



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

CAMDEN

CAMDEN COUNTY VOCATIONAL

Camden County Technical School-GTC

343 Berlin Cross Keys Road

Sicklerville, NJ 08081

## 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](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

## Grade Span 09-12

### 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 PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	423	378	306
Grade 10	360	398	344
Grade 11	333	310	337
Grade 12	312	310	270
UG	1	1	1
<b>Total</b>	<b>1429</b>	<b>1397</b>	<b>1258</b>

### Full Time vs Shared Time

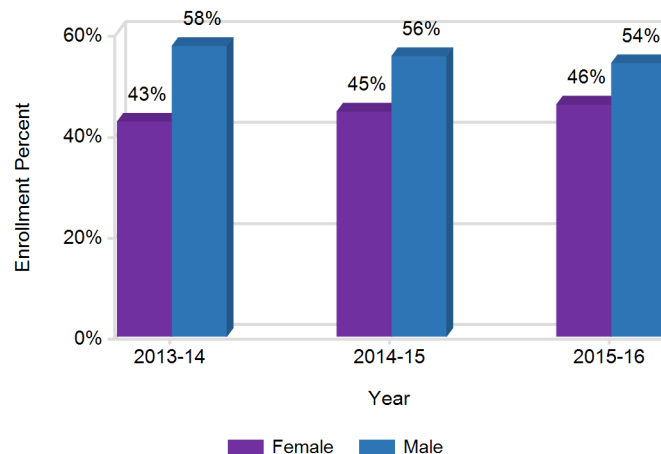
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	1429	1397	1258
Full Time Head Count	1429	1397	1258
Shared Time Head Count	0	0	0

\* 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.

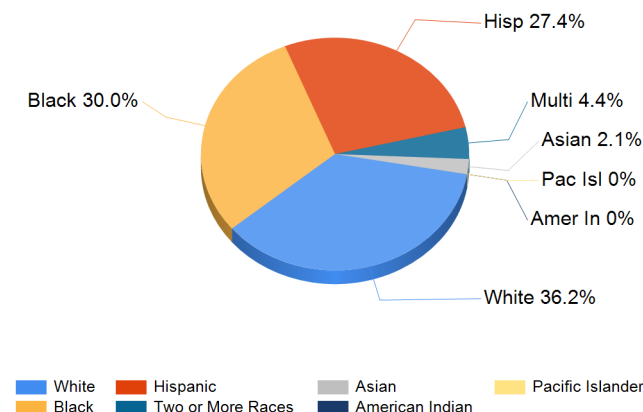
### Enrollment by Gender

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



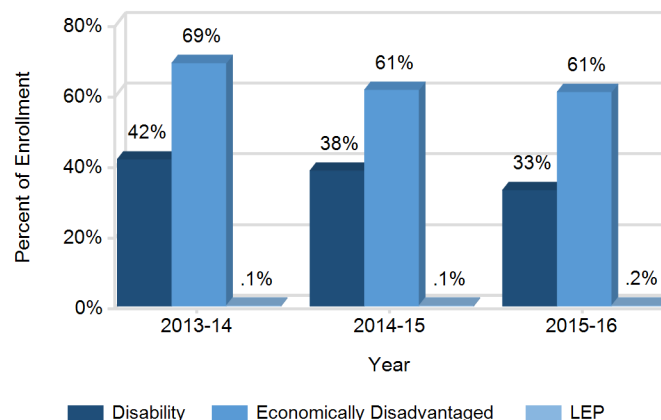
### Enrollment by Ethnic/ Racial Subgroup

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



### 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	94.0%
Spanish	5.2%
Chinese	0.2%
Gujarati	0.2%
Sino-Tibetan languages	0.2%
Other	0.4%



State of New Jersey  
2015-2016

Grade Span 09-12

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	40%	S	31
Mathematics Met or Exceeded Expectations	13%	S	37

## 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	314	40%	31	98%	✓	306	13%	37	98%	✓
White	98	51%	28	97%	✓	93	17%	38	96%	✓
African American	91	29%	23	98%	✓	89	7%	30	98%	✓
Hispanic	103	39%	28	98%	✓	102	10%	30	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	92	9%	51	97%	✓	93	1%	50	97%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	197	36%	30	98%	✓	195	11%	34	98%	✓

State of New Jersey  
2015-2016

Grade Span 09-12



## 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	300	742	740	760	5%	20%	35%	36%	4%	40%	49%
White	125	745	745	762	5%	20%	30%	36%	9%	45%	58%
African American	80	742	737	748	3%	21%	39%	38%	N	38%	30%
Hispanic	77	738	736	751	7%	20%	39%	34%	1%	35%	34%
Asian	S	S	742	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	755	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	170	740	738	749	5%	21%	38%	35%	2%	37%	31%

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



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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
<b>Schoolwide</b>	<b>335</b>	<b>739</b>	<b>736</b>	<b>756</b>	<b>18%</b>	<b>17%</b>	<b>27%</b>	<b>29%</b>	<b>10%</b>	<b>38%</b>	<b>44%</b>
White	106	746	746	758	13%	14%	24%	36%	13%	49%	50%
African American	101	733	730	742	23%	17%	33%	22%	6%	28%	28%
Hispanic	104	738	734	747	18%	20%	25%	27%	10%	37%	33%
Asian	S	S	760	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	S	S	744	756	S	S	S	S	S	S	45%
Students with Disability	S	S	708	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	206	734	732	743	20%	19%	27%	28%	6%	34%	30%

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



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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
<b>Schoolwide</b>	<b>334</b>	<b>737</b>	<b>740</b>	<b>754</b>	<b>20%</b>	<b>18%</b>	<b>27%</b>	<b>28%</b>	<b>8%</b>	<b>35%</b>	<b>40%</b>
White	117	736	736	755	22%	17%	24%	27%	9%	37%	42%
African American	106	738	740	742	19%	16%	27%	31%	7%	38%	30%
Hispanic	93	730	739	748	22%	23%	31%	22%	3%	25%	37%
Asian	S	S	778	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	S	S	S	751	S	S	S	S	S	S	39%
Students with Disability	129	714	715	716	40%	26%	23%	10%	2%	12%	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	213	734	738	745	20%	22%	26%	28%	5%	32%	33%

■ Did Not Yet Meet Expectations
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\*\*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.



