



Chartertech High School for the Performing Arts

2016-2017

Grade Span 09-12

80-7410-940

CHARTERS

chARTer-TECH HIGH SCHOOL

413 NEW ROAD

SOMERS POINT, NJ 08244

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Charterschool High School for the Performing Arts
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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	99	97	92
10	83	77	79
11	83	69	76
12	73	75	61
Ungraded	0	0	0
Total	338	318	308

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	63%	61%	62%
Male	37%	39%	38%
Economically Disadvantaged Students	60%	56%	68%
Students with Disabilities	15%	18%	21%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	36.7%
White	30.2%
Hispanic	28.6%
Asian	1.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.2%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	308
Shared Time Students	0
Full Time Equivalent	308

Enrollment by Home Language

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

Home Language	% of Students
English	89.6%
Spanish	9.7%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	156	97.6	27.60	27.60	54.90	27.6	29.6	Met Target†
White	42	100.0	38.10	38.10	63.90	38.1	63.8	Not Met
Hispanic	45	100.0	28.90	28.90	39.80	28.9	22	Met Target
Black or African American	62	94.2	21.00	21.00	35.20	20.7	19.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	102	98.2	32.40	32.40	62.20	32.4		
Male	54	96.6	18.60	18.60	48.10	18.6		
Economically Disadvantaged Students	111	96.7	25.20	25.20	36.20	25.2	27	Met Target†
Non-Economically Disadvantaged Students	45	100.0	33.30	33.30	65.80	33.3		
Students with Disabilities	34	100.0	*	*	20.50	*	21.3	Not Met
Students without Disabilities	122	97.0	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	156	97.6	27.60	27.60	57.40	27.6		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	730	730	749	*	24%	28%	26%	*	28%	52%
White	32	738	738	757	*	*	34%	*	*	31%	62%
Hispanic	28	727	727	733	*	*	*	*	0%	21%	35%
Black or African American	28	724	724	730	*	*	*	*	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	59	734	734	756	*	*	*	*	*	32%	60%
Male	30	722	722	741	*	*	*	*	*	20%	43%
Economically Disadvantaged Students	61	726	726	731	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	28	739	739	758	*	*	*	*	*	36%	62%
Students with Disabilities	20	717	717	714	*	*	*	*	*	*	13%
Students without Disabilities	69	734	734	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	89	730	730	752	*	24%	28%	26%	*	28%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	725	725	743	22%	23%	30%	25%	0%	25%	46%
White	14	745	745	749	*	*	*	*	0%	43%	52%
Hispanic	19	733	733	728	*	*	*	*	0%	37%	34%
Black or African American	37	716	716	725	30%	30%	27%	*	*	14%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	50	730	730	752	*	*	*	*	*	30%	54%
Male	27	716	716	734	*	*	*	*	*	15%	39%
Economically Disadvantaged Students	56	724	724	726	*	*	*	*	0%	25%	32%
Non-Economically Disadvantaged Students	21	727	727	751	*	*	*	*	0%	24%	54%
Students with Disabilities	15	696	696	704	*	*	*	*	*	*	12%
Students without Disabilities	62	732	732	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	77	725	725	745	22%	23%	30%	25%	0%	25%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	727	727	736	27%	*	32%	22%	*	27%	38%
White	24	735	735	738	*	*	*	*	*	33%	40%
Hispanic	26	723	723	731	*	*	42%	*	0%	23%	34%
Black or African American	21	722	722	728	*	*	*	*	0%	29%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	45	735	735	744	*	*	*	*	*	29%	46%
Male	28	713	713	729	*	*	*	*	*	25%	31%
Economically Disadvantaged Students	52	728	728	729	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	21	724	724	740	*	*	*	*	*	24%	42%
Students with Disabilities	18	698	698	709	*	*	*	*	*	11%	12%
Students without Disabilities	55	736	736	741	*	*	*	*	*	33%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	73	727	727	737	27%	*	32%	22%	*	27%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

