NJ SCHOOL PERFORMANCE REPORT

MONMOUTH COUNTY CAREER CENTER
(25-3260-040)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MONMOUTH CO VOCATIONAL
Principal Name	MR. KRAEMER
Address	1000 KOZLOSKI ROAD FREEHOLD, NJ 07728-4395
Phone Number	(732)431-3773
Email Address	NKRAEMER@CTEMC.ORG
Website	https://sites.google.com/a/ctemc.org/mccc/
Facebook	https://www.facebook.com/monmouthcountycareercenter/
Twitter	https://twitter.com/CareerMcvsd?lang=en

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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	54	63	68
10	59	63	61
11	63	50	50
12	55	54	55
Total	231	230	234

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	26.7%	25.5%	25.5%
Male	73.3%	74.5%	74.5%
Economically Disadvantaged Students	43.4%	41.0%	41.6%
Students with Disabilities	99.1%	97.8%	98.5%
English Learners	1.1%	1.3%	0.4%
Homeless Students		1.3%	1.3%
Students in Foster Care		0.7%	0.9%
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	58.4%	56.6%	56.4%
Hispanic	18.0%	17.6%	18.7%
Black or African American	20.6%	21.4%	21.5%
Asian	1.1%	1.3%	0.4%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	1.7%	2.4%	2.6%

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	10	9	7
Shared Time Students	441	441	452
Full Time Equivalent	231	230	233

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	86.1%
Spanish	12.2%
Other Languages	1.7%

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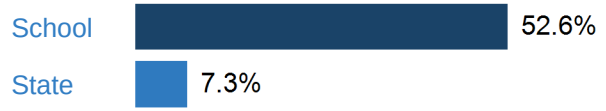
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

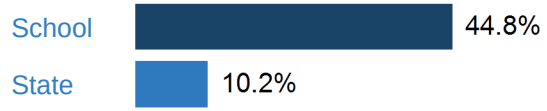
Career and Technical Education Participation

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

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



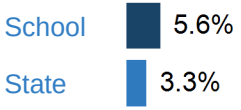
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

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	85		
Architecture & Construction	72		
Arts, AV Technology & Communications	*		
Business Management & Administration	19		
Health Science	23		
Hospitality & Tourism	104		
Human Services	*	*	*
Marketing	76		
Transportation, Distribution & Logistics	67	*	*
Total (All Clusters)	448	*	*

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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.

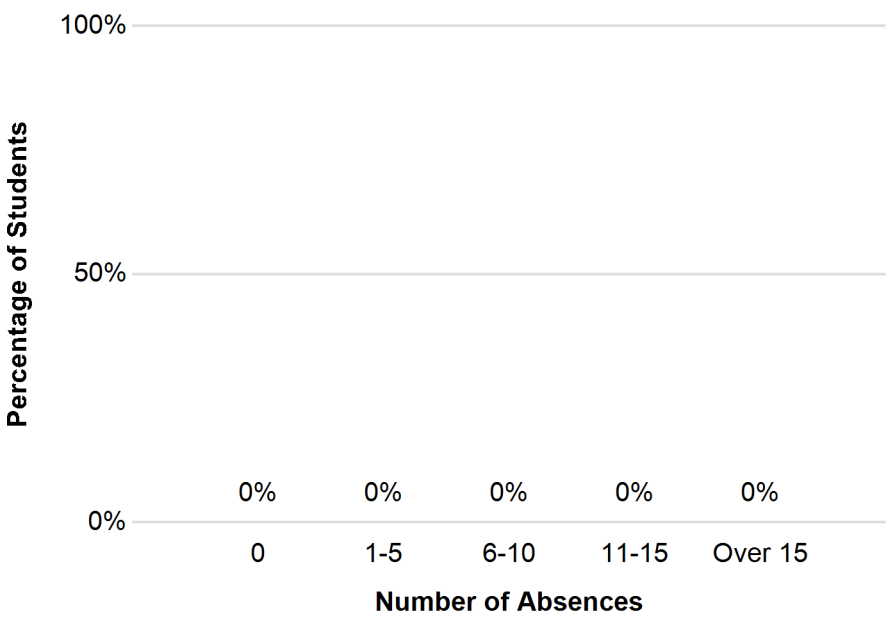
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
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.