State of New Jersey  
2015-2016

Grade Span 09-12

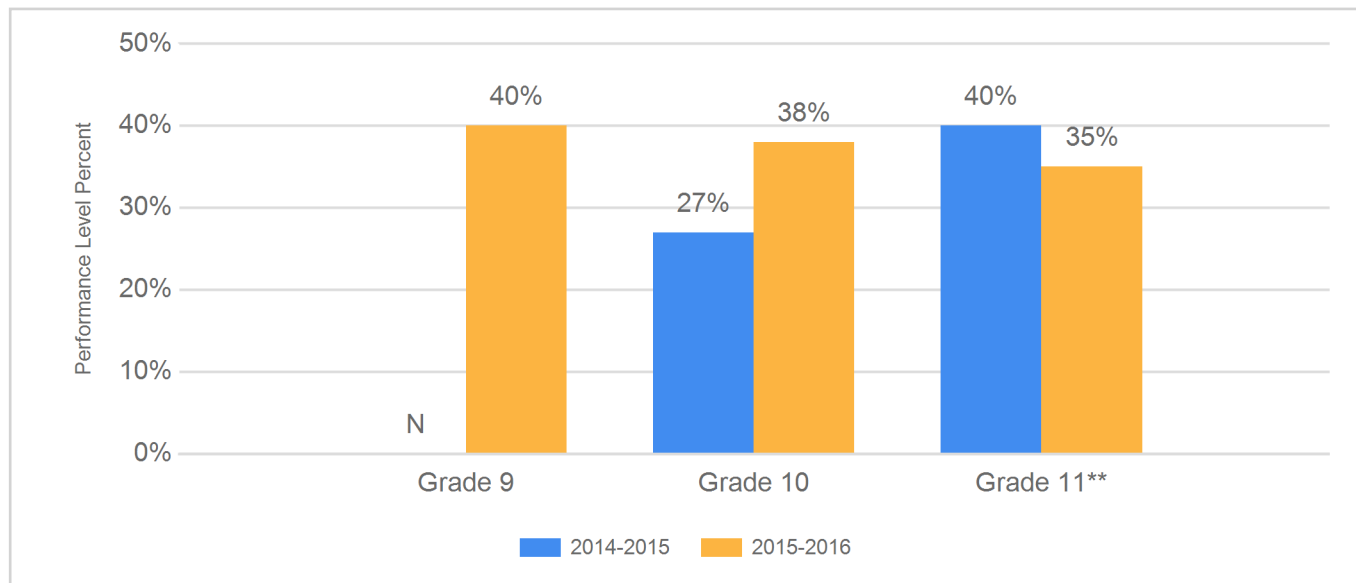
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## PARCC ELA Performance Trends

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



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State of New Jersey  
2015-2016

Grade Span 09-12



## 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
<b>Schoolwide</b>	<b>264</b>	<b>735</b>	<b>735</b>	<b>741</b>	<b>9%</b>	<b>23%</b>	<b>39%</b>	<b>29%</b>	<b>0%</b>	<b>30%</b>	<b>41%</b>
White	105	739	739	743	8%	21%	36%	34%	1%	35%	51%
African American	72	726	728	735	19%	25%	35%	21%	N	21%	20%
Hispanic	71	736	735	740	3%	24%	45%	28%	N	28%	25%
Asian	S	S	741	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	751	741	S	S	S	S	S	S	47%
Students with Disability	66	721	721	715	21%	33%	33%	12%	N	12%	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	159	735	734	738	9%	22%	40%	29%	N	29%	23%

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State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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
<b>Schoolwide</b>	<b>312</b>	<b>725</b>	<b>725</b>	<b>736</b>	<b>7%</b>	<b>43%</b>	<b>38%</b>	<b>12%</b>	<b>0%</b>	<b>12%</b>	<b>27%</b>
White	96	731	731	740	5%	38%	40%	17%	1%	18%	34%
African American	S	S	721	727	S	S	S	S	S	S	9%
Hispanic	S	S	724	731	S	S	S	S	S	S	13%
Asian	S	S	749	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	18	729	732	733	6%	39%	33%	22%	N	22%	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	S	S	723	729	S	S	S	S	S	S	12%

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State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>704</b>	<b>735</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	117	708	708	742	41%	30%	18%	11%	N	11%	31%
African American	S	S	S	712	S	S	S	S	S	S	8%
Hispanic	S	S	702	719	S	S	S	S	S	S	12%
Asian	S	S	748	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	S	S	715	739	S	S	S	S	S	S	34%
Students with Disability	S	S	686	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	701	715	S	S	S	S	S	S	11%

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 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