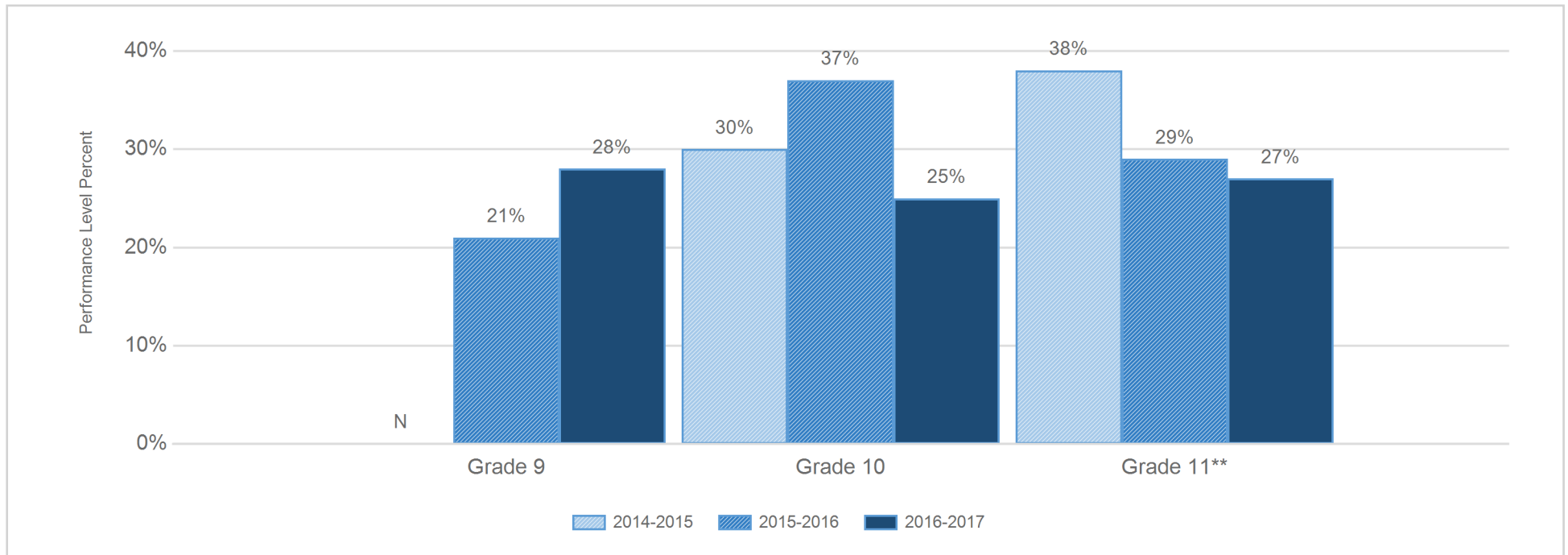


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	106	97.4	16.00	16.00	43.50	16	19.4	Met Target†
White	23	100.0	30.40	30.40	52.40	30.4	24.3	Met Target
Hispanic	32	100.0	*	*	27.60	*	N	N
Black or African American	46	94.0	15.20	15.20	21.70	15	10.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	71	97.4	12.70	12.70	44.10	12.7		
Male	35	97.4	22.90	22.90	42.90	22.9		
Economically Disadvantaged Students	77	96.4	13.00	13.00	25.10	13	17.3	Met Target†
Non-Economically Disadvantaged Students	29	100.0	24.10	24.10	54.30	24.1		
Students with Disabilities	18	100.0	*	*	16.50	*	**	**
Students without Disabilities	88	96.9	*	*	48.80	*		
English Learners	N	N	N	N	23.30	N	**	**
Non-English Learners	106	97.4	16.00	16.00	45.20	16		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	724	724	743	17%	39%	27%	16%	0%	16%	42%
White	18	740	740	751	0%	*	*	*	0%	33%	52%
Hispanic	30	714	714	728	*	*	*	*	*	*	24%
Black or African American	40	725	725	724	*	35%	30%	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	59	724	724	744	*	36%	*	*	*	15%	43%
Male	33	724	724	741	*	46%	*	*	*	18%	40%
Economically Disadvantaged Students	70	721	721	727	*	*	*	*	0%	14%	23%
Non-Economically Disadvantaged Students	22	734	734	751	*	*	*	*	0%	23%	52%
Students with Disabilities	17	713	713	714	*	*	*	*	*	*	10%
Students without Disabilities	75	727	727	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	92	724	724	745	17%	39%	27%	16%	0%	16%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Grade Span 09-12

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	712	712	734	*	*	*	*	*	*	30%
White	16	706	706	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	34	714	714	735	*	*	*	*	*	*	31%
Male	17	709	709	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	32	713	713	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	19	712	712	740	*	*	*	*	*	*	39%
Students with Disabilities	14	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	37	717	717	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	51	712	712	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Grade Span 09-12

