



State of New Jersey
2015-2016

Grade Span 09-PG

33-4640-040

SALEM

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Salem County Career and Technical High School

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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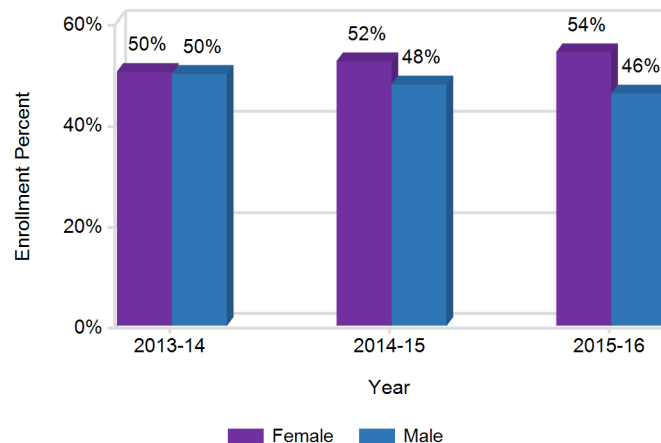
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	219	227	187
Grade 10	185	235	219
Grade 11	177	187	221
Grade 12	191	175	169
UG	2	4	4
Total	774	826	798

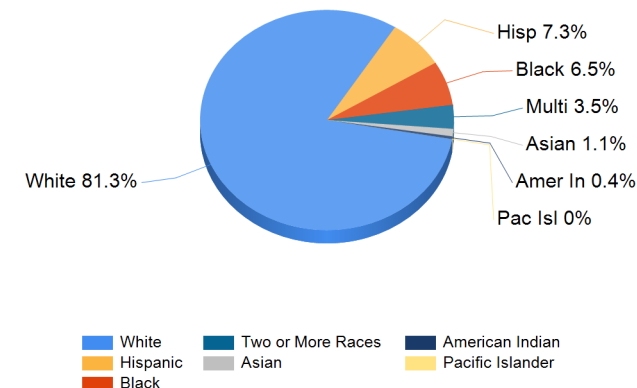
Enrollment by Gender

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



Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Full Time vs Shared Time

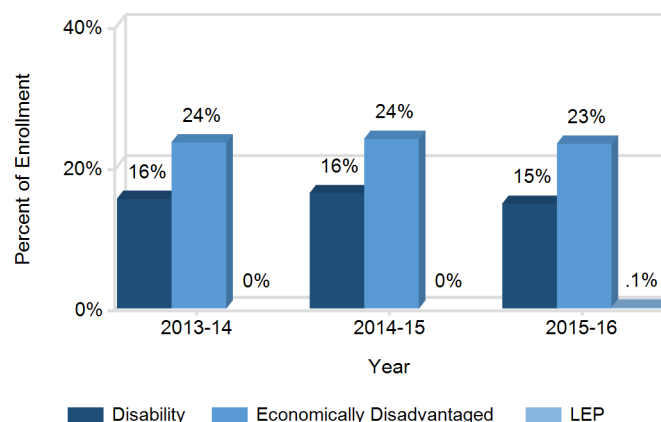
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	774	826	798
Full Time Head Count	669	737	719
Shared Time Head Count	209	177	158

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	98.6%
Spanish	1.2%
Tagalog	0.1%
Turkish	0.1%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	S	41
Mathematics Met or Exceeded Expectations	26%	S	47