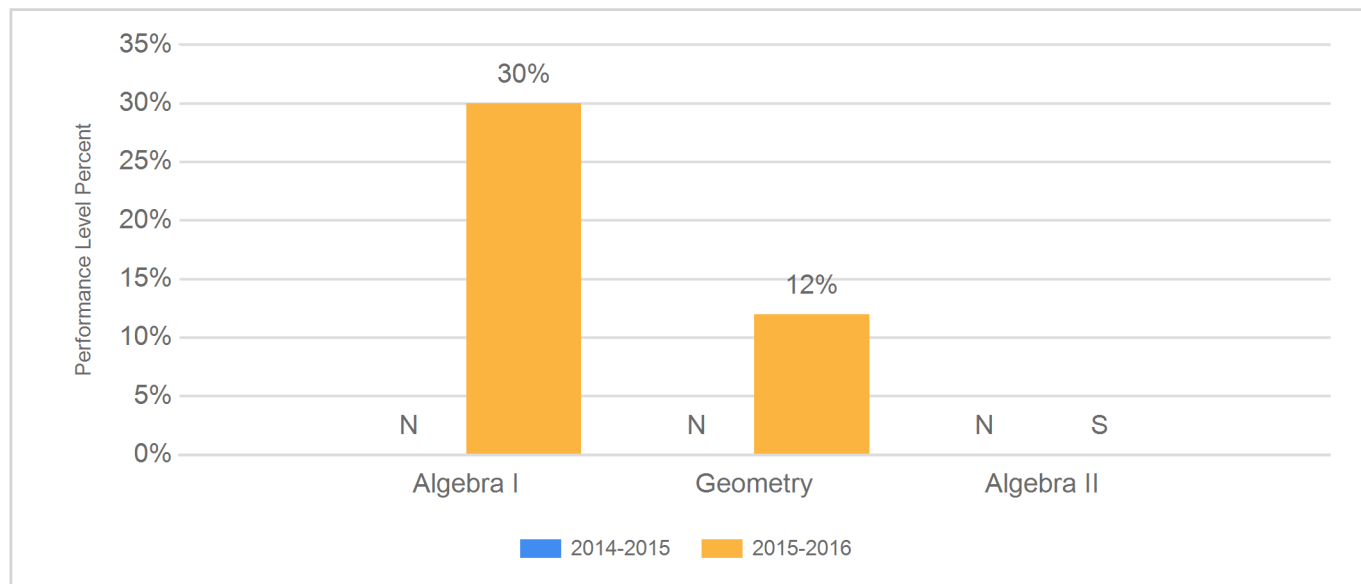
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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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.

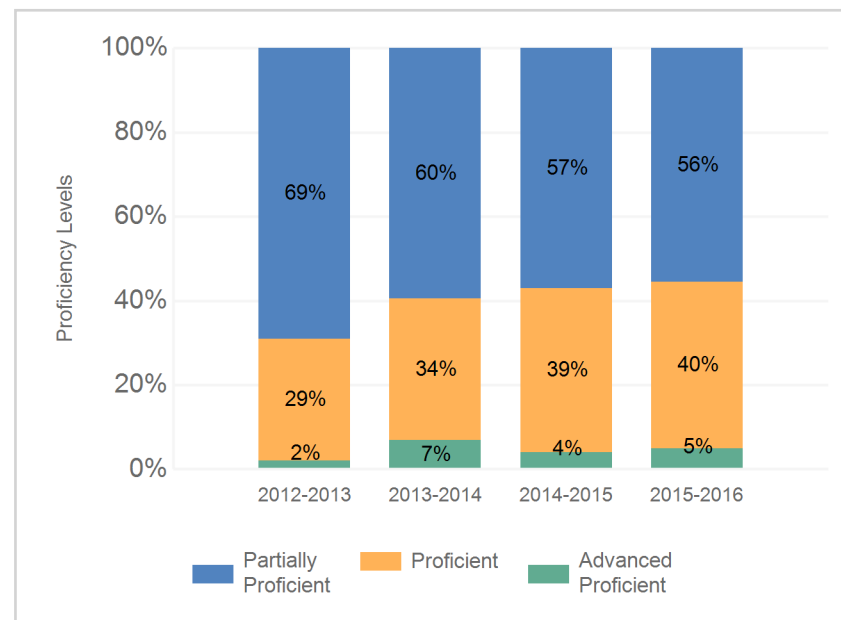
### Proficiency Outcomes - Biology

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%	40%	56%
White	9%	48%	44%
African American	1%	36%	63%
Hispanic	3%	33%	64%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	11%	47%	42%
Students with Disability	2%	12%	86%
English Language Learners	N	N	N
Economically Disadvantaged Students	2%	34%	63%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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	27.1%	95.5%
Percent of Students Participating in SAT	27.3%	58.0%
Percent of Students Participating in ACT	4.1%	27.6%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	936	950
<b>SAT</b>	-	-
Reading and Writing	476	537
Math	470	538
<b>ACT</b>	-	-
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
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	44%	71%
Math	530	23%	53%
<b>ACT</b>	-	-	-
Reading	22	45%	58%
English	18	64%	74%
Math	22	55%	61%
Science	23	45%	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.

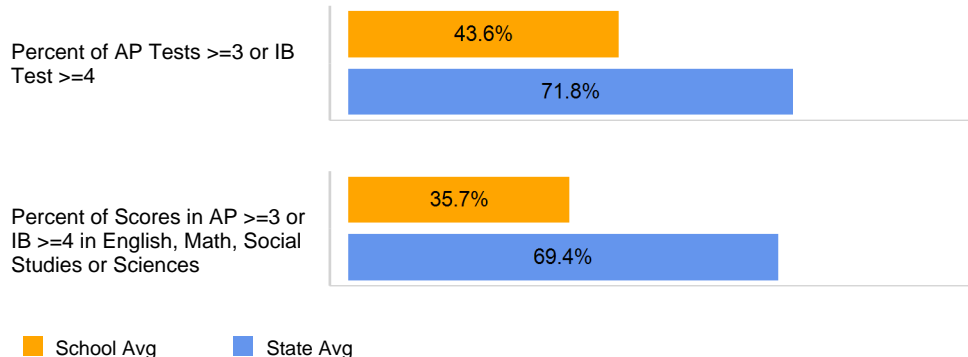
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1015	910	820
<b>SAT</b>	-	-	-
Reading and Writing	540	455	400
Math	520	460	400
<b>ACT</b>	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