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	712	712	725	*	*	*	*	*	*	28%
White	12	732	732	731	*	*	*	*	0%	25%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	21	715	715	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	10	707	707	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	31	712	712	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



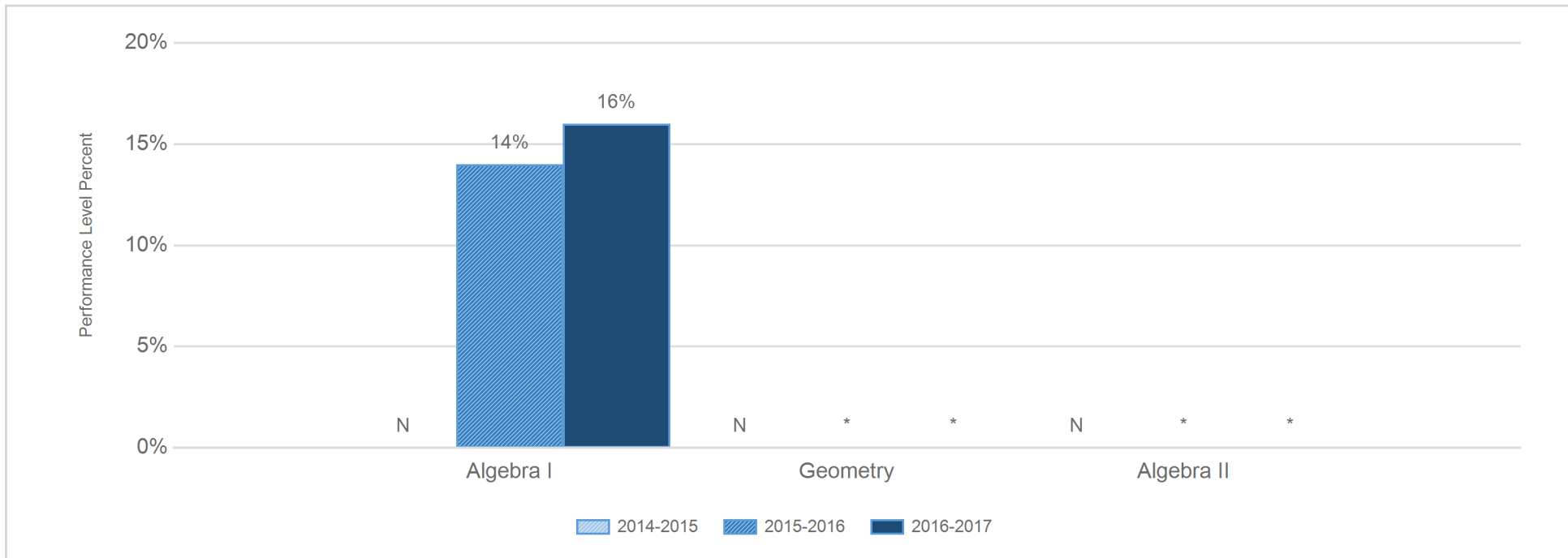
**Charters High School for the Performing Arts
2016-2017**

80-7410-940
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Grade Span 09-12

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**Charterschool High School for the Performing Arts
2016-2017**

Grade Span 09-12

**80-7410-940
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



**Chartertech High School for the Performing Arts
2016-2017**

Grade Span 09-12

80-7410-940
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SOMERS POINT, NJ 08244

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

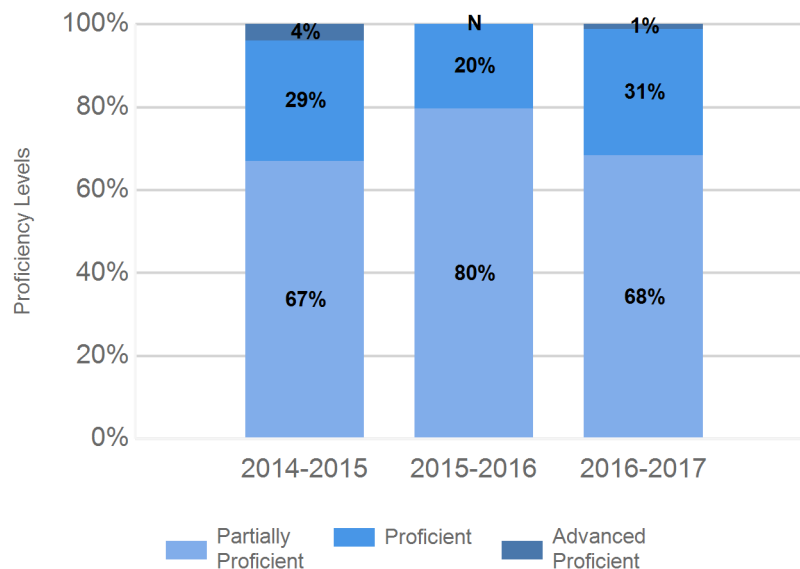
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	31%	68%
White	6%	*	18%
Hispanic	N	26%	74%
Black or African American	N	15%	85%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	28%	72%
Students with Disabilities	7%	7%	87%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