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	307	38%	41	98%	✓	306	26%	47	98%	✓
White	262	38%	30	98%	✓	261	25%	34	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	74	27%	26	99%	✓	74	19%	41	97%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	144	743	743	760	9%	19%	28%	35%	8%	44%	49%
White	122	742	742	762	10%	21%	28%	35%	7%	42%	58%
African American	S	S	S	748	S	S	S	S	S	S	30%
Hispanic	S	S	S	751	S	S	S	S	S	S	34%
Asian	S	S	S	794	S	S	S	S	S	S	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	S	S	S	765	S	S	S	S	S	S	53%
Students with Disability	S	S	S	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	41	737	737	749	15%	22%	29%	24%	10%	34%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	163	732	732	756	23%	20%	24%	27%	6%	33%	44%
White	140	734	734	758	20%	19%	26%	29%	6%	35%	50%
African American	S	S	S	742	S	S	S	S	S	S	28%
Hispanic	S	S	S	747	S	S	S	S	S	S	33%
Asian	S	S	S	792	S	S	S	S	S	S	69%
American Indian	S	S	S	756	S	S	S	S	S	S	35%
Two or More Races	S	S	S	756	S	S	S	S	S	S	45%
Students with Disability	S	S	S	708	S	S	S	S	S	S	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	33	715	715	743	42%	21%	18%	18%	N	18%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	168	754	754	754	5%	15%	21%	49%	11%	60%	40%
White	143	753	753	755	6%	16%	19%	48%	11%	59%	42%
African American	12	761	761	742	N	8%	25%	58%	8%	67%	30%
Hispanic	S	S	S	748	S	S	S	S	S	S	37%
Asian	S	S	S	783	S	S	S	S	S	S	58%
American Indian	S	S	S	734	S	S	S	S	S	S	34%
Two or More Races	S	S	S	751	S	S	S	S	S	S	39%
Students with Disability	11	724	724	716	18%	46%	18%	18%	N	18%	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	39	744	744	745	8%	23%	28%	33%	8%	41%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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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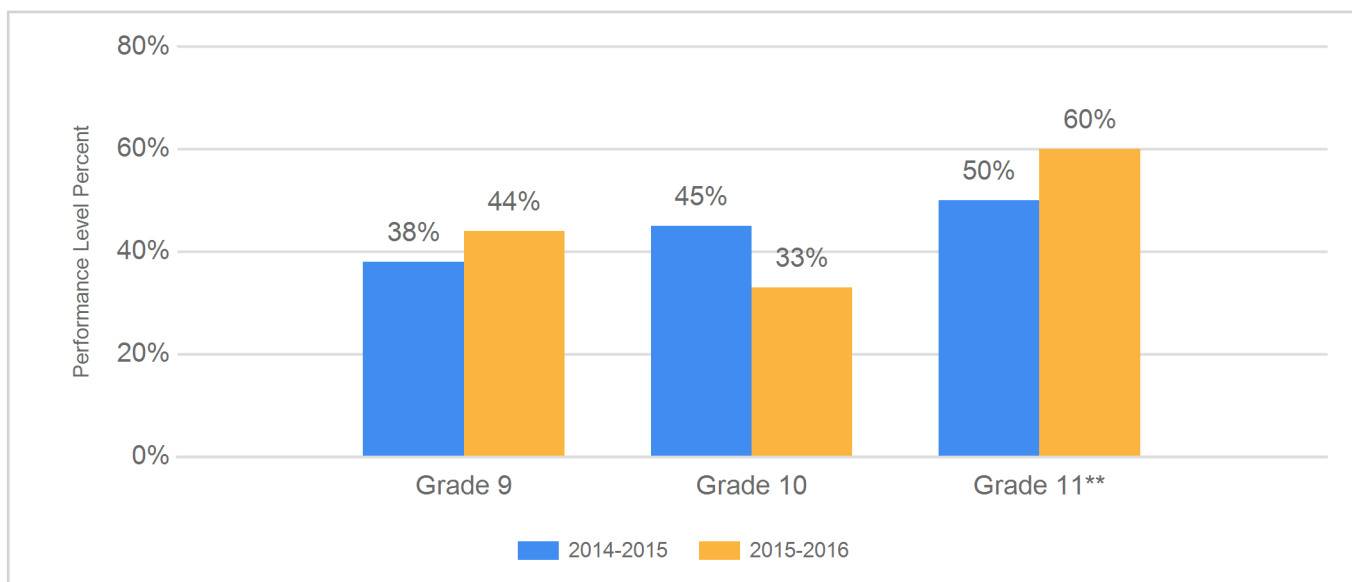