State of New Jersey  
2015-2016

Grade Span 09-12

### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  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 Calculus AB	11	0
AP English Language and Composition	36	35
AP English Literature and Composition	14	15
AP Spanish Language	7	7
AP U.S. History	25	26
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		27

### 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	10.4%	39.1%
One of More Test	10.2%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	9.2%	26.6%
Participating in Dual Enrollment	17.6%	15.4%



State of New Jersey  
2015-2016

Grade Span 09-12

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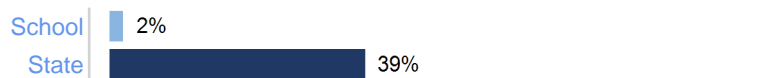
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



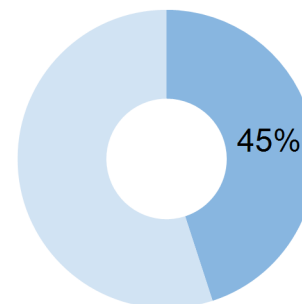
### DANCE



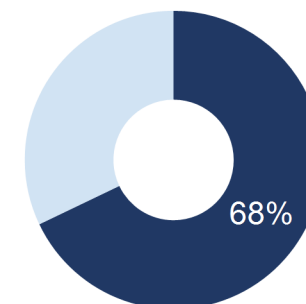
### VISUAL ARTS



### Any Visual and Performing Arts



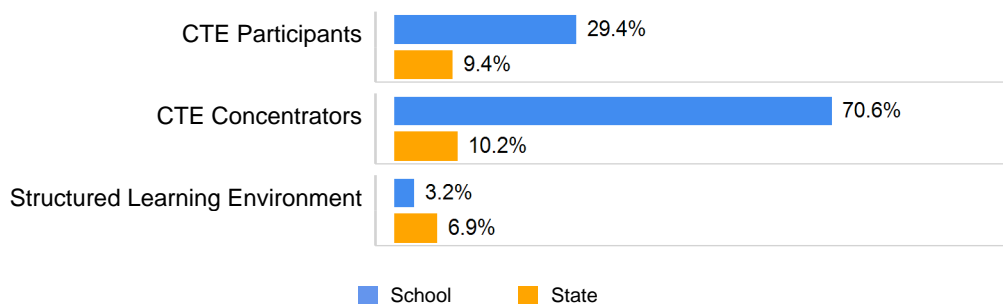
School



State

## 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.



School State



State of New Jersey  
2015-2016

Grade Span 09-12

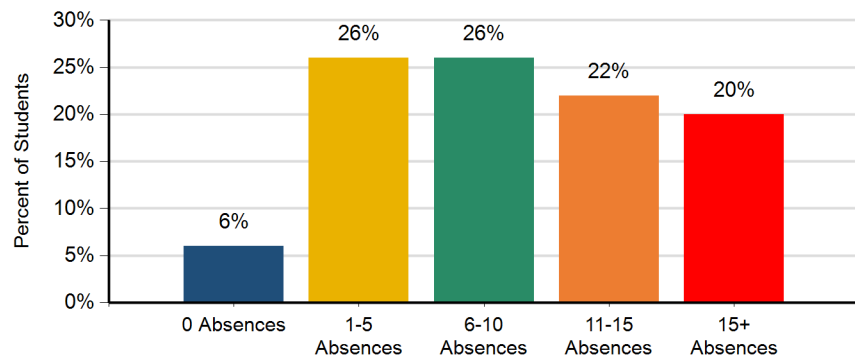
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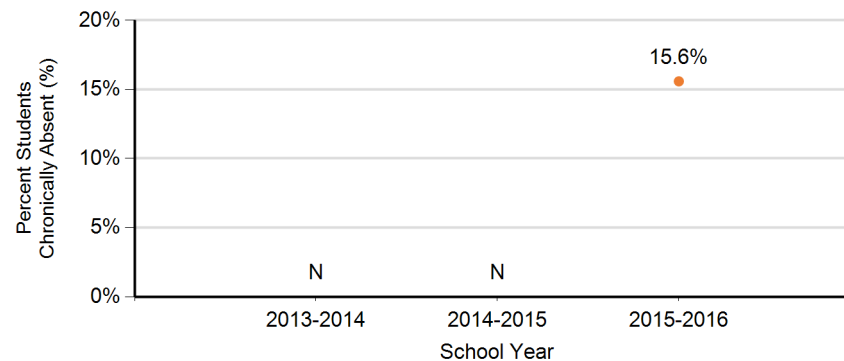
## Absenteeism

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.







State of New Jersey  
2015-2016

Grade Span 09-12

### 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	94.9%	20	81%
White	91.4%	7	
African American	97%	24	
Hispanic	95.7%	26	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	95.5%	29	
English Language Learners	N	N	
Economically Disadvantaged Students	94.5%	19	

### 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	0.2%	1.2%
White	0.4%	0.6%
African American	N	2.6%
Hispanic	0.3%	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	0.2%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.4%	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-040

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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	92%	93%
2014	94%	94%
2015	96%	97%
2016	95%	

### 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	51.2%	70.3%	29.7%
White	49.0%	74.5%	25.5%
African American	51.6%	62.5%	37.5%
Hispanic	54.0%	72.3%	27.7%
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	32.1%	88.9%	11.1%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	49.2%	69.2%	30.8%



State of New Jersey  
2015-2016

Grade Span 09-12

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### 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. 51 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	6 Hrs. 39 Mins.
Shared Time	0 Hrs. 0 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	9:1
Administrator	105:1

### Student Suspension Rate

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

	School
2015-16	46.6%

### 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	90%



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-030

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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](mailto:njsmart@pcgus.com)