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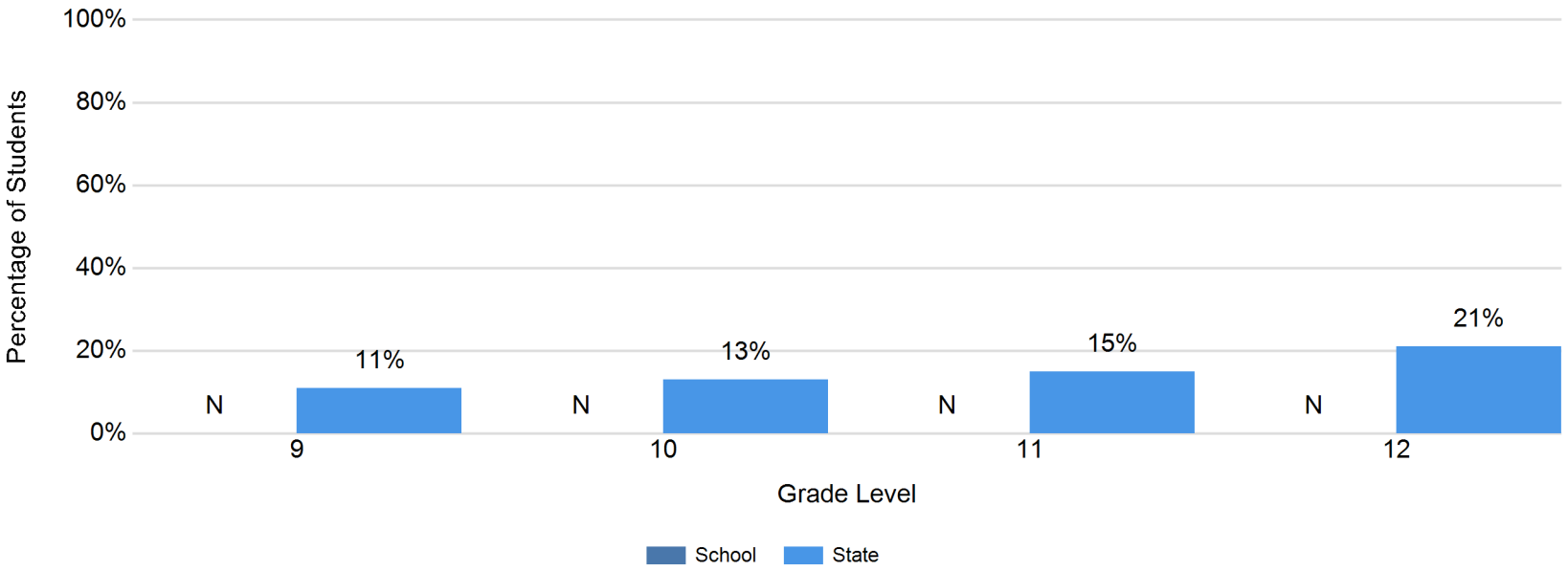
Chronic Absenteeism by Grade

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	0
Vandalism	4
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	4.72

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	1	1	2
Other	0	0	0
No Identified Nature	0		0

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	*	*
Out-of-School Suspensions	36	15.5%
Any Suspension	37	15.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
66

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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	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	2 Hrs 30 Mins
Shared Time - Instructional Time	2 Hrs. 30 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	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). 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)	$425	$16,941	$17,366

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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	27	117,464
Average years experience in public schools	14.3	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	81.5%	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	21	9,374
Average years experience in public schools	22.9	16.0
Average years experience in district	16.8	12.0
Administrators in district for 4 or more years	95.2%	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	9:1	10:1
Students to Administrators	117:1	103:1
Teachers to Administrators	14:1	10:1
Students to Librarians/Media Specialists		2167:1
Students to Nurses		361:1
Students to Counselors		120:1
Students to Child Study Team		1084:1

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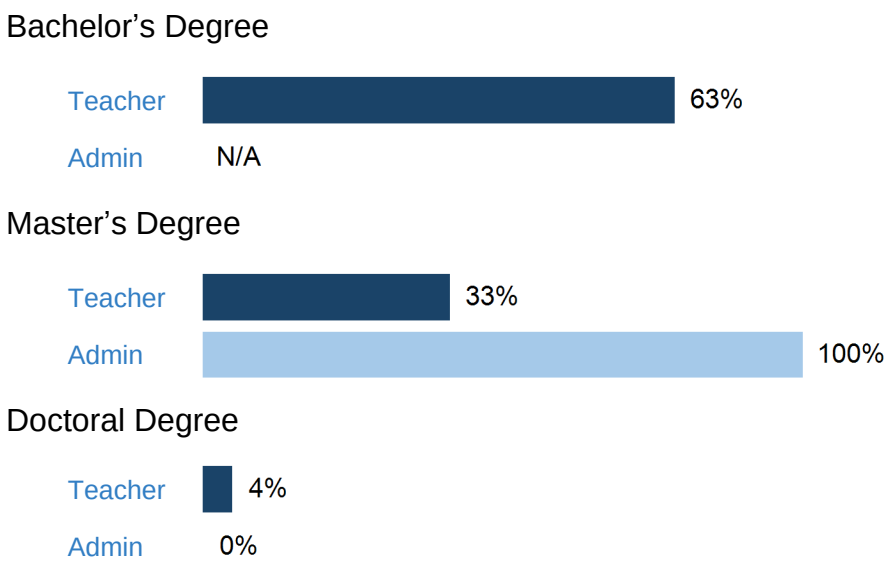
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.3%	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	96.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	40.7%	0.0%
Male	59.3%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	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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School Narrative