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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	732	732	741	5%	33%	40%	22%	N	22%	41%
White	110	732	732	743	6%	33%	39%	23%	N	23%	51%
African American	S	S	S	735	S	S	S	S	S	S	20%
Hispanic	S	S	S	740	S	S	S	S	S	S	25%
Asian	S	S	S	765	S	S	S	S	S	S	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	S	S	S	741	S	S	S	S	S	S	47%
Students with Disability	15	725	725	715	20%	27%	33%	20%	N	20%	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	39	728	728	738	8%	36%	41%	15%	N	15%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	159	730	730	736	9%	37%	27%	24%	3%	26%	27%
White	137	729	729	740	10%	37%	29%	23%	2%	25%	34%
African American	S	S	S	727	S	S	S	S	S	S	9%
Hispanic	S	S	S	731	S	S	S	S	S	S	13%
Asian	S	S	S	759	S	S	S	S	S	S	61%
American Indian	S	S	S	732	S	S	S	S	S	S	15%
Two or More Races	S	S	S	733	S	S	S	S	S	S	29%
Students with Disability	S	S	S	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	37	725	725	729	19%	41%	19%	16%	5%	22%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	158	717	717	735	27%	35%	25%	14%	N	14%	27%
White	131	718	718	742	28%	33%	28%	12%	N	12%	31%
African American	11	720	720	712	18%	36%	18%	27%	N	27%	8%
Hispanic	S	S	S	719	S	S	S	S	S	S	12%
Asian	S	S	S	778	S	S	S	S	S	S	60%
American Indian	S	S	S	736	S	S	S	S	S	S	16%
Two or More Races	S	S	S	739	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	715	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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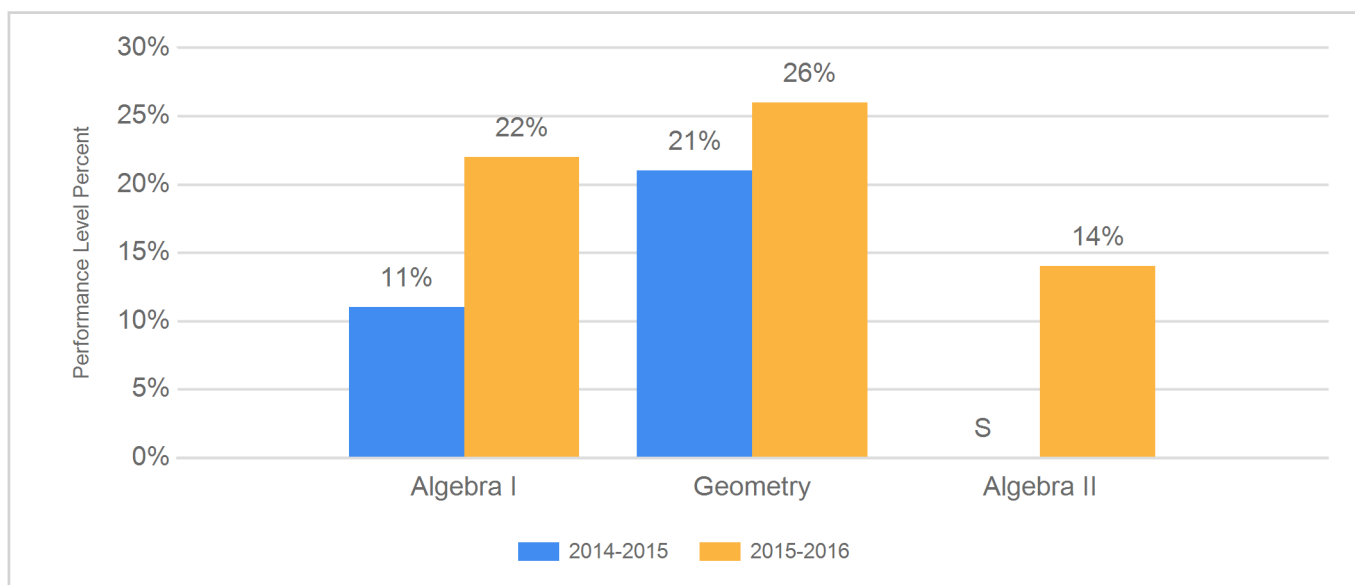
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PARCC Math Performance Trends