# State of New Jersey 2015-2016

## Grade Span 09-12

### 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 PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	193	186	219
Grade 10	211	184	184
Grade 11	178	187	148
Grade 12	190	164	174
UG	0	0	0
<b>Total</b>	<b>772</b>	<b>721</b>	<b>725</b>

### Full Time vs Shared Time

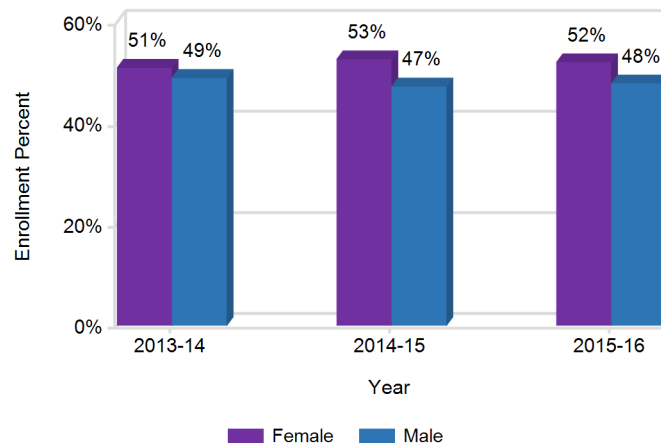
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	772	721	725
Full Time Head Count	772	721	725
Shared Time Head Count	0	0	0

\* 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.

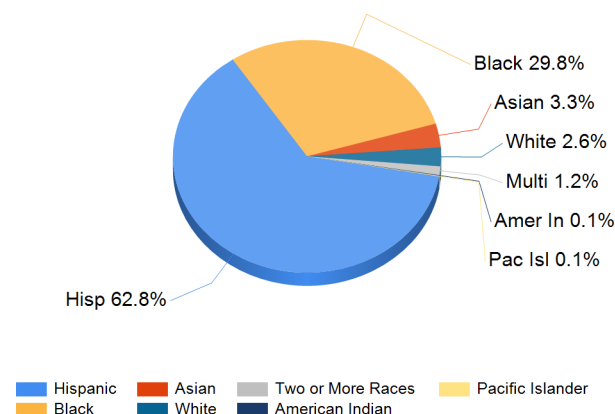
### Enrollment by Gender

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



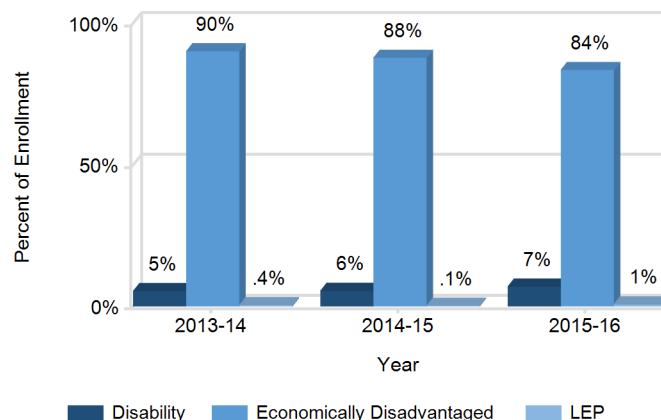
### Enrollment by Ethnic/ Racial Subgroup

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



### 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	79.3%
Spanish	19.3%
Vietnamese	1.0%
Mon-Khmer languages	0.3%
Chinese	0.1%



State of New Jersey  
2015-2016

Grade Span 09-12

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	29%	S	29
Mathematics Met or Exceeded Expectations	11%	S	33

## 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	161	29%	29	99%	✓	161	11%	33	99%	✓
White	S	S	S	S		S	S	S	S	
African American	43	19%	21	98%	✓	43	N	26	99%	✓
Hispanic	109	28%	32	99%	✓	108	10%	34	99%	✓
American Indian	N	N	N	N		N	N	N	N	
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	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	126	27%	32	99%	✓	125	10%	39	99%	✓



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-030

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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	221	736	740	760	9%	22%	38%	29%	2%	31%	49%
White	S	S	745	762	S	S	S	S	S	S	58%
African American	64	731	737	748	13%	30%	27%	31%	N	31%	30%
Hispanic	139	735	736	751	9%	21%	43%	25%	3%	27%	34%
Asian	S	S	742	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	755	765	S	S	S	S	S	S	53%
Students with Disability	17	721	722	718	18%	41%	29%	12%	N	12%	12%
English Language Learners	S	S	S	733	S	S	S	S	S	S	4%
Economically Disadvantaged Students	188	736	738	749	9%	21%	39%	29%	2%	30%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-12

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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
<b>Schoolwide</b>	<b>181</b>	<b>730</b>	<b>736</b>	<b>756</b>	<b>18%</b>	<b>25%</b>	<b>28%</b>	<b>25%</b>	<b>3%</b>	<b>29%</b>	<b>44%</b>
White	S	S	746	758	S	S	S	S	S	S	50%
African American	53	724	730	742	23%	30%	26%	15%	6%	21%	28%
Hispanic	119	730	734	747	17%	24%	31%	28%	1%	29%	33%
Asian	S	S	760	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	S	S	744	756	S	S	S	S	S	S	45%
Students with Disability	12	726	708	708	25%	N	58%	17%	N	17%	11%
English Language Learners	S	S	S	718	S	S	S	S	S	S	4%
Economically Disadvantaged Students	145	730	732	743	17%	27%	28%	26%	3%	28%	30%

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





State of New Jersey  
2015-2016

Grade Span 09-12

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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
<b>Schoolwide</b>	<b>155</b>	<b>747</b>	<b>740</b>	<b>754</b>	<b>7%</b>	<b>15%</b>	<b>29%</b>	<b>41%</b>	<b>8%</b>	<b>49%</b>	<b>40%</b>
White	S	S	736	755	S	S	S	S	S	S	42%
African American	53	744	740	742	6%	19%	34%	34%	8%	42%	30%
Hispanic	90	748	739	748	8%	14%	27%	43%	8%	51%	37%
Asian	S	S	778	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	S	S	753	751	S	S	S	S	S	S	39%
Students with Disability	11	728	715	716	18%	9%	55%	18%	N	18%	13%
English Language Learners	S	S	S	742	S	S	S	S	S	S	8%
Economically Disadvantaged Students	124	746	738	745	8%	14%	28%	43%	7%	50%	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.