Charters High School for the Performing Arts
2016-2017

Grade Span 09-12

80-7410-940
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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	89.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	414	481	Varies By Grade	29%	67%
PSAT - Math	404	483	Varies By Grade	11%	49%
SAT - Reading and Writing	488	551	480	47%	77%
SAT - Math	470	552	530	23%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



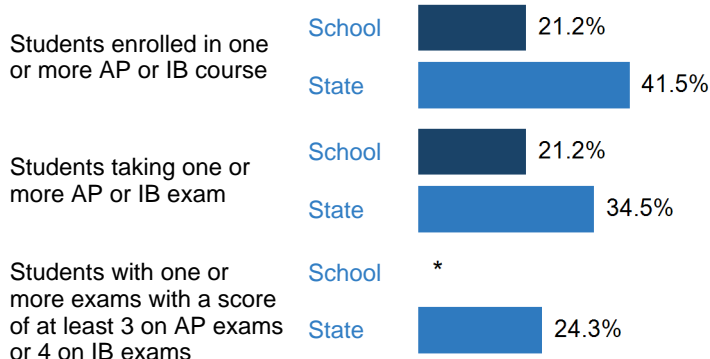
Charters High School for the Performing Arts
2016-2017
Grade Span 09-12

80-7410-940
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

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



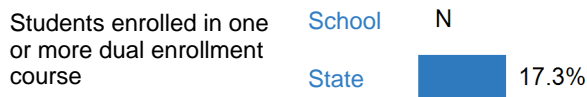
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	7	7
AP English Literature and Composition	18	18
AP Psychology	23	23
AP U.S. Government and Politics	13	13
Total Exams Taken		61
Exams with scores of at least 3 on AP exams or 4 on IB exams		13

Dual Enrollment Coursework - Participation

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





Charters High School for the Performing Arts
 2016-2017
 Grade Span 09-12

80-7410-940
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



Chartertech High School for the Performing Arts
2016-2017

Grade Span 09-12

80-7410-940
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413 NEW ROAD
SOMERS POINT, NJ 08244

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	35	1	0	0	0	0	56
10	45	21	10	0	0	0	11
11	4	31	23	6	1	0	11
12	1	1	10	6	6	0	27
Schoolwide	85	54	43	12	7	0	105
Enrolled in AP/IB Course					7	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	4	0	0	0	87	0
10	73	3	0	0	3	0
11	5	63	0	0	5	0
12	0	8	0	0	11	0
Schoolwide	82	74	0	0	106	0
Enrolled in AP/IB Course	N	N		N	N	N



Chartertech High School for the Performing Arts
 2016-2017
 Grade Span 09-12

80-7410-940
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 SOMERS POINT, NJ 08244

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	88	4	0	0	0	0
10	12	67	0	0	0	0
11	2	74	0	0	0	0
12	0	1	0	23	0	13
Schoolwide	102	146	0	23	0	13
Enrolled in AP/IB Course	0	0	0	23	0	13

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	79	0	0	0	0	0	0
10	55	0	0	0	0	0	0
11	41	0	0	0	0	0	0
12	35	0	0	0	0	0	0
Schoolwide	210	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Chartertech High School for the Performing Arts
2016-2017
Grade Span 09-12

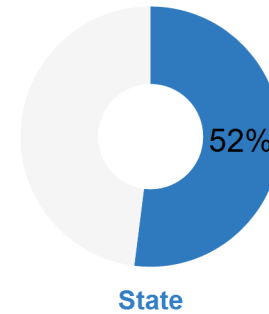
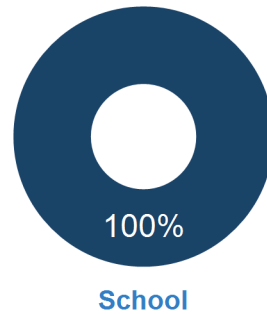
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Visual and Performing Arts – Course Participation