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





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

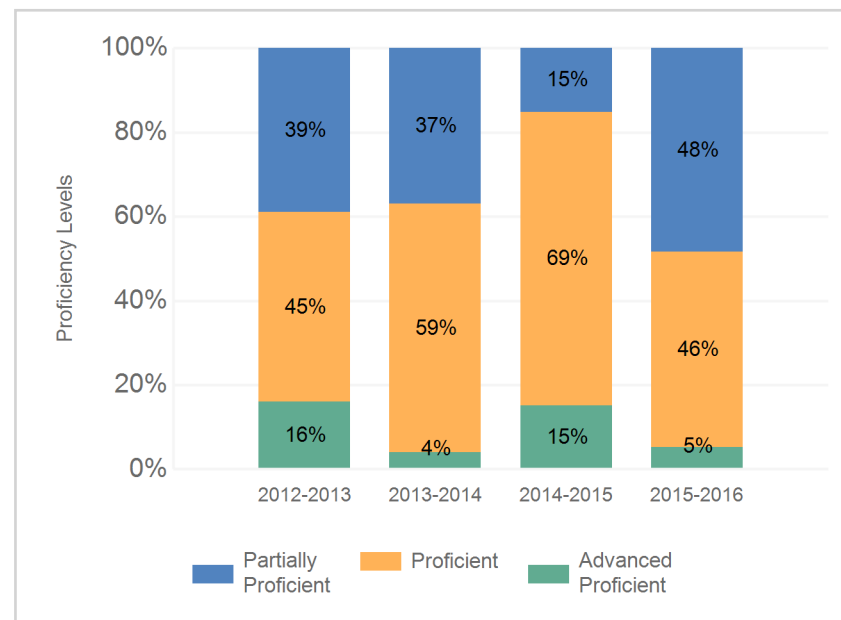
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	5%	46%	48%
White	5%	48%	46%
African American	S	S	S
Hispanic	6%	47%	47%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	19%	81%
English Language Learners	N	N	N
Economically Disadvantaged Students	5%	42%	54%

Proficiency Trends - Biology

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





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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 taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	31.8%	95.5%
Percent of Students Participating in SAT	15.2%	58.0%
Percent of Students Participating in ACT	2.4%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	881	950
SAT	-	-
Reading and Writing	529	537
Math	526	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	76%	71%
Math	530	51%	53%
ACT	-	-	-
Reading	22	25%	58%
English	18	50%	74%
Math	22	25%	61%
Science	23	50%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	970	870	780
SAT	-	-	-
Reading and Writing	590	530	480
Math	570	530	480
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

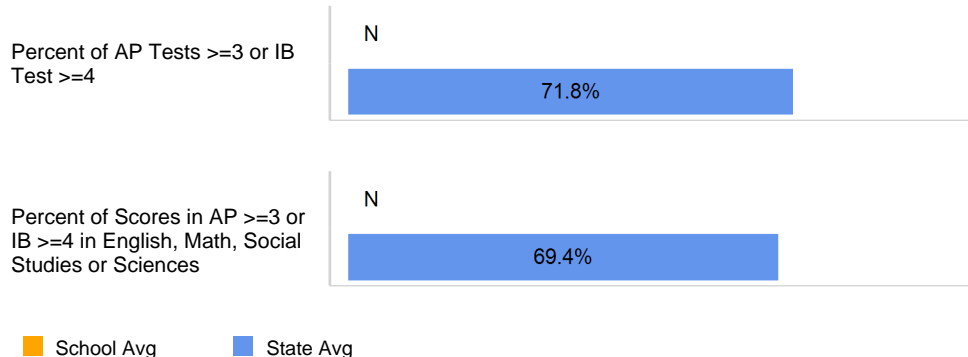


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP English Literature and Composition	0	1
AP Studio Art—Drawing Portfolio	8	0