State of New Jersey  
2015-2016

Grade Span 09-12

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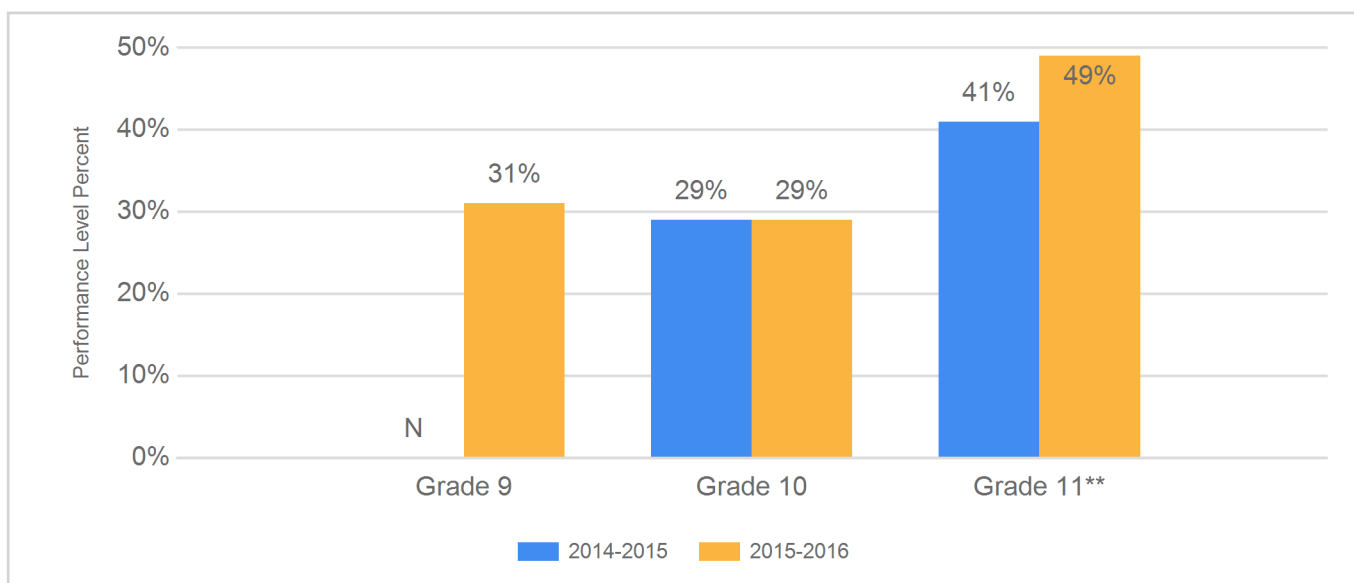
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## PARCC ELA Performance Trends

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



\*\*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.



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-030

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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
<b>Schoolwide</b>	<b>181</b>	<b>734</b>	<b>735</b>	<b>741</b>	<b>8%</b>	<b>24%</b>	<b>43%</b>	<b>26%</b>	<b>N</b>	<b>26%</b>	<b>41%</b>
White	S	S	739	743	S	S	S	S	S	S	51%
African American	57	731	728	735	9%	21%	49%	21%	N	21%	20%
Hispanic	111	734	735	740	7%	25%	41%	26%	N	26%	25%
Asian	S	S	741	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	751	741	S	S	S	S	S	S	47%
Students with Disability	S	S	721	715	S	S	S	S	S	S	10%
English Language Learners	S	S	S	731	S	S	S	S	S	S	9%
Economically Disadvantaged Students	153	733	734	738	9%	24%	43%	24%	N	24%	23%

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



State of New Jersey  
2015-2016

Grade Span 09-12

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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
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>725</b>	<b>736</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	731	740	S	S	S	S	S	S	34%
African American	S	S	721	727	S	S	S	S	S	S	9%
Hispanic	116	725	724	731	3%	49%	37%	10%	N	10%	13%
Asian	S	S	749	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	S	S	732	733	S	S	S	S	S	S	29%
Students with Disability	S	S	709	713	S	S	S	S	S	S	5%
English Language Learners	S	S	S	715	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	723	729	S	S	S	S	S	S	12%

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



State of New Jersey  
2015-2016

Grade Span 09-12

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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
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>704</b>	<b>735</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	708	742	S	S	S	S	S	S	31%
African American	S	S	698	712	S	S	S	S	S	S	8%
Hispanic	S	S	702	719	S	S	S	S	S	S	12%
Asian	S	S	748	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	S	S	715	739	S	S	S	S	S	S	34%
Students with Disability	S	S	686	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	706	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	701	715	S	S	S	S	S	S	11%