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

Highlights:	• School to Work staff members assist Career Center students in finding employment in their Junior and Senior years. • Related instruction provides students with basic skills that are directly coordinated with the vocational shop. • Students must take part in an eight-day prevocational evaluation prior to being admitted into the school.
Mission, Vision, Theme:	The Monmouth County Vocational School District prepares students for an evolving workplace, lifelong learning and further education through specialized academics, career and technical programs and achievement of the New Jersey Student Learning Standards.
Awards, Recognition, Accomplishments:	The Monmouth County Career Center has been recognized as a “New Jersey Star School”, and has received Best Practice Awards in “Supplemental Instruction”, “Peer Mediation”, “Vocational Interactive Multimedia Activities in Educational Technology”, and “Special Education Excellence in Partners in Business”. The purpose of these awards is to recognize programs that have addressed the educational needs of students in New Jersey's public schools.

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Courses, Curriculum, Instruction:	Course Offered: Automotive Services, Baking, Building Services, Building Trades, Food Service, Health Occupations, Horticulture/Floral, Horticulture/Landscaping, Marketing Education, CTE Supplemental Academics, Exploratory Inclusion/Exploratory Readiness, Supermarket Careers, Materials Handling. Computer and Business Applications.
Clubs and Activities:	FFA, Skills USA, HOSA, DECA, Yearbook. Student enterprises are a program hallmark. The mini-mall design of the commons area of the school houses a number of stores providing actual services. These stores dovetail with working shops and include a flower shop, greenhouse, restaurant, bakery, school store, and supermarket. This real-life simulation takes training one step closer to the world of work

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Staff and Professional Learning:	The CC has 20 vocational teachers, 8 special education teachers, 2 prevocational evaluators and 5 Support Staff. All certificated staff complete 20 hours of professional development each year. The PD surrounds improving instructional practice as well as remaining current with industry standards. The CC has a ScIP committee with approximately 20 staff and administration. Faculty collaborate regularly with colleagues during prep time.
Postsecondary Information:	Students graduating from the Career Center typically enter the workforce, attend a teachnical school or attend a Community College. Career Center Guidance counselors faciliatate post-secondary transition by providing information, connecting with outside agencies, completing job applications, community college applications and scholarship applications

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Student Supports and Services:	Support Services offered include two guidance counselors, one social worker, one LDTC and one nurse. Services provided include limited individual therapy, course scheduling, post-graduate planning, attendance counseling, discipline counseling, conflict resoiultion counseling, various group therapy.
Student Health and Wellness:	The CC provides a school nurse to attend to all student health and wellness needs.
Parent and Community Involvement:	Parent Involvement: Have access to Parent Portal to check student progress. Pareants attend an annual Open House night in October. Parents can visit the school and partake in the mini-mall atmostphoere. Community Involvement: Students have the opportunity to participate in SLE activities with local businesses. Students participate in job shadowing activieis with Delicious Orchards, the Manor, CentraState, Hermann construction and others.

NJ SCHOOL PERFORMANCE REPORT

MONMOUTH COUNTY CAREER CENTER
(25-3260-040)
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.

Facilities:	The Career Center is approximately 40 years old. A new addition was added around 2009. The building is comprised of 12 vocational shops, 7 academic classrooms, various personnel offices, faculty room, commons areas, courtyard, fenced in compound, 7 bay garage for equipment storage. The vocational programs have up-to-date equipment and machines. All academic classrooms have technology assest such as projectors, SmartBoards and laptops.

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School Narrative

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Other Information:	"The Monmouth County Career Center is a shared- time vocational high school located on Kozloski Road in Freehold, New Jersey. Our school's specialization is providing special needs students with vocational training while they remain enrolled in their home districts for selected academics, sports, and student activities. The school's role is to provide an environment that exposes students to occupational information, challenges abilities, facilitates decision-making, and is responsive to individual student vocational career needs. The curriculum includes prevocational evaluation, career exploration, skills training, and structured learning experiences. It is structured on an individual basis and allows students to participate in a sequence of programs to acquire occupational skills necessary for entry-level employment. The program begins with a prevocational evaluation (for the most part) in eighth grade. Upon entry to the school, students are placed in career pathway programs based on the result of the prevocational assessment. This is followed by a two year, intensive training program in one of the following areas: auto services, baking, building services, building trades, supermarket careers, food service, health occupations, horticulture/landscaping, marketing education, materials handling, office occupations, and skills discovery. In the final year of school, training may be augmented by a Structured Learning Experience, which allows students to get paid while working part-time up to four days per week in order to develop hands-on experience and employer contacts."