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	2.1%	39.1%
One of More Test	0.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	0.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



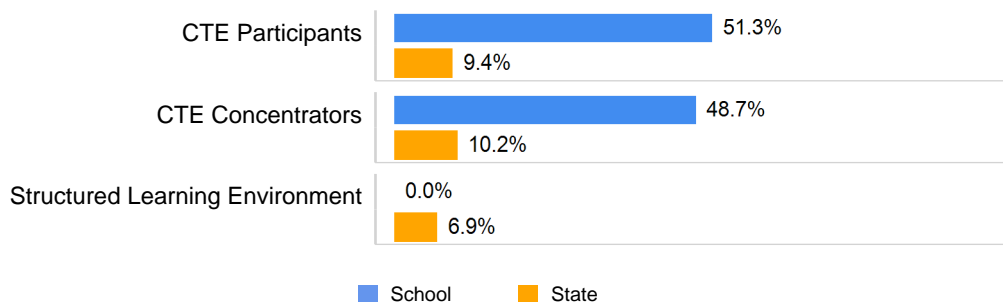
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Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





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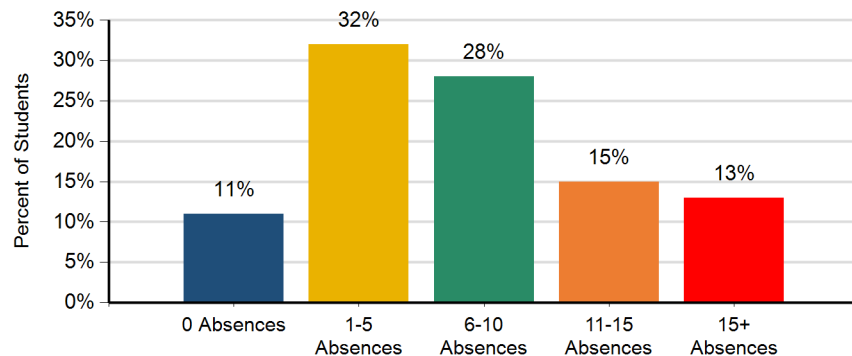
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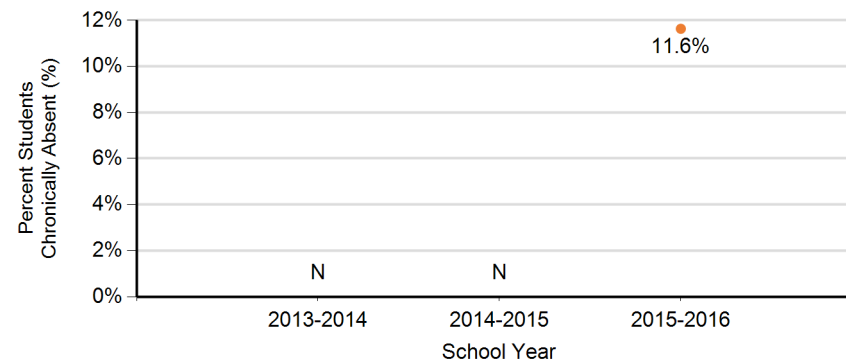
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95.9%	27	81%
White	96.6%	21	
African American	S	S	
Hispanic	S	S	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	97.1%	36	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.7%	1.2%
White	0.6%	0.6%
African American	3.9%	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.7%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	95%
2014	97%	97%
2015	99%	99%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	49.0%	58.2%	41.8%
White	48.5%	58.8%	41.3%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	25.6%	81.8%	18.2%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	49.1%	70.4%	29.6%



State of New Jersey
2015-2016

Grade Span 09-PG

33-4640-040
SALEM
SALEM COUNTY VOCATIONAL
Salem County Career and Technical High School
880 Route 45
Box 350
WOODSTOWN, NJ 08098-0350

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 23 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 48 Mins.
Shared Time	2 Hrs. 54 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	160:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%