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



State of New Jersey  
2015-2016

Grade Span 09-12

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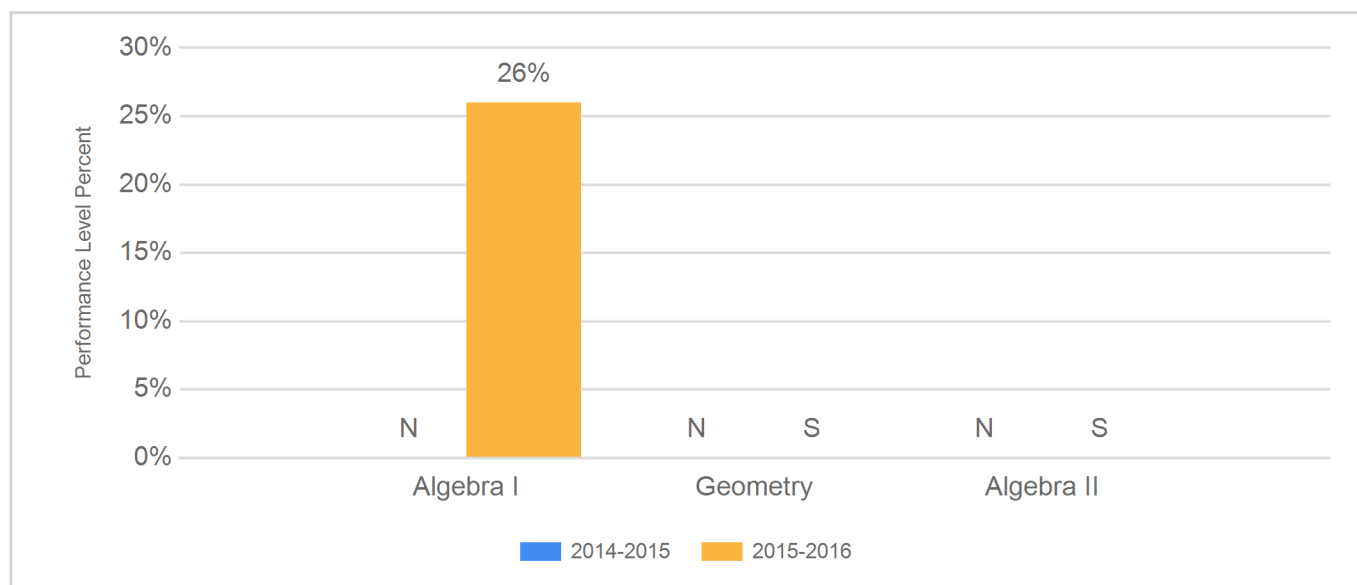
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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 09-12

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.

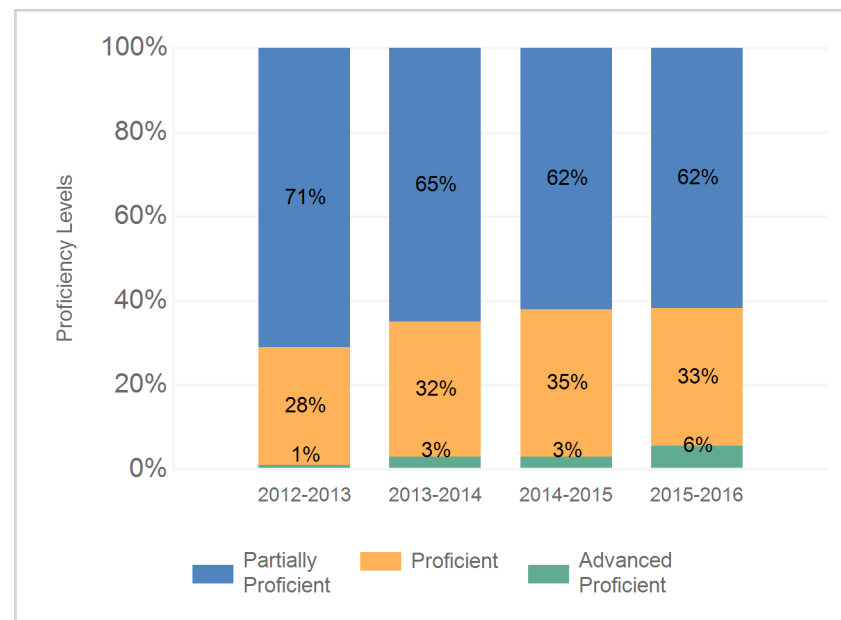
### Proficiency Outcomes - Biology

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	6%	33%	62%
White	S	S	S
African American	2%	19%	79%
Hispanic	5%	38%	57%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	43%	57%
English Language Learners	S	S	S
Economically Disadvantaged Students	6%	31%	63%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-12

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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	55.1%	95.5%
Percent of Students Participating in SAT	40.4%	58.0%
Percent of Students Participating in ACT	9.2%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	855	950
<b>SAT</b>	-	-
Reading and Writing	450	537
Math	446	538
<b>ACT</b>	-	-
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
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	32%	71%
Math	530	14%	53%
<b>ACT</b>	-	-	-
Reading	22	6%	58%
English	18	19%	74%
Math	22	13%	61%
Science	23	6%	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
<b>PSAT</b>	920	840	790
<b>SAT</b>	-	-	-
Reading and Writing	490	450	400
Math	500	440	390
<b>ACT</b>	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



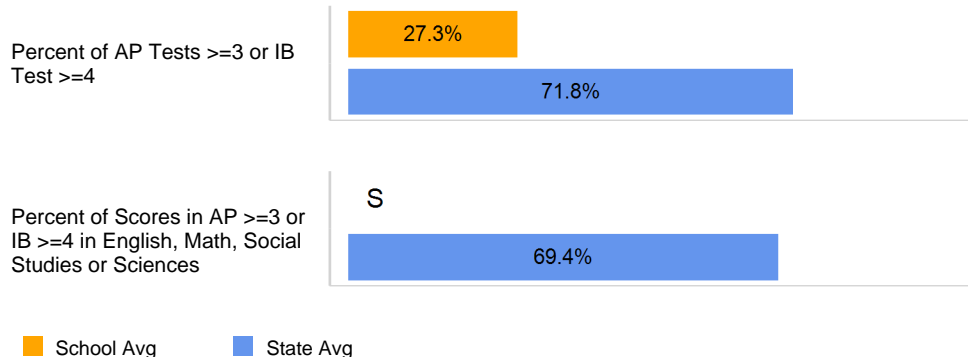


State of New Jersey  
2015-2016

Grade Span 09-12

## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  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 Language and Composition	22	19
AP English Literature and Composition	16	15
AP Spanish Language	8	8
AP U.S. Government and Politics	0	1
AP U.S. History	6	5
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		12

