Other Information:

Sussex Tech has a 9 period day, running from 7:40 am to 2:20 pm. Full-time students have 5 hours and 27 minutes of instructional time. Shared-time students have 2 hours. Students must apply for enrollment in the district through the Admissions Procedure. Each CTE program has technology specific to its content area. Chromebooks and desk top computers are available to students for use throughout the day. Sussex Tech is located on a 90-acre campus in Sparta, NJ. The campus houses a comprehensive technical high school, an adult evening career center, a School Based Youth Services Program, and the 1500-seat McNeice Auditorium. Approximately 800 full and shared time students choose to attend the school. The School Based Youth Services program provides a comprehensive psychological support system to the student body, their families, and the community. Sussex Tech provides CTE training in 22 areas, complimented by a host of academic courses. Graduates meet all NJ requirements for a high school diploma in addition to earning career/ technical certifications. A work experience program provides many students with school year and summer internship opportunities, as well as, post-graduate job opportunities in a variety of trade areas. Many students attend some of the finest colleges, universities, and technical schools in the nation thanks to the demanding academic program. Articulation Agreements with colleges and universities give students the opportunity to earn a significant amount of college credits. In addition to providing Sussex County secondary students with many outstanding opportunities for educational, emotional, and social growth, Sussex Tech students serve as a source of skilled employees for regional businesses. Sussex Tech continues to demonstrate increasing enrollment thanks to vigorous recruitment efforts and the school's reputation for providing a wholesome and secure environment conducive to student learning and growth.