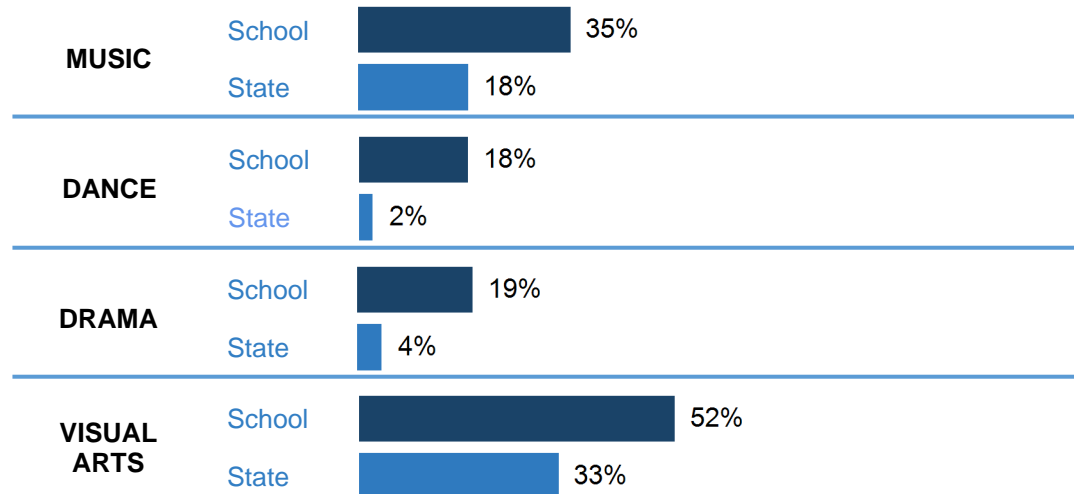
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Charters High School for the Performing Arts
2016-2017
Grade Span 09-12

80-7410-940
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413 NEW ROAD
SOMERS POINT, NJ 08244

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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	89.2%	90.5%	85.5%	91.8%	82.1%	87.4%	Not Met	90.9%	87.7%	Met Target
White	95.5%	94.5%	72.7%	95.1%	69.7%	90.2%	Not Met	90.0%	86.2%	Met Target
Hispanic	73.3%	84.3%	100.0%	86.3%	100.0%	N	Met Goal	76.9%	**	**
Black or African American	95.8%	83.4%	87.5%	85.3%	80.0%	90.2%	Not Met	96.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	84.2%	83.9%	80.0%	85.6%	78.1%	83.5%	Not Met	87.8%	77.9%	Met Target
Students with Disabilities	92.9%	78.8%	83.3%	82.1%	76.9%	**	**	100.0%	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	89.2%	-
2016	82.1%	85.5%
2015	87.0%	90.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.7%	1.1%
2015-2016	0.3%	1.1%
2014-2015	1.9%	1.1%

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



**Charterschool High School for the Performing Arts
2016-2017**

Grade Span 09-12

80-7410-940
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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	60.3%	31.4%	68.6%
White	75%	26.7%	73.3%
Hispanic	36.4%	0%	100%
Black or African American	66.7%	43.8%	56.3%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	0%	0%	0%
Economically Disadvantaged Students	54.6%	33.3%	66.7%
Students with Disabilities	41.7%	60%	40%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	71%	46.9%	53.1%	87.8%	12.2%	79.6%	20.4%
White	73.9%	47.1%	52.9%	88.2%	11.8%	76.5%	23.5%
Hispanic	63.6%	50%	50%	92.9%	7.1%	92.9%	7.1%
Black or African American	76.2%	50%	50%	87.5%	12.5%	81.3%	18.8%
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	69.2%	55.6%	44.4%	88.9%	11.1%	88.9%	11.1%
Students with Disabilities	40%	50%	50%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N



Charters High School for the Performing Arts
2016-2017

80-7410-940
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413 NEW ROAD
SOMERS POINT, NJ 08244