## 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	14.6%	39.1%
One of More Test	13.7%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	11.8%	26.6%
Participating in Dual Enrollment	23.9%	15.4%



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-030

CAMDEN

CAMDEN COUNTY VOCATIONAL

Camden County Technical School-Pennsauken

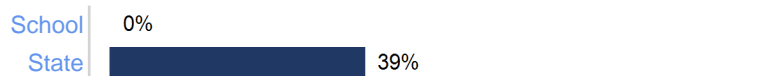
6008 Browning Road

Pennsauken, NJ 08109

## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



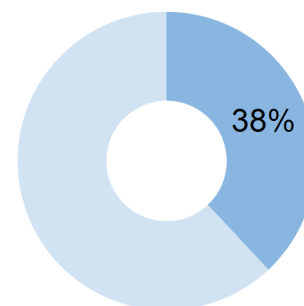
### DANCE



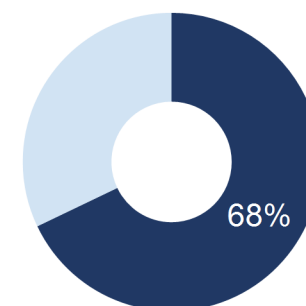
### VISUAL ARTS



### Any Visual and Performing Arts



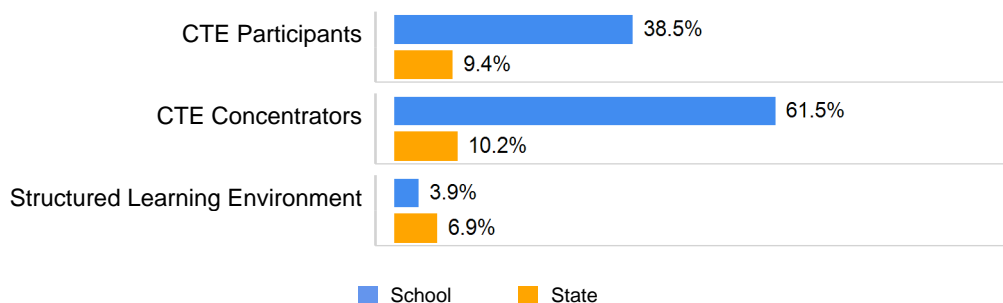
School



State

## 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.



■ School ■ State



State of New Jersey  
2015-2016

Grade Span 09-12

07-0700-030

CAMDEN

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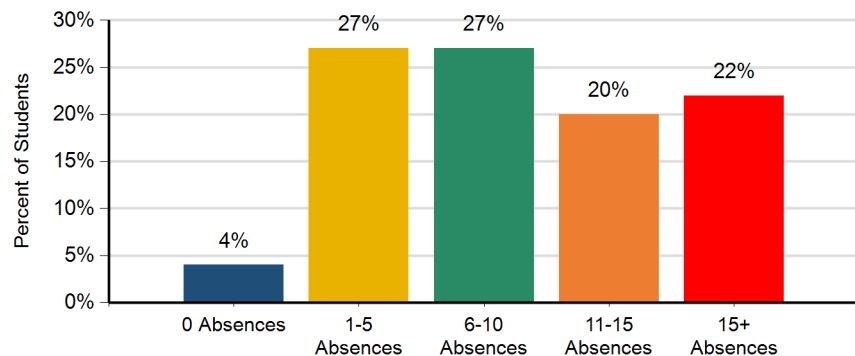
Camden County Technical School-Pennsauken

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Pennsauken, NJ 08109

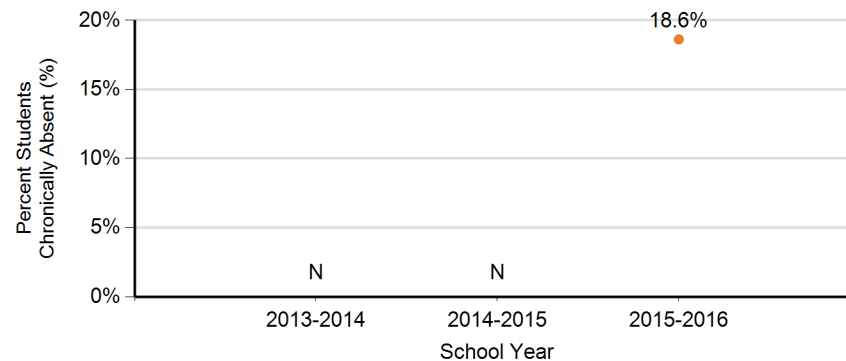
## Absenteeism

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.





State of New Jersey  
2015-2016

Grade Span 09-12

### 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	96%	30	81%
White	S	S	
African American	97.9%	31	
Hispanic	94.7%	19	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	96.6%	31	

### 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	N	1.2%
White	N	0.6%
African American	N	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	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



State of New Jersey  
2015-2016

Grade Span 09-12

### 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	93%	93%
2014	92%	92%
2015	93%	93%
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	64.0%	65.0%	35.0%
White	S	S	S
African American	63.6%	48.6%	51.4%
Hispanic	68.1%	71.0%	29.0%
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	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	63.3%	69.3%	30.7%



State of New Jersey  
2015-2016

Grade Span 09-12

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### 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. 51 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. 39 Mins.
Shared Time	0 Hrs. 0 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	11:1
Administrator	112:1

### Student Suspension Rate

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

	School
2015-16	42.9%

### 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	90%