Grade Span 09-12

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

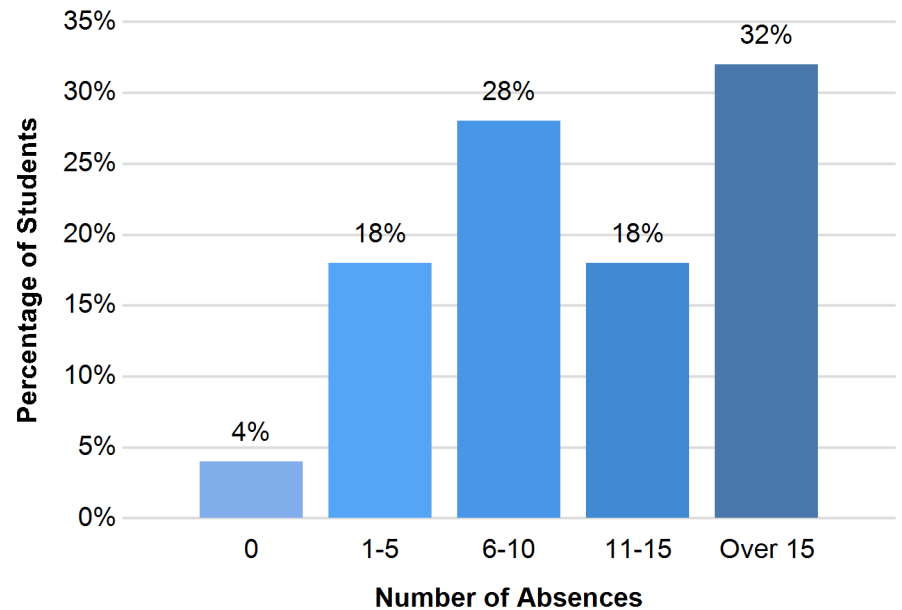
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	26.10	14.30	Not Met
White	25.00	14.30	Not Met
Hispanic	27.30	14.30	Not Met
Black or African American	25.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	26.30	14.30	Not Met
Students with Disabilities	21.20	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



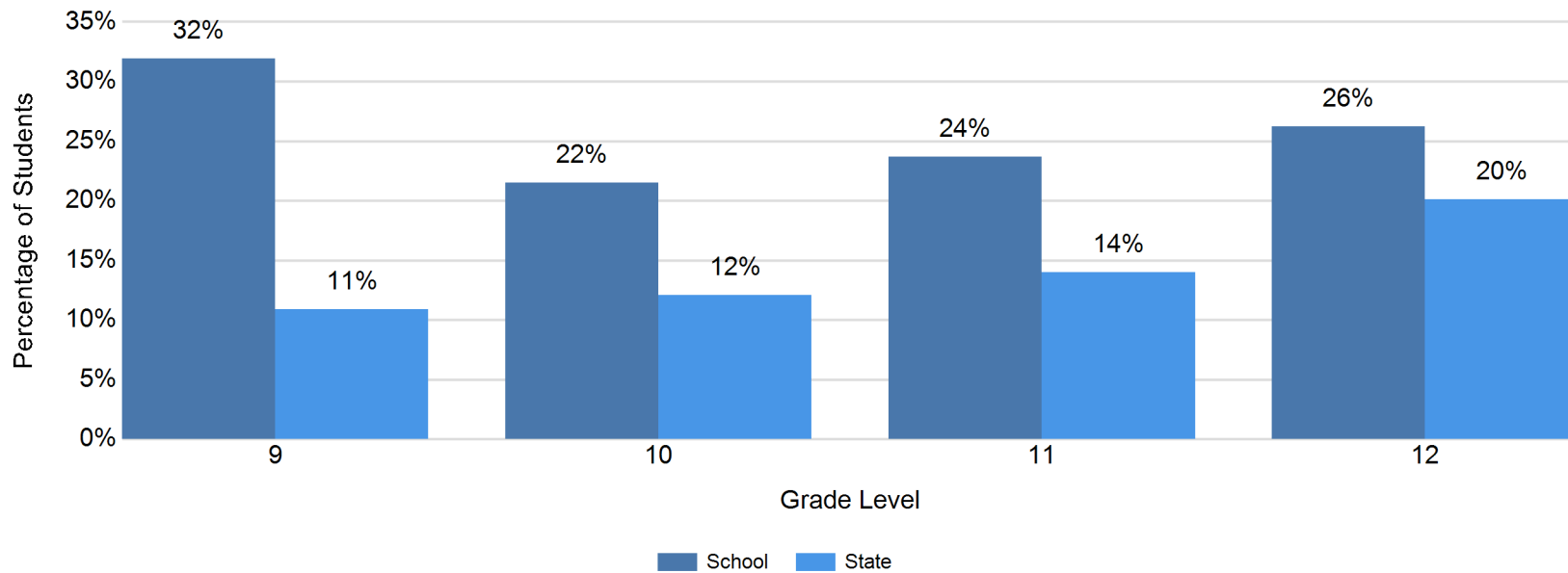


Chartertech High School for the Performing Arts
 2016-2017
 Grade Span 09-12

80-7410-940
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Chartertech High School for the Performing Arts
2016-2017

Grade Span 09-12

80-7410-940
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SOMERS POINT, NJ 08244

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	6 Hrs. 8 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	17
Vandalism	2
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	5.84

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	18.8%
Any Suspension	18.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Chartertech High School for the Performing Arts
2016-2017
Grade Span 09-12

80-7410-940
 CHARTERS
 chARTer-TECH HIGH SCHOOL
 413 NEW ROAD
 SOMERS POINT, NJ 08244

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	974.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$810	\$16,290	\$17,100



Charters High School for the Performing Arts
2016-2017
Grade Span 09-12

80-7410-940
 CHARTERS
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 413 NEW ROAD
 SOMERS POINT, NJ 08244

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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	38	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	6.7	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	4	9,506
Average years experience in public schools	7.5	15.9
Average years experience in district	5.0	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	8:1
Administrators	77:1	77:1
Librarian/Media Specialists		N
Nurses		308:1
Counselors		154:1
Child Study Team		308:1



Chartertech High School for the Performing Arts
2016-2017

Grade Span 09-12

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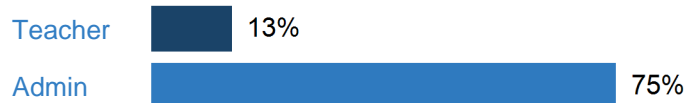
Teachers and Administrators - Level of Education

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

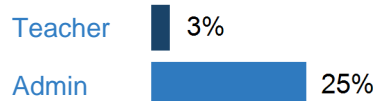
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	80%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



Charterschool High School for the Performing Arts
2016-2017
Grade Span 09-12

80-7410-940
 CHARTERS
 chARTer-TECH HIGH SCHOOL
 413 NEW ROAD
 SOMERS POINT, NJ 08244

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	19.0	17.5%
Mathematics Proficiency	29.9	17.5%
Graduation - 4-Year	13.2	25.0%
Graduation - 5-Year	31.9	25.0%
Chronic Absenteeism	13.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		21.8
Summative Rating: Percentile rank of Summative Score		16.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Charters High School for the Performing Arts
2016-2017
Grade Span 09-12

80-7410-940
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 413 NEW ROAD
 SOMERS POINT, NJ 08244

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	21.8	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	13.9	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
Hispanic	49.6	6.2	No	Met Target	N	Not Met	Met Goal	**	No
Black or African American	48.7	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	31.7	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	**	**	No	Not Met	**	Not Met	**	**	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



Chartertech High School for the Performing Arts
 2016-2017
 Grade Span 09-12




80-7410-940
 CHARTERS
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 SOMERS POINT, NJ 08244

School General Info

Principal:	Dr. McGuire	Email Address:	bmcguire@chartertech.org
Address:	413 NEW ROAD SOMERS POINT, NJ 08244	Website:	http://www.chartertech.org/
Phone:	(609)926-7694	Facebook:	https://www.facebook.com/Chartertech-High-School-for-the-Performing-Arts-819971751363312/
		Twitter:	https://twitter.com/ChartertechArts

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"> • Our performing arts majors are Musical Theatre, Vocal Music, Instrumental Music, Dance, Film, and Animation • We provide a college prep high school academic curriculum and an Artist-centered education in the performing arts. • Chartertech is a fully accredited Career and Technical Education (CTE) High School offering dual college credit courses.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Chartertech High School for the Performing Arts is to provide students the opportunity to blend principles of Artistic expression with cutting-edge technology, so students will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>One special Artist experience is the opportunity, for the 12th year in a row (2017-2018), for members of our advanced vocal ensemble to perform in New York City. Artists have the opportunity to spend 5 days in NYC; during this time there is an intensive rehearsal schedule with world renowned conductors/composers, time to see Broadway shows, and finally, the opportunity to perform choral works with a full symphony orchestra in one of the most famous music houses in the world – Carnegie Hall.</p>






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Grade Span 09-12

80-7410-940
 CHARTERS
 chARTer-TECH HIGH SCHOOL
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 SOMERS POINT, NJ 08244

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 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum of Chartertech is college prep in design with opportunities for both struggling and advanced Artists to be challenged at appropriate levels of instruction. Each course is delivered with differentiating instructional strategies while being coupled, as often as possible, with performing arts integration. Technology is infused in every course. AP and dual credit college courses are available.</p>
 <p>Clubs and Activities:</p>	<p>Student Council, NHS, Protocols Certification, Interact, Photography, Yearbook, Gay Straight Alliance, Film Making, Piano and Voice, Dance, Photoshop, Gaming, Culture, the School Musical Production, philosophy, sports talk, hip-hop, literature magazine, trivia, geography, tap (dance), music appreciation, karaoke, green club, forensics, art appreciation, crafting, yoga, zumba, coloring therapy, sociology, cross fit, outdoor living, animation, comic art, choir, debate, Model U.N., and step club.</p>
 <p>Before and After School Programs:</p>	<p>Our faculty members are available before and after school for tutoring on an appointment basis. When an Artist is having trouble in a course, our teachers are ready to assist for an extra hour per day.</p>








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 <p>Staff and Professional Learning:</p>	<p>Our staff meets weekly in PLCs to plan collaboratively. While creating lessons, teachers deliberate over which examples to utilize, the order to present the examples, how to introduce concepts, how much time to spend on concepts, and what exercises should be used to promote understanding. Staff members work in groups on a monthly basis to collaborate in horizontal PLCs to help Artists make connections across curriculums in order to deepen their understanding.</p>
 <p>Postsecondary Information:</p>	<p>For the 2016-2017 school year, 95% of our graduates continued on to either a 2 or 4 year college or university. The remaining 5% entered industry. With such a small community, individual attention is given to each senior Artist to assist them with financial aid, college applications, and letters of recommendation. Artists pursue a wide variety of careers - not necessarily always in the arts; graduates use their arts education to assist them in their chosen careers.</p>
 <p>Student Supports and Services:</p>	<p>Chartertech assesses all artists' academic strengths and needs through progress monitoring, classwork, and informal and formal assessments. If an artist is perceived to require additional support and intervention, they are referred to the Intervention and Referral Services team. I&RS consists of an interdisciplinary team who formulate coordinated services and collaborative team delivery systems to address the full range of Artist learning, behavior, social, and health problems.</p>
 <p>Student Health and Wellness:</p>	<p>Beginning with the 2017-2018 school year, breakfast is available to all Artists at no charge (free). We believe that a healthy free breakfast for every Artist has a positive impact on individual Artist learning. Our lunch program follows the National School Lunch guidelines. Our Physical Education program includes new activities like crossfit. We believe that fitness and Artist health is vital to a successful education.</p>
 <p>Parent and Community Involvement:</p>	<p>Putting our mission into action is clearly demonstrated through our well over 25 Artist productions. With an average seating capacity of 175 community members, we have welcomed over 4,375 people to our productions just this past year. Our PTO also provides our families and community members with opportunities for involvement. PTO sponsor many community events; these events raise funds for the PTO to provide many services and donations to the Artists.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>We survey our faculty and our parent/guardians on an annual basis. The faculty survey is focused on school environment, educational needs, and Artist success. The parent survey is focused on Artist needs and school improvement. The three main positive aspects identified by the parent survey are: 1) Artist happiness in school, 2) the importance of our artistic majors, and 3) how our faculty is both caring beyond what is expected and how our teachers are always accessible.</p>
 <p>Facilities:</p>	<p>Our facility is made up of two buildings; the main building and the annex. Both buildings feature state of the art recording studios; the main building has a black box theatre, a dance studio, a film studio, and an animation studio. In addition, academic classrooms and the cafeteria are in the main building. Our annex includes academic classrooms as well as our art room and resource room.</p>



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2016-2017
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At Chartertech High School for the Performing Arts, we believe that an Artist-centered approach to education is the core to our success. We believe that our diverse and equitable community supports a positive learning environment for all Artists. We believe that professionalism is the thread that runs through all school activities including academics and the arts. We believe that informed decision making based on data and experience leads to positive change. We believe that trust is the foundation of all interactions throughout the school community. We believe that combining the freedoms of Artistic expression with New Jersey’s Student Learning Standards brings about a school community that is focused on making the pursuit of a prosperous future both colorful and achievable. These beliefs are derived from the vision of our founders and, through their vision, Chartertech High School for the Performing Arts continues to prepare our Artists for their bright futures.



Other Information: