



Camden County Technical School-GTC

(07-0700-040)

Grades Offered: 09-12

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Camden
District	Camden County Technical School District
Principal Name	Mrs. Wanda Pichardo
Address	343 Berlin Cross Keys Road Sicklerville, NJ 08081
Phone Number	856-767-7000
Email Address	wpichardo@ccts.net
Website	http://www.ccts.org
Facebook	https://www.facebook.com/CamdenCountyTech
Twitter	https://twitter.com/CCTS NJ



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	274	398	373
10	325	270	391
11	330	301	256
12	320	312	283
Total	1,249	1,281	1,303

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	49.6%	49.3%
Male	52.7%	50.4%	50.7%
Economically Disadvantaged Students	58.6%	55.3%	50.7%
Students with Disabilities	26.9%	20.8%	16.7%
English Learners	0.1%	0.2%	0.2%
Homeless Students	1.4%	1.0%	1.5%
Students in Foster Care	0.4%	0.2%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	37.6%	39.3%	40.5%
Hispanic	27.1%	25.6%	25.4%
Black or African American	29.7%	29.2%	28.0%
Asian	1.4%	1.6%	2.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	4.2%	4.1%	3.8%

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	2016-17	2017-18	2018-19
Full Time Students	1,249	1,281	1,303
Shared Time Students	0	0	0
Full Time Equivalent	1,249	1,281	1,303

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	92.6%
Spanish	6.8%
Other Languages	0.6%



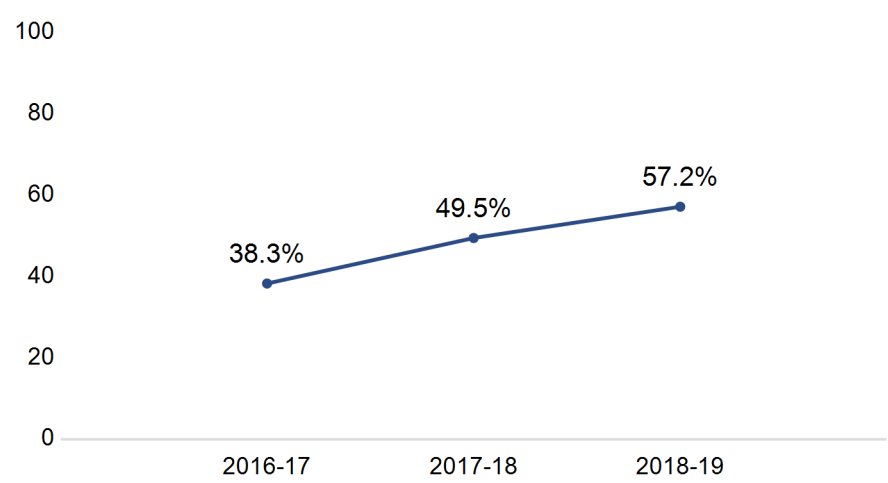
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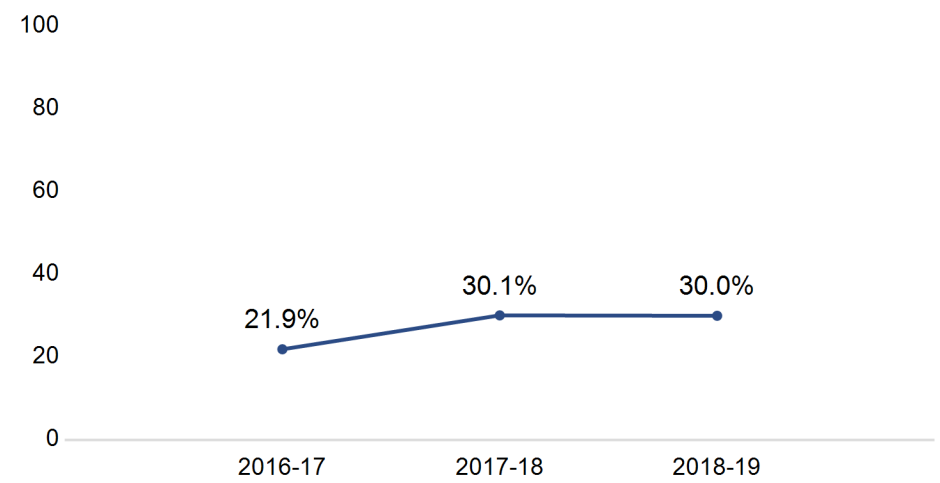
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	100.0%	100.0%	98.8%	99.8%	100.0%
Proficiency Rate for Federal Accountability	38.3%	49.5%	57.2%	21.9%	30.1%	30.0%
Annual Target	42.1%	44.1%	46.1%	16.1%	19.4%	22.8%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	762	100.0	57.2	52.8	57.9	57.2	46.1	Met Target
White	295	100.0	56.3	54.3	66.9	56.3	55.3	Met Target
Hispanic	191	100.0	54.5	48.3	43.9	54.5	45	Met Target
Black or African American	221	100.0	56.1	51.6	38.5	56.1	36.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	N	N
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	33	100.0	72.7	*	64.4	72.7	54.7	Met Target
Female	381	100.0	65.4	61.1	64.8	65.4		
Male	381	100.0	49.1	44.7	51.3	49.1		
Economically Disadvantaged Students	395	100.0	56.5	50.6	40.0	56.5	42.6	Met Target
Non-Economically Disadvantaged Students	367	100.0	58.0	56.4	67.9	58.0		
Students with Disabilities	119	100.0	22.7	21.7	22.7	22.7	19.4	Met Target
Students without Disabilities	643	100.0	63.6	57.1	65.1	63.6		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	75.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



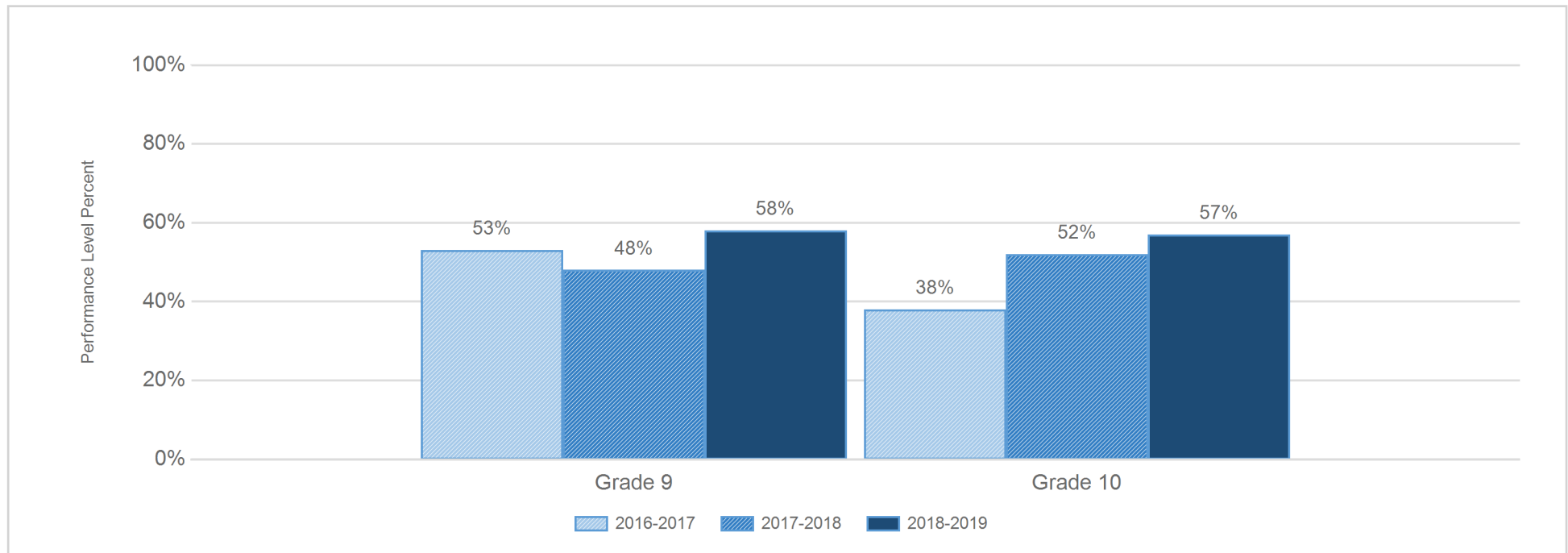
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	373	754	752	753	4%	13%	25%	46%	12%	58%	56%
White	142	755	752	762	*	*	23%	44%	15%	58%	65%
Hispanic	101	752	749	737	*	15%	34%	*	*	50%	40%
Black or African American	103	753	751	732	*	13%	23%	*	*	59%	33%
Asian, Native Hawaiian, or Pacific Islander	11	775	*	783	0%	*	*	*	*	73%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	16	765	*	761	*	*	*	*	*	88%	63%
Female	175	760	758	760	*	*	25%	51%	14%	65%	63%
Male	198	749	746	746	*	*	26%	41%	11%	52%	49%
Economically Disadvantaged Students	196	752	750	734	*	*	26%	*	*	56%	36%
Non-Economically Disadvantaged Students	177	757	755	762	*	*	24%	*	*	60%	65%
Students with Disabilities	56	732	730	717	*	*	39%	*	*	23%	17%
Students without Disabilities	317	758	755	760	*	*	23%	*	*	64%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	373	754	752	755	4%	13%	25%	46%	12%	58%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	390	757	752	757	8%	12%	24%	41%	16%	57%	58%
White	154	756	*	767	11%	12%	23%	39%	16%	55%	67%
Hispanic	90	760	751	738	*	*	28%	42%	18%	60%	43%
Black or African American	118	751	745	733	8%	16%	22%	44%	9%	53%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	17	762	*	766	*	0%	*	*	*	59%	65%
Female	206	764	760	766	*	*	21%	47%	18%	66%	66%
Male	184	749	745	749	*	*	27%	33%	14%	47%	51%
Economically Disadvantaged Students	199	755	749	735	8%	11%	24%	45%	13%	57%	40%
Non-Economically Disadvantaged Students	191	759	757	767	8%	12%	24%	36%	20%	56%	67%
Students with Disabilities	63	722	*	711	29%	22%	27%	22%	0%	22%	19%
Students without Disabilities	327	763	*	765	4%	9%	23%	44%	19%	63%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	739	100.0	30.0	26.9	44.5	30.0	22.8	Met Target
White	287	100.0	38.0	36.0	54.1	38.0	26.6	Met Target
Hispanic	185	100.0	28.1	23.6	28.8	28.1	20.3	Met Target
Black or African American	216	100.0	19.0	17.6	23.0	19.0	17.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	32	100.0	25.0	*	53.3	25.0	30.2	Met Target†
Female	370	100.0	26.5	25.4	44.9	26.5		
Male	369	100.0	33.6	28.3	44.2	33.6		
Economically Disadvantaged Students	378	100.0	28.8	24.5	26.3	28.8	21.2	Met Target
Non-Economically Disadvantaged Students	361	100.0	31.3	30.7	54.9	31.3		
Students with Disabilities	120	100.0	13.3	13.7	17.4	13.3	12.9	Met Target
Students without Disabilities	619	100.0	33.3	28.8	50.0	33.3		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	30.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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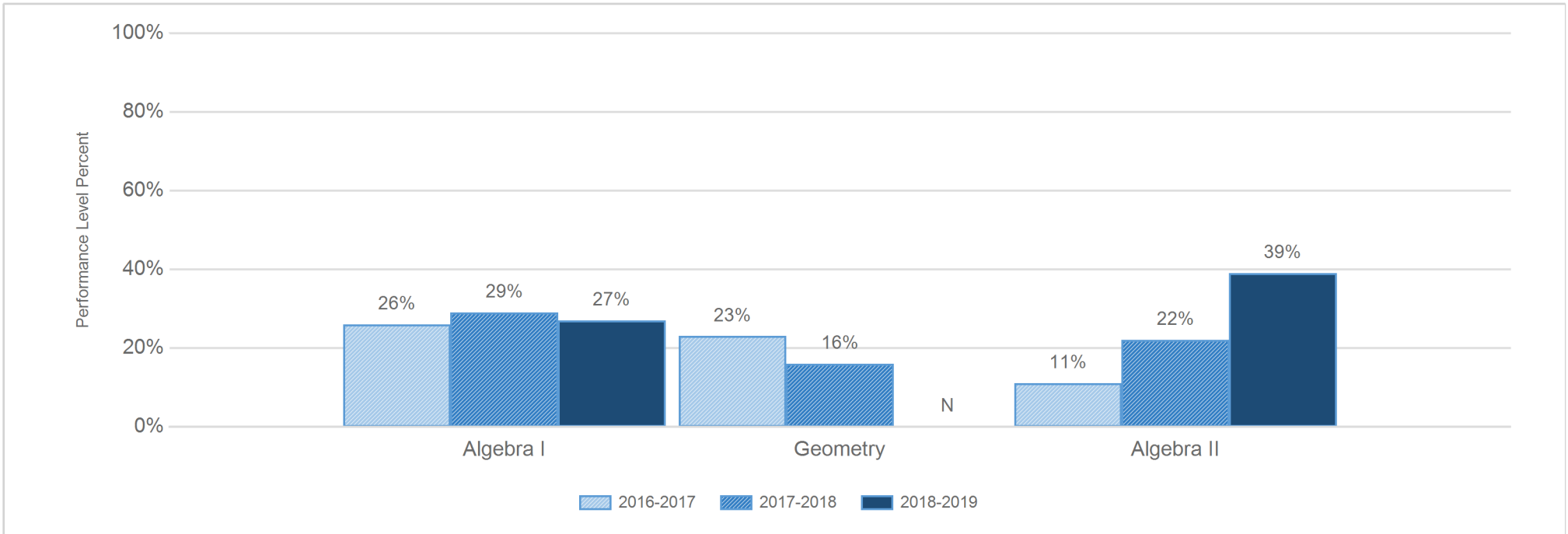
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	546	736	735	744	4%	32%	38%	*	*	27%	42%
White	201	739	738	752	*	*	35%	34%	0%	34%	53%
Hispanic	144	735	733	728	*	33%	38%	*	*	26%	24%
Black or African American	171	732	731	725	*	33%	43%	*	*	18%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	24	735	*	752	*	*	*	*	*	29%	51%
Female	264	734	734	745	4%	34%	37%	*	*	25%	44%
Male	282	737	735	743	4%	29%	39%	*	*	29%	41%
Economically Disadvantaged Students	285	736	734	727	4%	31%	39%	*	*	27%	23%
Non-Economically Disadvantaged Students	261	736	736	752	4%	32%	37%	*	*	27%	52%
Students with Disabilities	112	724	724	717	*	57%	25%	*	*	13%	12%
Students without Disabilities	434	739	736	748	*	25%	41%	*	*	31%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	736	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	*	737	N	N	N	N	N	N	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	*	738	N	N	N	N	N	N	36%
Male	N	N	N	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	*	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	196	740	738	755	9%	18%	35%	*	*	39%	58%
White	88	744	*	758	*	15%	30%	*	*	47%	62%
Hispanic	41	735	734	731	*	29%	*	34%	0%	34%	34%
Black or African American	45	737	735	725	*	*	58%	22%	0%	22%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	108	736	735	752	*	18%	41%	*	*	31%	55%
Male	88	746	743	758	*	18%	27%	*	*	49%	62%
Economically Disadvantaged Students	93	737	735	729	*	23%	32%	*	*	34%	32%
Non-Economically Disadvantaged Students	103	744	742	761	*	14%	37%	*	*	43%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	196	740	738	755	9%	18%	35%	*	*	39%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Camden County Technical School-GTC

(07-0700-040)

Grades Offered: 09-12

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



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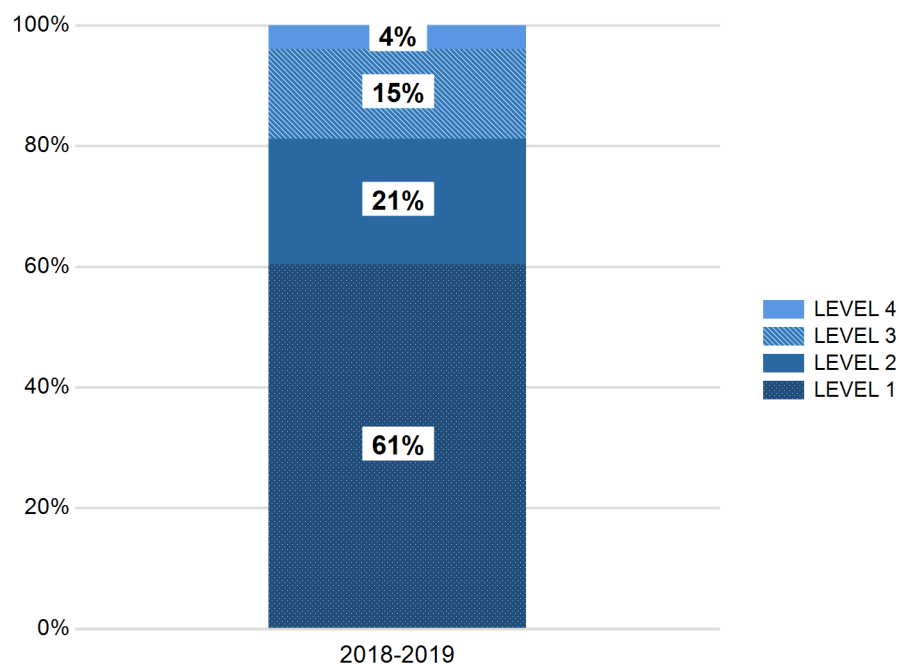
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	21	15	4
White	49	27	19	6
Hispanic	69	13	16	1
Black or African American	71	19	10	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	28	16	1
Male	67	14	13	7
Economically Disadvantaged Students	65	21	11	2
Non-Economically Disadvantaged Students	56	21	18	5
Students with Disabilities	76	14	10	0
Students without Disabilities	58	22	16	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	30.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	55.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	478	476	Grade 10: 430 Grade 11: 460	67%	61%
PSAT 10/NMSQT - Math	482	477	Grade 10: 480 Grade 11: 510	38%	43%
SAT - Reading and Writing	500	539	480	54%	70%
SAT - Math	500	541	530	34%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



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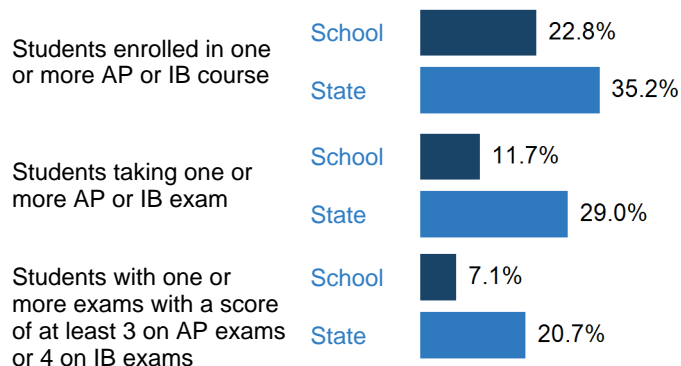
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



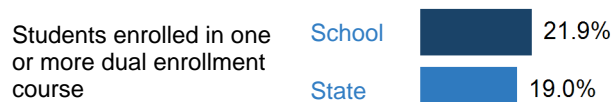
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	7	0
AP Calculus AB	6	0
AP Calculus BC	0	1
AP Chemistry	2	0
AP Computer Science A	0	1
AP Computer Science Principles	0	1
AP English Language and Composition	94	33
AP English Literature and Composition	5	5
AP Macroeconomics	13	0
AP Microeconomics	4	0
AP Physics 1	0	1
AP Physics B	2	0
AP Spanish Language	12	12
AP Statistics	3	0
AP U.S. History	56	36
IB Chemistry	1	0

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		90
Exams with scores of at least 3 on AP exams or 4 on IB exams		53



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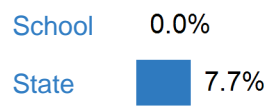
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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

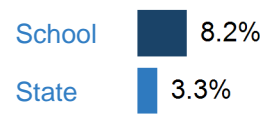
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	99.5%	7.7%	10.3%
White	0.0%	99.2%	6.1%	9.6%
Hispanic	0.0%	99.7%	10.3%	11.3%
Black or African American	0.0%	100.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	98.0%	6.8%	12.1%
Female	0.0%	99.2%	7.3%	10.6%
Male	0.0%	99.8%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	99.8%	10.4%	11.8%
Students with Disabilities	0.0%	100.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	100.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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 | 1.2%

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	11		
Architecture & Construction	148	*	*
Arts, AV Technology & Communications	214		
Business Management & Administration	75		
Education and Training	37		
Government & Public Administration	69		
Health Science	114		
Hospitality & Tourism	151		
Human Services	77		
Information Technology	56		
Law, Public Safety, Corrections & Security	46	*	*
Manufacturing	34		
Science, Technology, Engineering & Mathematics	177		
Transportation, Distribution & Logistics	88		
Total (All Clusters)	1,297	15	24



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	299	0	5	0	0	0	68
10	29	0	29	24	0	0	308
11	0	0	155	56	0	4	41
12	0	0	13	31	6	21	38
Total	328	0	202	111	6	25	455
Enrolled in AP/IB Course					6	3	0
Enrolled in Dual Enrollment Course	0	0	0	27	6	3	38

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	110	0	0	262	0	0
10	287	98	0	5	0	0
11	0	179	0	10	66	1
12	8	9	0	3	6	35
Total	405	286	0	280	72	36
Enrolled in AP/IB Course	7	3		0	2	0
Enrolled in Dual Enrollment Course	8	4	0	0	5	2



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	345	0	0	0	0	0
10	34	85	0	0	0	0
11	3	245	0	0	0	0
12	4	218	17	16	9	6
Total	386	548	17	16	9	6
Enrolled in AP/IB Course	0	56	17	0		0
Enrolled in Dual Enrollment Course	3	20	17	16	9	6

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	1	0	0	0	0	0	0
10	371	0	0	0	0	0	0
11	68	0	0	0	0	0	0
12	156	1	0	0	0	0	2
Total	596	1	0	0	0	0	2
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	34	1	0	0	0	0	2
Enrolled in Level 3 or Higher	9	0	0	0	0	0	2



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	13	0	0
10	0	0	0	12	0	0
11	0	0	0	3	0	0
12	17	0	0	13	0	0
Total	17	0	0	41	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	17	0	0	10	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



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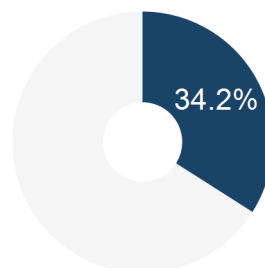
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Visual and Performing Arts – Course Participation

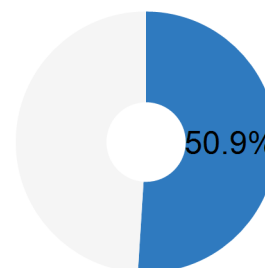
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

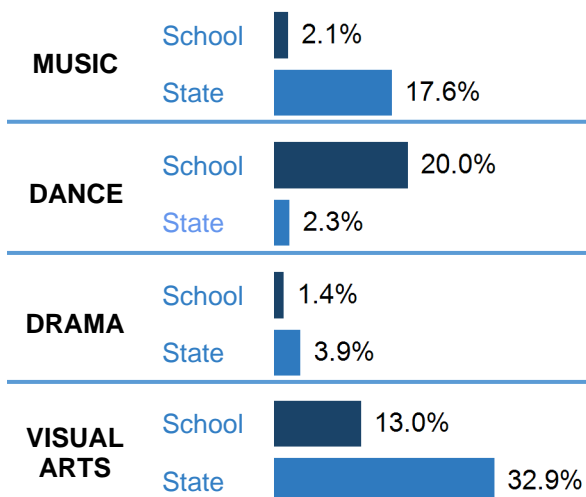


School



State

Students enrolled in one or more classes by discipline:





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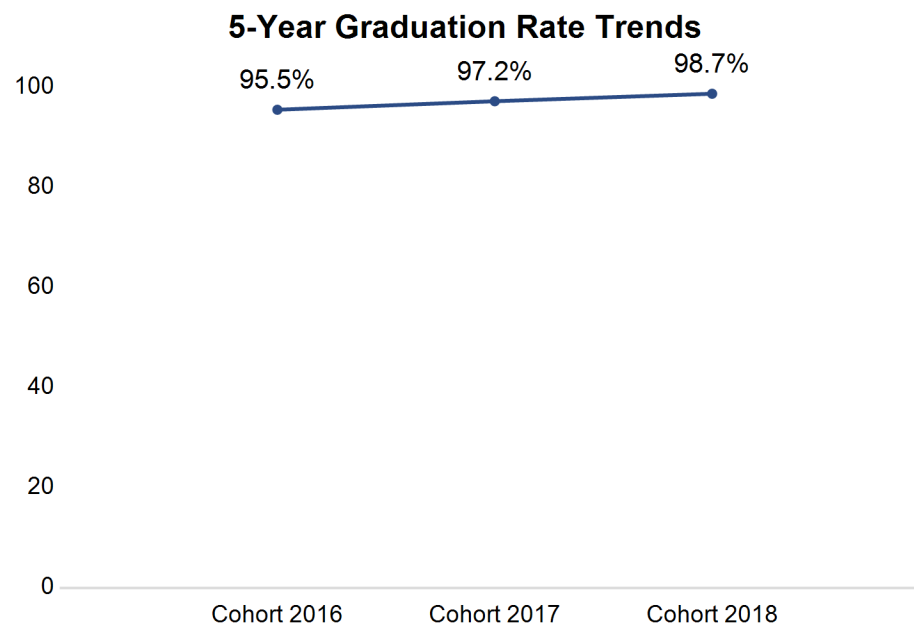
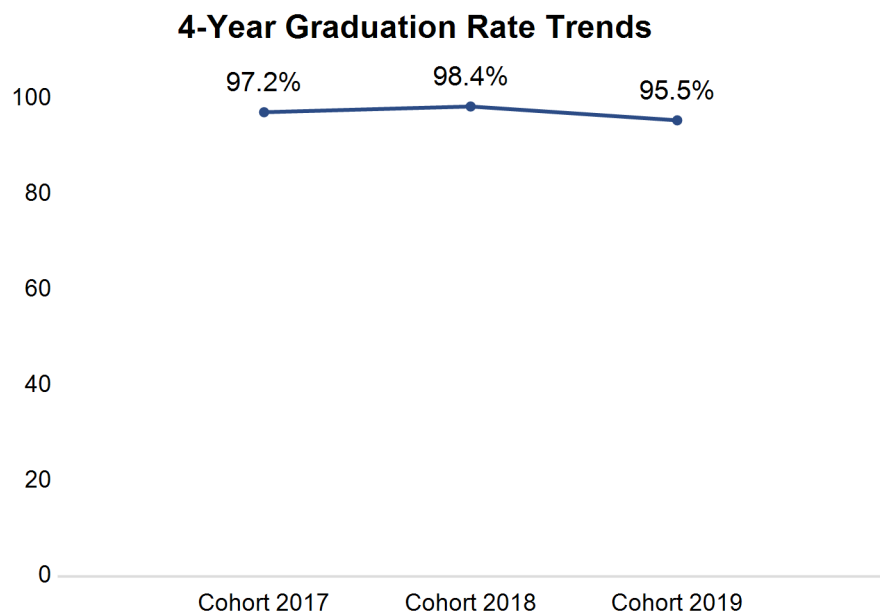
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.2%	98.4%	95.5%	95.5%	97.2%	98.7%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Camden County Technical School-GTC
(07-0700-040)
Grades Offered: 09-12
2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.5%	90.6%	98.7%	92.5%	98.4%	N	Met Goal	97.2%	N	Met Goal
White	95.4%	94.9%	98.1%	95.9%	98.1%	N	Met Goal	96.6%	N	Met Goal
Hispanic	94.7%	84.5%	100.0%	87.3%	98.9%	N	Met Goal	95.5%	N	Met Goal
Black or African American	97.1%	83.3%	98.0%	87.1%	98.0%	N	Met Goal	99.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	94.2%	92.8%	98.7%	94.4%	98.7%			97.8%		
Male	96.8%	88.5%	98.8%	90.8%	98.2%			96.8%		
Economically Disadvantaged Students	93.7%	84.0%	97.9%	87.3%	97.3%	N	Met Goal	97.2%	N	Met Goal
Students with Disabilities	95.2%	79.2%	99.0%	83.8%	97.9%	N	Met Goal	96.3%	N	Met Goal
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	76.0%	66.3%
Substitute Competency Test	11.1%	15.1%
Portfolio Appeals Process	2.9%	7.5%
Alternate Requirements specified in IEP	10.0%	11.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.7%	1.1%



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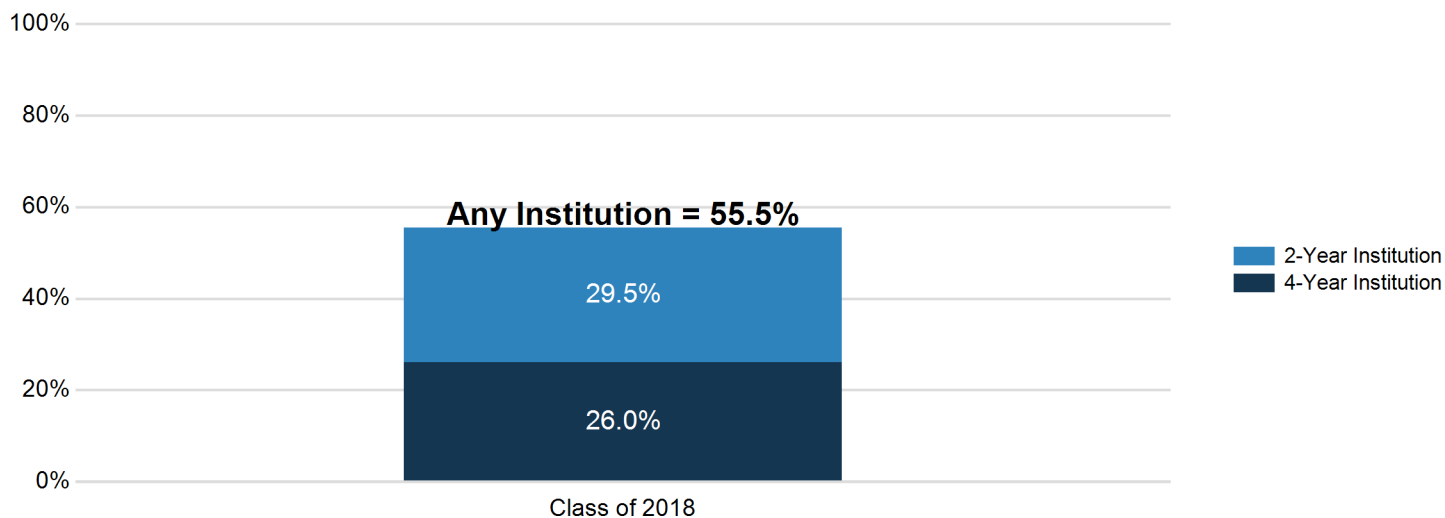
† This indicates a table specific note, see note below table

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.5%
% Enrolled in 4-Year Institution	26.0%
% Enrolled in Any Postsecondary Institution	55.4%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	50.9%	61.5%	38.5%
White	48%	68.9%	31.1%
Hispanic	52.8%	52.6%	47.4%
Black or African American	54.3%	57.9%	42.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	45%	51.7%	48.3%
Students with Disabilities	30.9%	70.6%	29.4%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	55.4%	53.2%	46.8%	85.5%	14.5%	78.6%	21.4%
White	53.4%	60%	40%	85.5%	14.5%	83.6%	16.4%
Hispanic	50%	57.4%	42.6%	93.6%	6.4%	83%	17%
Black or African American	63.5%	47.5%	52.5%	80.3%	19.7%	68.9%	31.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	51.1%	47.8%	52.2%	85.6%	14.4%	77.8%	22.2%
Students with Disabilities	34.1%	87.1%	12.9%	100%	0%	83.9%	16.1%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

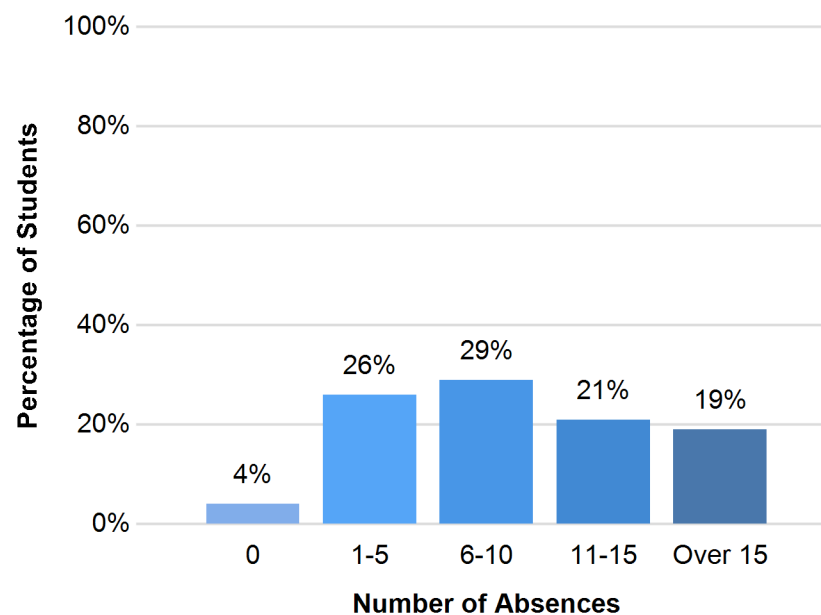
Chronic Absenteeism

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	174	13.4	14.2	Met
White	65	12.4	14.2	Met
Hispanic	60	18.2	14.2	Not Met
Black or African American	43	11.8	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	10.2	14.2	Met
Female	106	16.5		
Male	68	10.3		
Economically Disadvantaged Students	113	17.1	14.2	Not Met
Students with Disabilities	34	15.7	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	5	25.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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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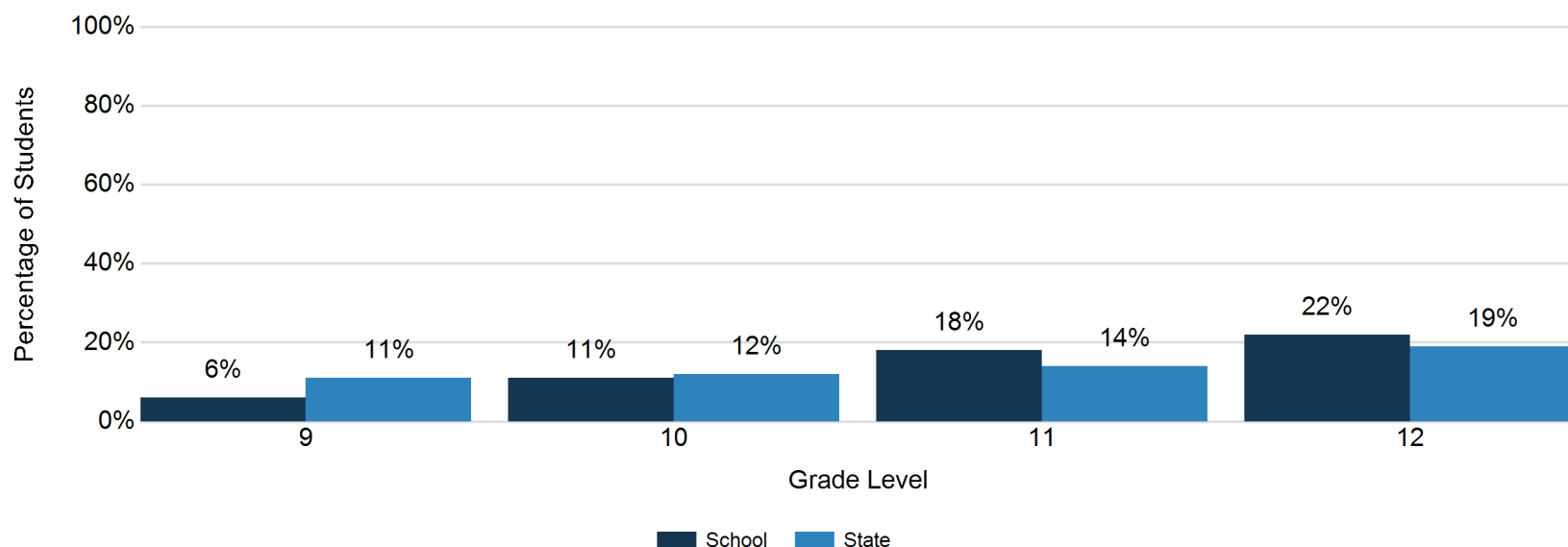
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	15
Weapons	0
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.07

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	4
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	1	0	1
Gender	2	0	2
Sexual Orientation	0	1	1
Disability	1	0	1
Other	8	0	8
No Identified Nature	15		15

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	217	16.7%
Out-of-School Suspensions	54	4.1%
Any Suspension	228	17.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
183



Camden County Technical School-GTC

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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	7:35 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	130	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	65.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	11.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.0%	76.9%

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	10:1	10:1
Students to Administrators	109:1	82:1
Teachers to Administrators	11:1	8:1
Students to Librarians/Media Specialists		2055:1
Students to Nurses		685:1
Students to Counselors		257:1
Students to Child Study Team Members		228:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	58.5%	50.0%	48.4%	77.1%	54.9%
Male	50.7%	41.5%	50.0%	51.6%	22.9%	45.1%
White	40.5%	86.9%	75.0%	42.4%	83.6%	77.4%
Hispanic	25.4%	3.1%	8.3%	29.9%	7.3%	7.2%
Black or African American	28.0%	9.2%	16.7%	15.0%	6.6%	13.9%
Asian	2.1%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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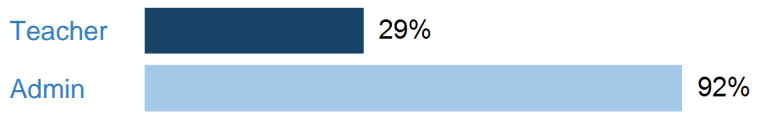
Teachers and Administrators - Level of Education

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

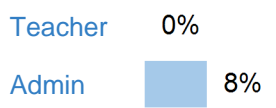
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.9%	87.9%

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
2018-19	96.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.3%	49.5%	57.2%
Math Proficiency	21.9%	30.1%	30.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.2%	98.4%	95.5%
5-Year Graduation Rate†	95.5%	97.2%	98.7%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	18.3%	13.4%	13.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Camden County Technical School-GTC

(07-0700-040)

Grades Offered: 09-12

2018-2019

Report Key:

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Camden County Technical School-GTC
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	N	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






Camden County Technical School-GTC
 (07-0700-040)
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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Our 2019 graduates were awarded a total of \$1,971,460 in scholarships. • Sixty students spent their senior year at Camden County College as dual enrolled students and earned a minimum of 24 college credits. • The For Inspiration and Recognition of Science and Technology Robotics Team (FIRST) won the Mid Atlantic FIRST Robotic Engineering Inspiration Award. This earned them a spot at the World Championship.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Camden County Technical Schools (CCTS): Ensure all students are proficient in the New Jersey Student Learning Standards; Prepare all students for career and college success; Develop ethical character; Provide a safe, secure, and caring environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our 2019 graduates were awarded a total of \$1,971,460 in scholarships. Sixty students spent their senior year at Camden County College as dual enrolled students, earning a minimum of 24 college credits and high school credits at no cost to the students. Our Career and Technical Student Organizations won the most regional, state, and national awards in the history of our school. Students who participated in Future Business Leaders of America, Family, Career and Community Leaders of America, FFA, For Inspiration and Recognition of Science and Technology (FIRST) Robotics, HOSA-Future Health Professionals, and SkillsUSA competed and won awards. Eighty-seven students received recognition at the state level and fifty-two at the national level. Both the boys' and girls' basketball teams qualified for the state playoffs. We also continued to be recognized as a National School of Character.</p>



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(07-0700-040)

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Gloucester Township Campus offers an impressive curriculum that is aligned to the state standards. Students can enroll in AP Courses: English Language/Composition, English Literature/Composition, Biology, Spanish, US History, and Calculus AB. Our school offers many Honors courses as well. Many of our qualifying high school seniors earn upwards of 24 college credits through the senior option program, by attending Camden County College full time during their senior year. Our focus on career education allows many of our students to graduate with career-based certifications/credentials. Career programs at the Gloucester Township Campus are offered within the Schools of the Arts, Automotive Technology, Business Communications Arts Culinary Arts, Health & Education, Homeland Security, Professional Services, and Science, Technology, Engineering and Math (STEM).</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls)</p> <p>The Camden County Technical Schools' Gloucester Township Campus is a New Jersey State Interscholastic Athletic Association (NJSIAA) member school and offers Varsity and JV athletics for both boys and girls in Baseball, Basketball, Bowling, Cross Country, Soccer, Softball, Swimming, Track and Field, and Volleyball. The Warriors compete against other NJ technical schools in the New Jersey Technical Athletic Council (NJTAC) and in the Olympic Conference for Cross Country, Bowling, and Track and Field. Roughly 400 CCTS students participate on one or more of our athletic teams.</p>
 <p>Clubs and Activities:</p>	<p>In addition to athletic programs, the Gloucester Township Campus of CCTS also offers a number of student activities including Campus Courier (School Newspaper), Student Council, National Honor Society, Interact, Intercultural Club, Athletes Against Bullying, and the Gay Straight Alliance. The campus is also home to a number of Career and Technical Student Organizations (CTSOs) specifically designed to help students focus additional time and effort into their chosen technical career area. These CTSOs include Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), HOSA-Future Health Professionals, FFA, SkillsUSA, and For Inspiration and Recognition of Science & Technology (FIRST) Robotics that compete in local, regional, and national competitions throughout the year. Additionally, CCTS offers students 21st Century after-school programs that provide students with additional opportunities to explore a variety of programs/activities.</p>



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Before and After School Programs:

Certified teachers provide academic support in English and Mathematics twice weekly through the Extended Learning Program, and transportation is provided. Students may also participate in the 21st Century Learning Centers Program after school. This program is federally funded through a grant and offers Camden County Technical School students a variety of after school programs which address the social-emotional, physical, and academic needs of its students. Some of the programs are: Model UN, Vex Robotics, and Mixed Martial Arts.



Staff and Professional Learning:

Literacy initiatives include English/Social Studies interdisciplinary units & district-wide summer reading. Math teachers meet regularly by course to increase math readiness & student success, implementing math practice during the summer. All teachers collaborate weekly through professional learning communities (PLCs) facilitated by teacher leaders. The PLCs focus on students learning through common assessments, data analysis of student progress, lesson design and reflection, and instructional strategies.



Postsecondary Information:

At Camden County Technical School we are committed to helping students realize their goals. Our students have been accepted to a wide range of great colleges and universities across the country. Some of the colleges our students were accepted to include: Camden County College, Rowan University, Rutgers University, Drexel University, Penn State University, Loyola University, Virginia Tech University, University of California, and many more. We host an annual College Night to discuss the application process and financial aid. We also assist with scholarship information, offer the SAT and PSAT testing at our campus, and host an annual college fair. Many of our graduates pursue apprenticeships, join the military or find immediate employment in the career path in which they have studied and earned a corresponding certificate.



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Student Supports and Services:

Students have supports in place through the Counseling Office, Student Assistance Coordinator, Intervention and Referral Services, and the Child Study Team. We have an array of services available to meet our students' needs. Camden County Technical School also provides academic support after school in math and English with a certified teacher, as well as through a National Honor Society (NHS) Peer Tutoring program.



Student Health and Wellness:

The Health and Physical Education courses taken by our students focus on cardiovascular health training, making good decisions, mindfulness, healthy living and driver education. The school utilizes the fitness center, gym, pool, and sports fields. All students begin the day with a free nutritious breakfast provided by the school district. The school lunch program exceeds the nutritional guidelines. The nurses' office provides yearly screenings, referrals, and athletic participation physicals with the school physician.



Parent and Community Involvement:

Our Parent Advisory Committee meets three times a year with opportunities to learn about available resources, meet district and school-level staff members, and participate in presentations by guest speakers. Many different voices have been heard during these meetings which have made them necessary, productive, and positive. Aside from the parent meetings, we also host meetings with business and industry leaders to ensure that our curriculum and equipment meet industry standards in all of our career programs.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Gloucester Township Campus of CCTS seeks feedback from stakeholders and provides a survey once a year to gather information on how parents, staff and students perceive the learning environment and school culture. The results indicated that stakeholders felt that the Gloucester Township Campus is a positive learning environment where students demonstrate respect for one another.</p>
 <p>Facilities:</p>	<p>The Gloucester Township Campus consists of 12 buildings. The buildings include an Instructional Materials Center (library), computer labs, an art room, gymnasium, fitness center, science labs, greenhouse, and various career program areas. The buildings have been under constant maintenance and renovation. Recently, we replaced roofs, exterior doors and windows, installed a new security system, and renovated the video production studio and the Instructional Materials Center (library).</p>
 <p>School Safety:</p>	<p>The safety and security of our students are of the utmost importance at the Gloucester Township Campus. A state-of-the-art security camera system monitors our hallways, entrances, and exits. Our team of security guards regularly patrols our campus to ensure our students are safe. All visitors are screened, identified and photographed upon entering our campus. All students and staff are required to wear ID Cards at all times. The Gloucester Township Campus has an active Crisis Response Plan in place and practices regular drills with our staff, students and local law enforcement. The purpose of our Crisis Response Plan is to protect all life and property in emergencies by coordinating response activities of Camden County Technical School, law enforcement agencies and fire and rescue personnel. The plan also provides administrators, faculty, and staff with guidance in emergency situations to prepare them for managing a potential crisis in the school.</p>



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Technology and STEM:

Pre-Engineering, Medical Arts, and Information Technology career programs are part of our STEM offerings. We have a STEM FIRST Robotics Team, we hold a STEM Summer Science Camp and STEM Robotics Camp each summer.



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Other Information

The Gloucester Township Campus of Camden County Technical Schools is a National School of Character as designated by Character.org. Character.org sponsors a national competition for this prestigious and competitive National School of Character designation. This campus was named a National School of Character in 2015 and will hold the title until 2020. Students, staff, and parents all took part in the application process. Camden County College (CCC) provides high school juniors and seniors at Camden County Technical Schools with various opportunities to earn college credits for college-level work completed while in high school. Students may bank the credits earned for future enrollment at CCC or transfer them to other colleges and universities. Students may earn college credits through various programs, by participating in select AP academic classes, after school enrichment classes, and through units of study within certain career programs at Camden County Technical Schools via our college agreements. These dual-credit programs not only accelerate student achievement, but they also save students time and money. Seniors may also be eligible to participate in our Senior Option program where they attend Camden County College full time during their senior year at no cost to the students. Students who participate can earn a year's worth of college credits when they successfully pass their courses. During the 2018-2019 school year, our student members of our Career and Technical Student Organizations (CTSOs) won the most regional, state, and national awards in the history of our school. Students who participated in Future Business Leaders of America, Family, Career and Community Leaders of America, FFA, For Inspiration and Recognition of Science and Technology Robotics, HOSA-Future Health Professionals, and SkillsUSA competed and won. During the 2018-2019 school year, eighty-seven (87) students received recognition at the state level and fifty-two (52) at the national level.



Camden County Technical School-Pennsauken

(07-0700-030)

Grades Offered: 09-12

2018-2019

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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

Notes from the New Jersey Department of Education:



Camden County Technical School-Pennsauken

(07-0700-030)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Camden County Technical School District
Principal Name	Mr. Brett Fetty
Address	6008 Browning Road Pennsauken, NJ 08109
Phone Number	856-663-1040
Email Address	bfetty@ccts.net
Website	http://www.ccts.org
Facebook	https://www.facebook.com/CamdenCountyTech/
Twitter	https://twitter.com/CCTS NJ



Camden County Technical School-Pennsauken
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	177	200	187
10	228	176	200
11	163	211	162
12	137	155	203
Total	705	742	752

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.2%	49.1%	51.5%
Male	48.8%	50.9%	48.5%
Economically Disadvantaged Students	82.3%	81.0%	79.5%
Students with Disabilities	7.0%	6.7%	6.3%
English Learners	0.9%	0.3%	0.4%
Homeless Students	1.1%	0.5%	1.1%
Students in Foster Care	0.1%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	2.8%	2.8%	6.8%
Hispanic	64.4%	67.7%	66.8%
Black or African American	27.9%	24.9%	21.3%
Asian	3.3%	3.1%	3.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	1.5%	1.3%

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	2016-17	2017-18	2018-19
Full Time Students	705	742	752
Shared Time Students	0	0	0
Full Time Equivalent	705	742	752

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	76.5%
Spanish	21.8%
Vietnamese	1.1%
Other Languages	0.7%



Camden County Technical School-Pennsauken
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2018-2019

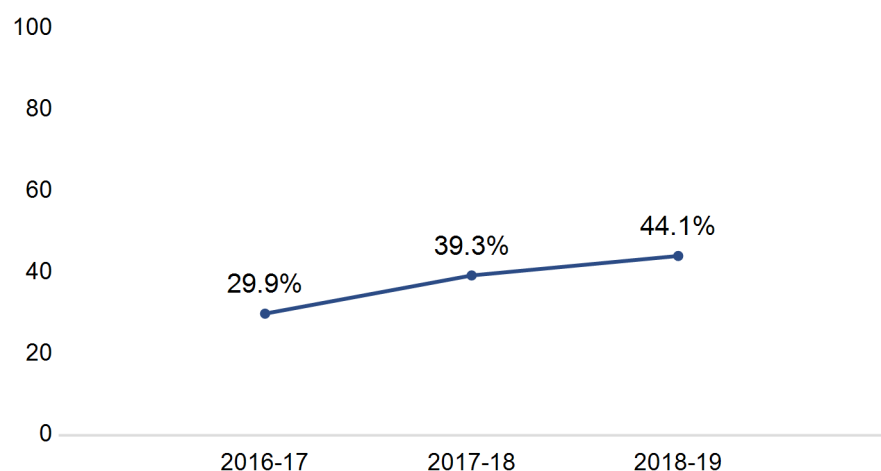
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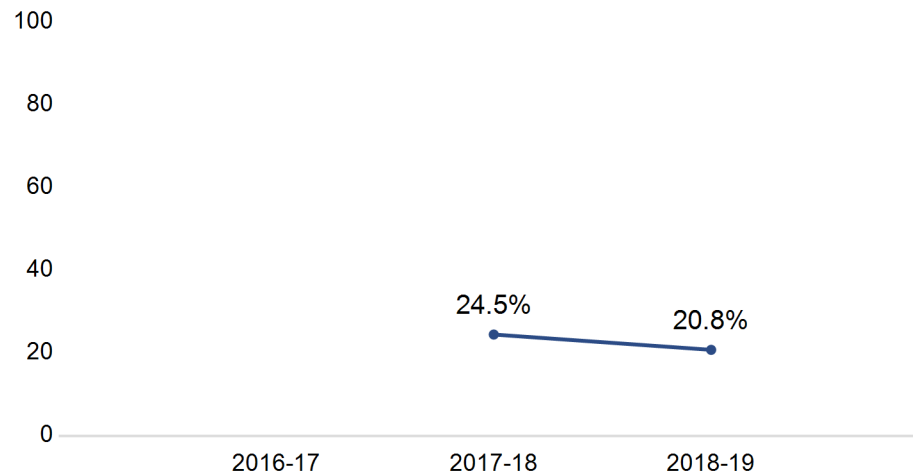
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	100.0%	99.7%	99.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	29.9%	39.3%	44.1%	*	24.5%	20.8%
Annual Target	31.2%	33.7%	36.3%	14.1%	17.5%	21.0%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	383	99.7	44.1	52.8	57.9	44.1	36.3	Met Target
White	44	100.0	40.9	54.3	66.9	40.9	N	N
Hispanic	250	99.6	43.6	48.3	43.9	43.6	36.1	Met Target
Black or African American	68	100.0	36.8	51.6	38.5	36.8	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	187	99.5	52.4	61.1	64.8	52.4		
Male	196	100.0	36.2	44.7	51.3	36.2		
Economically Disadvantaged Students	310	99.7	43.2	50.6	40.0	43.2	35	Met Target
Non-Economically Disadvantaged Students	73	100.0	47.9	56.4	67.9	47.9		
Students with Disabilities	19	100.0	15.8	21.7	22.7	15.8	**	**
Students without Disabilities	364	99.7	45.6	57.1	65.1	45.6		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	75.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



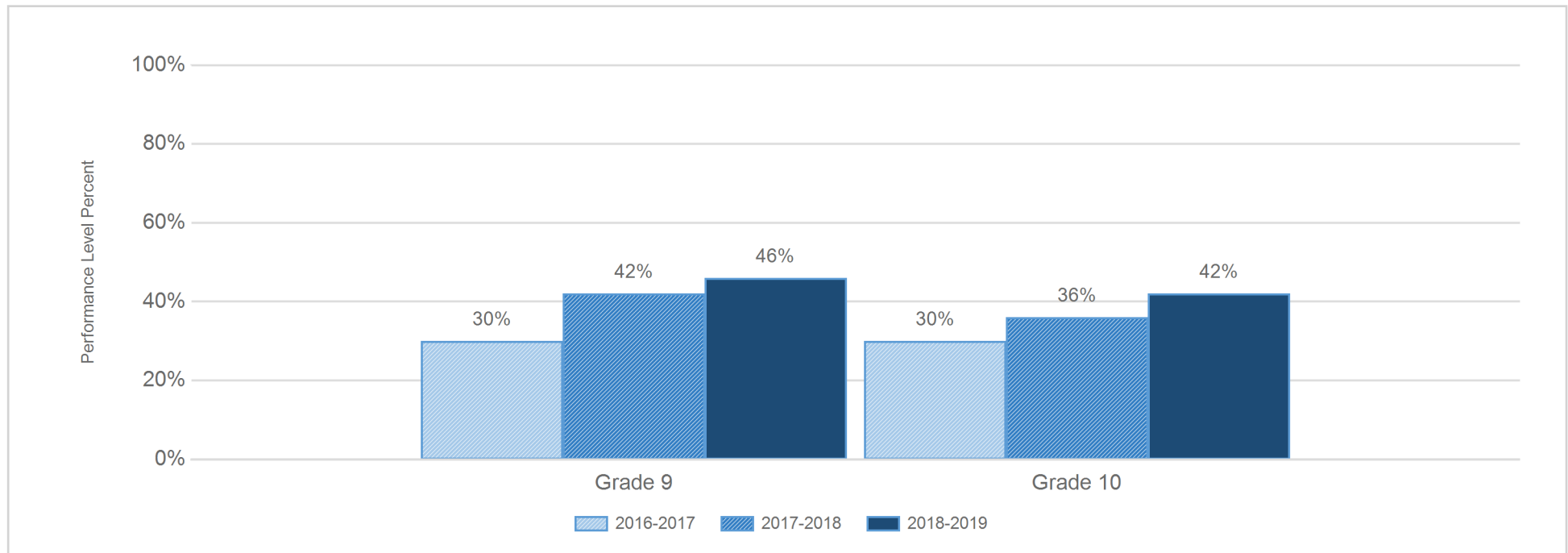
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Camden County Technical School-Pennsauken
(07-0700-030)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	747	752	753	*	15%	37%	*	*	46%	56%
White	35	740	752	762	*	*	37%	40%	0%	40%	65%
Hispanic	117	747	749	737	*	15%	43%	*	*	42%	40%
Black or African American	23	742	751	732	*	*	*	52%	0%	52%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	101	753	758	760	*	10%	37%	*	*	53%	63%
Male	85	740	746	746	*	20%	38%	*	*	38%	49%
Economically Disadvantaged Students	154	748	750	734	*	*	38%	*	*	46%	36%
Non-Economically Disadvantaged Students	32	743	755	762	*	*	31%	*	*	47%	65%
Students with Disabilities	10	721	730	717	*	*	*	*	*	10%	17%
Students without Disabilities	176	748	755	760	*	*	*	*	*	48%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	186	747	752	755	*	15%	37%	*	*	46%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	743	752	757	9%	17%	31%	37%	5%	42%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	137	745	751	738	8%	16%	31%	*	*	45%	43%
Black or African American	45	732	745	733	*	27%	29%	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	88	750	760	766	*	15%	28%	*	*	51%	66%
Male	113	737	745	749	*	19%	34%	*	*	35%	51%
Economically Disadvantaged Students	160	741	749	735	*	*	33%	*	*	41%	40%
Non-Economically Disadvantaged Students	41	750	757	767	*	*	27%	*	*	49%	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	380	100.0	20.8	26.9	44.5	20.8	21	Met Target†
White	44	100.0	22.7	36.0	54.1	22.7	N	N
Hispanic	247	100.0	20.2	23.6	28.8	20.2	20.7	Met Target†
Black or African American	68	100.0	13.2	17.6	23.0	13.2	11	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	188	100.0	23.4	25.4	44.9	23.4		
Male	192	100.0	18.2	28.3	44.2	18.2		
Economically Disadvantaged Students	304	100.0	19.1	24.5	26.3	19.1	20.8	Met Target†
Non-Economically Disadvantaged Students	76	100.0	27.6	30.7	54.9	27.6		
Students with Disabilities	19	100.0	15.8	13.7	17.4	15.8	**	**
Students without Disabilities	361	100.0	21.1	28.8	50.0	21.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	30.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



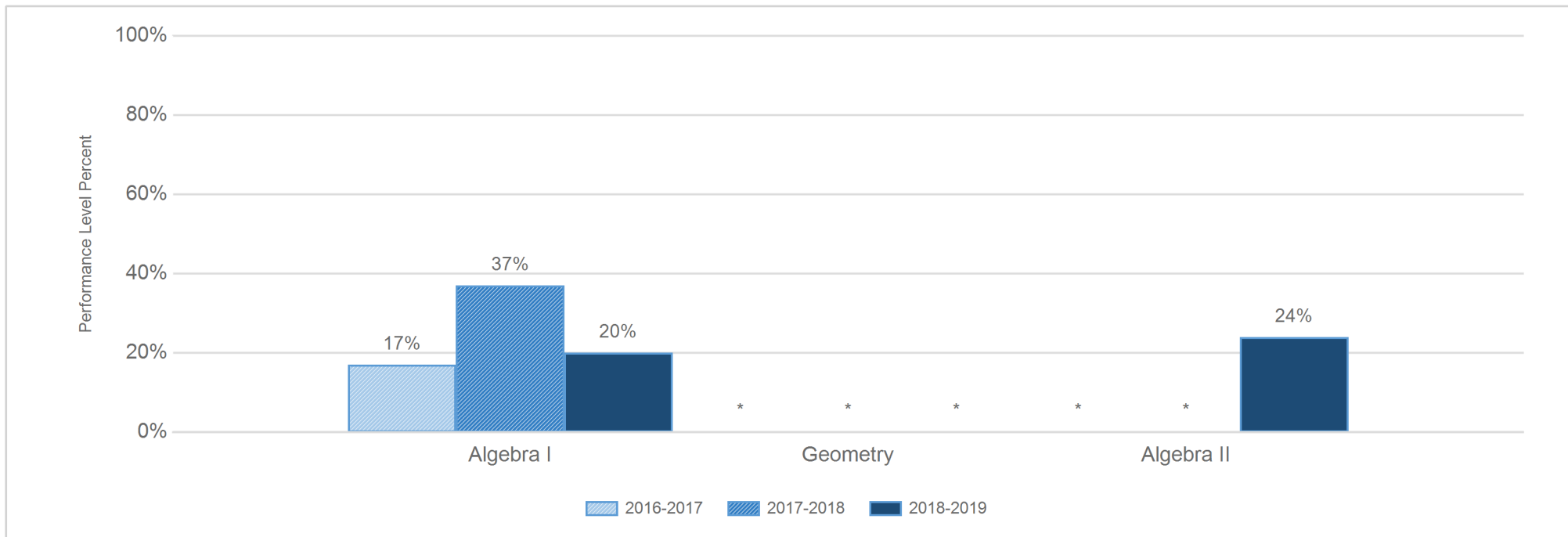
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	309	733	735	744	7%	29%	44%	20%	0%	20%	42%
White	40	732	738	752	*	35%	35%	*	*	23%	53%
Hispanic	202	732	733	728	7%	30%	43%	20%	0%	20%	24%
Black or African American	51	728	731	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	157	734	734	745	7%	25%	45%	24%	0%	24%	44%
Male	152	731	735	743	7%	34%	43%	16%	0%	16%	41%
Economically Disadvantaged Students	252	732	734	727	*	*	42%	19%	0%	19%	23%
Non-Economically Disadvantaged Students	57	735	736	752	*	*	49%	26%	0%	26%	52%
Students with Disabilities	19	728	724	717	*	*	*	*	*	16%	12%
Students without Disabilities	290	733	736	748	*	*	*	*	*	20%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	736	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	737	*	*	*	*	*	*	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	N	N	N	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	733	738	755	*	25%	39%	*	*	24%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	48	734	734	731	*	23%	46%	*	*	21%	34%
Black or African American	18	730	735	725	*	*	*	*	*	28%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	32	729	735	752	*	*	31%	*	*	25%	55%
Male	43	736	743	758	*	*	44%	*	*	23%	62%
Economically Disadvantaged Students	56	733	735	729	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	19	735	742	761	*	*	*	*	*	32%	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	75	733	*	756	*	25%	39%	*	*	24%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	75	733	738	755	*	25%	39%	*	*	24%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Camden County Technical School-Pennsauken

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



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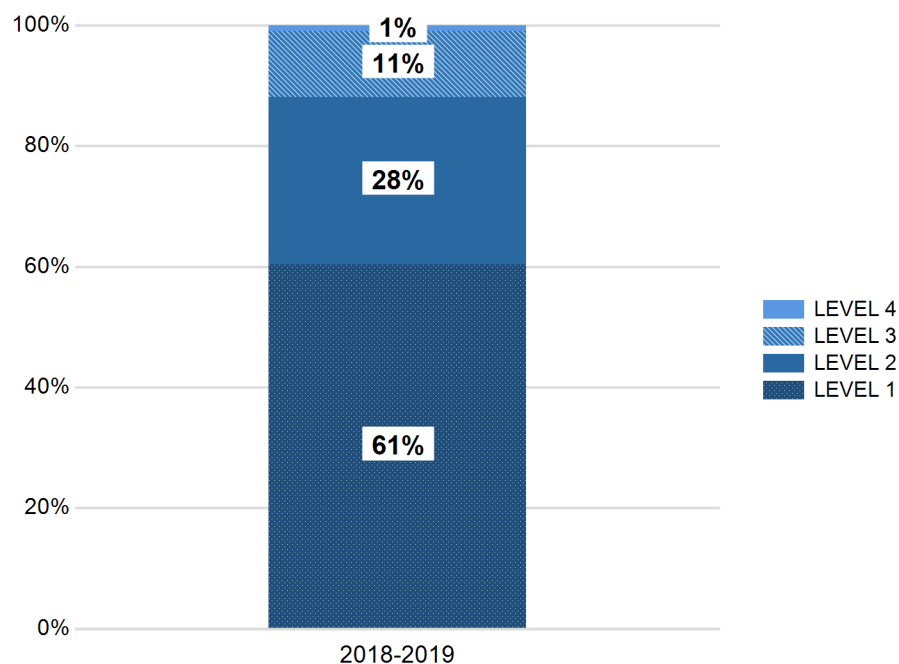
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	28	11	1
White	*	*	*	*
Hispanic	62	26	10	1
Black or African American	61	33	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	67	27	5	1
Male	53	29	17	1
Economically Disadvantaged Students	65	28	7	0
Non-Economically Disadvantaged Students	46	27	22	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	61	28	11	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	42.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	64.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	7.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	430	476	Grade 10: 430 Grade 11: 460	32%	61%
PSAT 10/NMSQT - Math	434	477	Grade 10: 480 Grade 11: 510	13%	43%
SAT - Reading and Writing	447	539	480	32%	70%
SAT - Math	446	541	530	15%	53%
ACT - Reading	16	25	22	13%	66%
ACT - English	16	24	18	27%	81%
ACT - Math	18	24	22	13%	65%
ACT - Science	17	24	23	*	57%



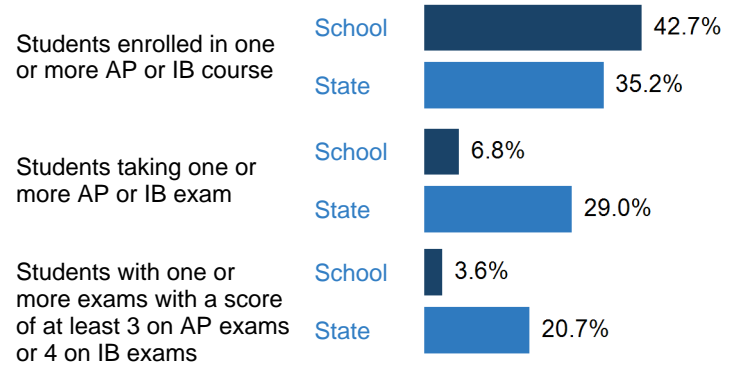
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



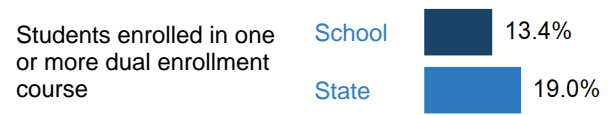
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP English Language and Composition	133	9
AP English Literature and Composition	6	6
AP Spanish Language	12	12
AP U.S. History	28	6
Total Exams taken		33
Exams with scores of at least 3 on AP exams or 4 on IB exams		14

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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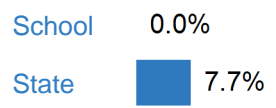
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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

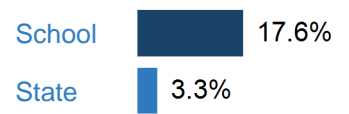
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Camden County Technical School-Pennsauken
(07-0700-030)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	99.9%	7.7%	10.3%
White	0.0%	100.0%	6.1%	9.6%
Hispanic	0.0%	99.8%	10.3%	11.3%
Black or African American	0.0%	100.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	100.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	100.0%	6.8%	12.1%
Female	0.0%	99.7%	7.3%	10.6%
Male	0.0%	100.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	99.8%	10.4%	11.8%
Students with Disabilities	0.0%	91.5%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Camden County Technical School-Pennsauken
(07-0700-030)
Grades Offered: 09-12
2018-2019

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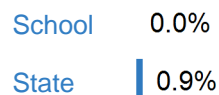
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Industry-Valued Credentials

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



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	*		
Architecture & Construction	63		
Arts, AV Technology & Communications	81		
Business Management & Administration	95		
Health Science	158		
Hospitality & Tourism	66		
Information Technology	37		
Law, Public Safety, Corrections & Security	101		
Manufacturing	*		
Science, Technology, Engineering & Mathematics	56		
Transportation, Distribution & Logistics	56		
Total (All Clusters)	751	0	0



Camden County Technical School-Pennsauken
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	184	0	2	0	0	0	0
10	23	0	152	0	0	0	42
11	0	0	122	10	0	14	13
12	0	0	33	10	0	38	18
Total	207	0	309	20	0	52	73
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	2	0	0	18

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	3	0	0	183	0	0
10	190	3	0	6	0	0
11	2	158	0	1	1	2
12	0	0	0	0	6	33
Total	195	161	0	190	7	35
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	2



Camden County Technical School-Pennsauken
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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	17	169	0	0	0	0
10	0	73	0	0	0	0
11	0	161	0	0	0	0
12	1	148	8	10	2	2
Total	18	551	8	10	2	2
Enrolled in AP/IB Course	0	28	0	0		0
Enrolled in Dual Enrollment Course	1	20	8	10	2	2

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	1	0	0	0	0	0	0
10	179	0	0	0	0	0	0
11	27	0	0	0	0	0	0
12	96	1	0	0	0	0	1
Total	303	1	0	0	0	0	1
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	9	1	0	0	0	0	1
Enrolled in Level 3 or Higher	7	0	0	0	0	0	0



Camden County Technical School-Pennsauken
(07-0700-030)
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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	10	0	0
10	0	0	0	1	0	0
11	7	0	0	0	0	0
12	10	0	0	1	0	0
Total	17	0	0	12	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	17	0	0	0	0	0



Camden County Technical School-Pennsauken

(07-0700-030)

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	20
Total	20



Camden County Technical School-Pennsauken
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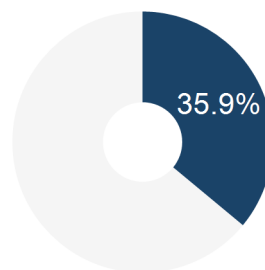
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Visual and Performing Arts – Course Participation

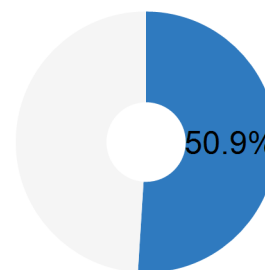
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

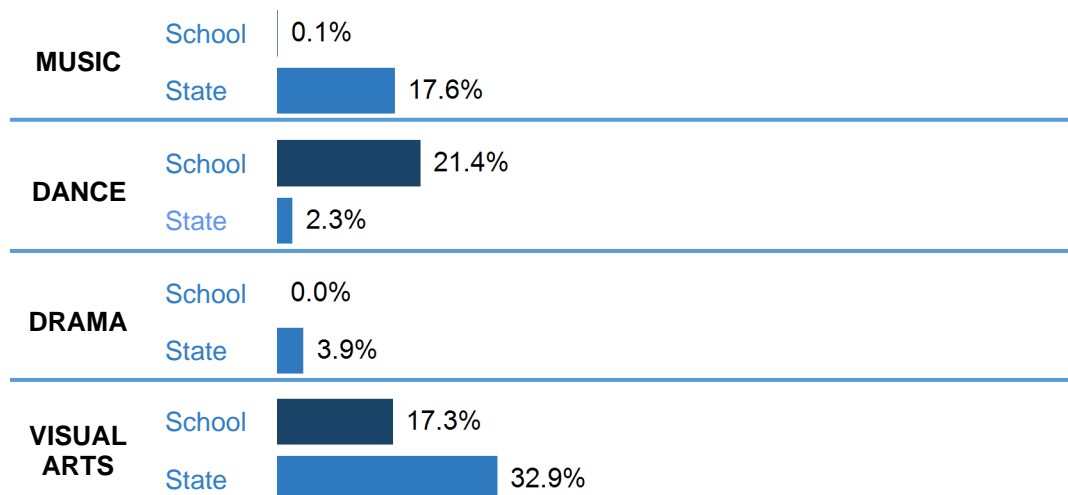


School



State

Students enrolled in one or more classes by discipline:





Camden County Technical School-Pennsauken
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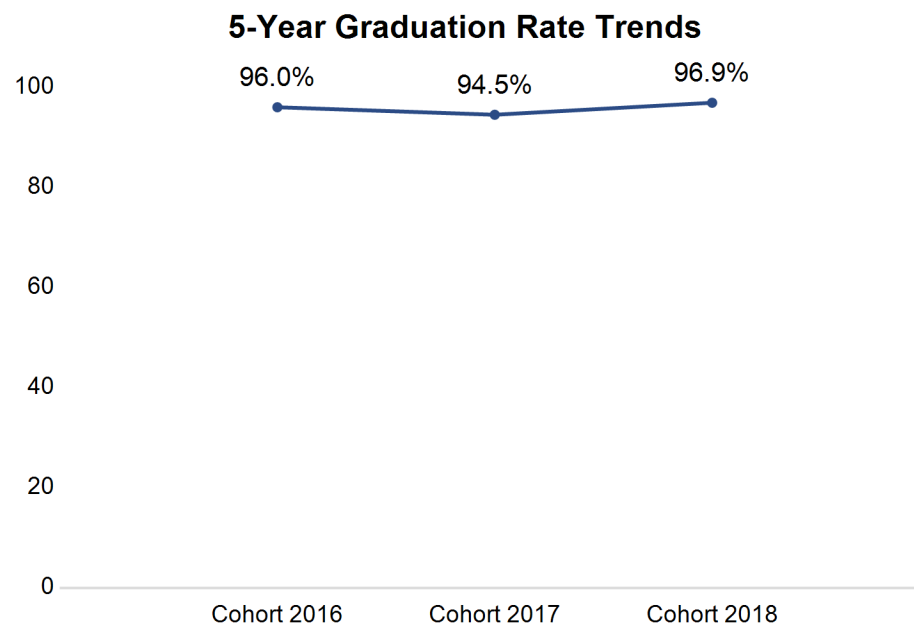
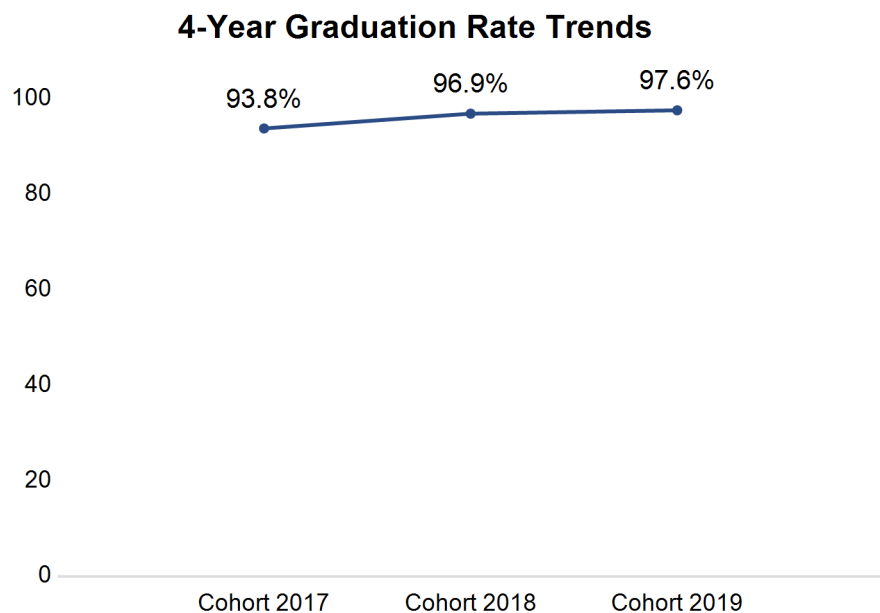
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.8%	96.9%	97.6%	96.0%	94.5%	96.9%
Annual Target	93.1%	N		N	92.8%	
Met Annual Target?	Met Target	Met Goal		Met Goal	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.6%	90.6%	96.9%	92.5%	96.9%	N	Met Goal	94.5%	92.8%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	96.3%	84.5%	95.3%	87.3%	95.3%	N	Met Goal	94.1%	93.7%	Met Target
Black or African American	100.0%	83.3%	100.0%	87.1%	100.0%	N	Met Goal	94.0%	95.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.5%	92.8%	100.0%	94.4%	100.0%			95.7%		
Male	97.8%	88.5%	94.4%	90.8%	94.4%			93.5%		
Economically Disadvantaged Students	97.0%	84.0%	96.5%	87.3%	96.5%	N	Met Goal	95.4%	N	Met Goal
Students with Disabilities	100.0%	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Camden County Technical School-Pennsauken

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	76.4%	55.2%
Substitute Competency Test	10.3%	22.2%
Portfolio Appeals Process	8.4%	18.2%
Alternate Requirements specified in IEP	4.9%	4.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.6%	1.1%



Camden County Technical School-Pennsauken

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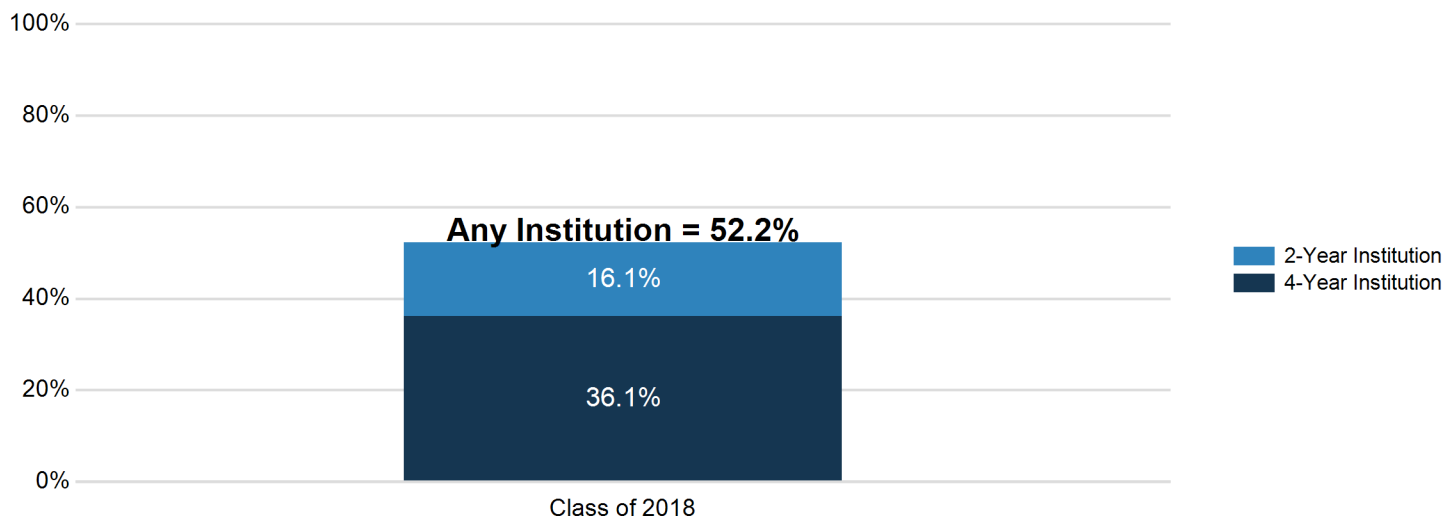
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	16.1%
% Enrolled in 4-Year Institution	36.1%
% Enrolled in Any Postsecondary Institution	52.9%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	42.9%	67.8%	32.2%
White	*	*	*
Hispanic	41.9%	75.9%	24.1%
Black or African American	36.8%	47.6%	52.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	45%	65.3%	34.7%
Students with Disabilities	36.8%	71.4%	28.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	52.9%	30.5%	68.3%	87.8%	12.2%	85.4%	14.6%
White	*	*	*	*	*	*	*
Hispanic	49%	38%	60%	90%	10%	82%	18%
Black or African American	53.3%	20.8%	79.2%	83.3%	16.7%	87.5%	12.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	52.6%	23.3%	76.7%	88.3%	11.7%	86.7%	13.3%
Students with Disabilities	50%	66.7%	33.3%	83.3%	16.7%	83.3%	16.7%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

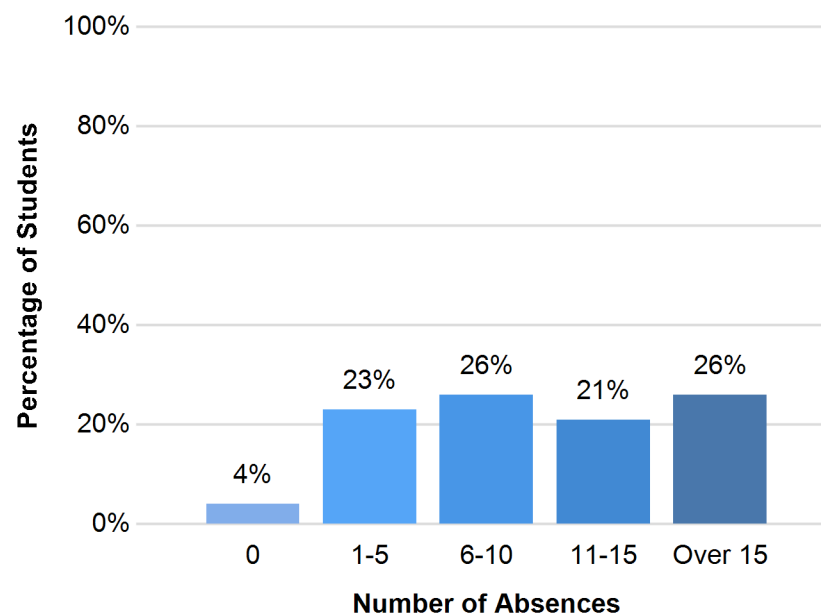
Chronic Absenteeism

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	150	19.9	14.2	Not Met
White	10	19.6	14.2	Not Met
Hispanic	108	21.5	14.2	Not Met
Black or African American	26	16.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	3	10.3	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	30.0	**	**
Female	95	24.5		
Male	55	15.1		
Economically Disadvantaged Students	132	22.1	14.2	Not Met
Students with Disabilities	9	19.1	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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.





Camden County Technical School-Pennsauken

(07-0700-030)

Grades Offered: 09-12

2018-2019

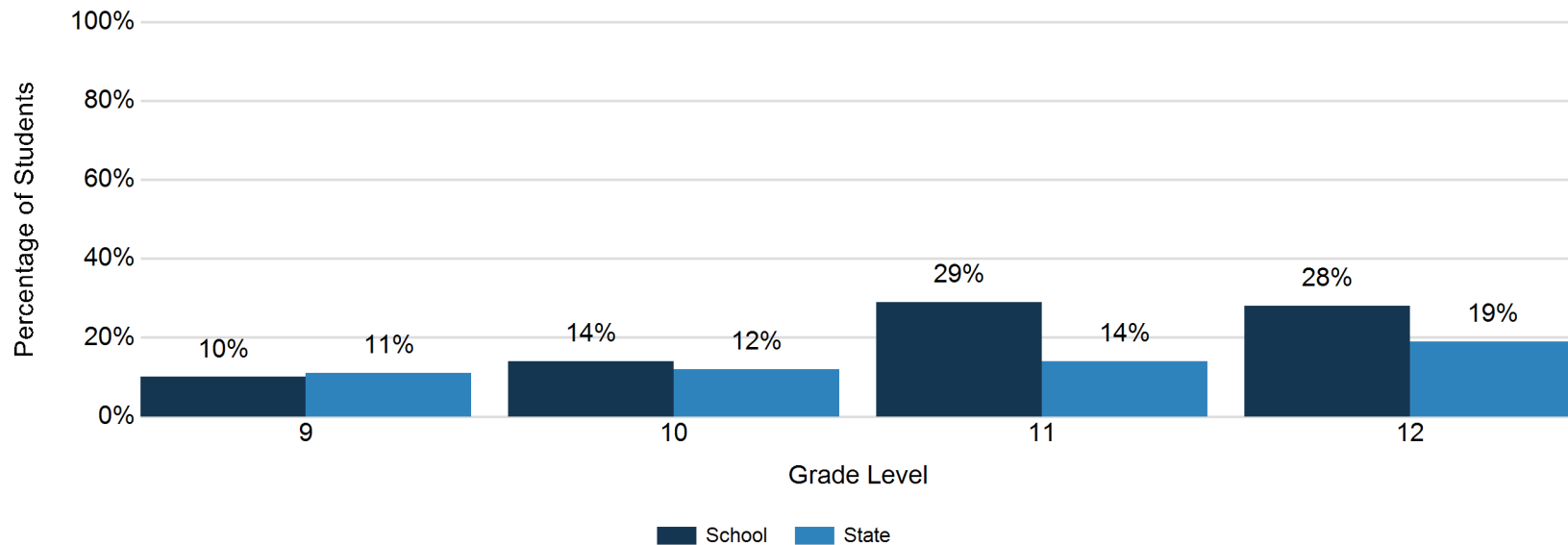
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	0
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.39

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	6
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	1	4
No Identified Nature	5		5

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	135	18.0%
Out-of-School Suspensions	59	7.8%
Any Suspension	148	19.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
168



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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	7:35 AM
Typical End Time	2:45 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	68	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	61.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	17.2	16.0
Average years experience in district	11.1	12.0
Percentage of Administrators with 4 or more years experience in the district	72.0%	76.9%

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	11:1	10:1
Students to Administrators	150:1	82:1
Teachers to Administrators	14:1	8:1
Students to Librarians/Media Specialists		2055:1
Students to Nurses		685:1
Students to Counselors		257:1
Students to Child Study Team Members		228:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	54.4%	40.0%	48.4%	77.1%	54.9%
Male	48.5%	45.6%	60.0%	51.6%	22.9%	45.1%
White	6.8%	86.8%	80.0%	42.4%	83.6%	77.4%
Hispanic	66.8%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	21.3%	5.9%	20.0%	15.0%	6.6%	13.9%
Asian	3.9%	1.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.2%	90.5%
2017-18 Administrators: Same district 2018-19	76.9%	87.9%

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
2018-19	96.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.9%	39.3%	44.1%
Math Proficiency	*	24.5%	20.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.8%	96.9%	97.6%
5-Year Graduation Rate†	96.0%	94.5%	96.9%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	16.7%	17.1%	19.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Goal	Met Target	**	Not Met	No
White	N	N	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Goal	Met Target	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Goal	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	Met Goal	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

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



Highlights:

- Recognized by U.S. News and World Report as One of the Best Schools in the Nation - Bronze Medal. Nationally recognized by Character.org for a character education promising practice.
- Graduating seniors were offered a total of \$3,138,752 in scholarships to more than 30 college and universities.
- Twenty-two (22) students spent their senior year at Camden County College as dual enrolled students and earned 24 or more college credits.



Mission, Vision, Theme:

The mission of Camden County Technical Schools (CCTS): Ensure all students are proficient in the New Jersey Student Learning Standards; Prepare all students for career and college success; Develop ethical character; Provide a safe, secure, and caring environment.



Awards, Recognition, Accomplishments:

The 2019 graduates of Penn Tech earned a reported total of \$3,138,752 in scholarships to attend colleges/universities nationwide. Penn Tech was recognized as a National School of Character by character.org. Penn Tech was named a U.S. News & World Report Best High School. Penn Tech was awarded a bronze medal. Over 20 students spent their senior year at Camden County College as dual enrolled students and earned at least 24 college credits. Our Culinary Program won the Overall First Place Award for the third straight year and the Unique Menu Award at the Taste of South Jersey Culinary Expo sponsored by the Camden County Regional Chamber of Commerce. Five Penn Tech students advanced to the Future Business Leaders of America (FBLA) State Conference competitive events.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Students at the Pennsauken Campus may enroll in the following AP Courses: English Language/Composition, English Literature/Composition, Biology, Spanish Language/Culture, US History. Dual-credit courses are also available to students. Specific courses within these career programs include: Automotive Technology, Law & Public Safety, Information Technology, and Pre-Engineering. Many of our qualifying high school seniors earn more than 24 college credits through the senior option program, by attending Camden County College full time during their senior year. Our focus on career education allows many of our students to graduate with career-based certifications/credentials. Career programs include: Accounting and Finance, Administrative Assistant, Allied Health Careers, Automotive Technology, Carpentry, Culinary Arts, Digital Media Communications, Environmental Studies, Graphic Communications, Information Technology, Law and Public Safety, Legal Assistant, Pre-Engineering, and Welding.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls)</p> <p>The Pennsauken Campus offers the following sports: Baseball, Basketball (Boys and Girls), Bowling (Boys and Girls), Cheerleading, Cross-Country (Boys and Girls), Soccer (Boys and Girls), Softball, and Volleyball (Boys and Girls). Our school belongs to the New Jersey Technical Athletic Conference (NJTAC). Nearly 300 students participate on our sports teams. The Penn Tech Girls' Basketball team was honored by the sports officials with the South Jersey Sportmanship Award. Our cheerleading team placed third in the NJTAC Tournament. The girls' bowling team placed eighth and the boys' bowling team placed ninth in the NJTAC tournament. Four girls' volleyball and one girl bowler were named as part of the All Conference - First Team. Two boys' volleyball, two girls' volleyball, two girl bowlers, and three boy bowlers were named as part of the All Conference - Second Team.</p>
 <p>Clubs and Activities:</p>	<p>The Pennsauken Campus of CCTS offers a variety of clubs and activities: Creative & Performing Arts, School Newspaper, FIRST (For Inspiration and Recognition of Science & Technology), FFA, Future Business Leaders of America, Future Health Professionals, Gay-Straight Alliance, Interact, Journalism Club, National Honor Society (NHS), National Technical Honor Society (NTHS), SkillsUSA, Student Council, Student Advisory Committee, Students Against Destructive Decisions, Weightlifting, Yearbook, Practical Politics.</p>



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 <p>Before and After School Programs:</p>	<p>Through the 21st Century Community Learning Centers' Grant, CCTS offers a variety of after-school programs which address the social-emotional, physical, career, and academic needs of its students; these programs include Art Academy; Cooking is an Art; Sewing; Mixed Martial Arts; Strategic Games; Film Appreciation, Service Learning, Bi-Literacy Test Prep, Fitness and Wellness, Intramural Sports, SAT Prep, The Next Step, and Automotive Technology Fundamentals.</p>
 <p>Staff and Professional Learning:</p>	<p>Literacy initiatives include English/Social Studies interdisciplinary units & district-wide summer reading. Math teachers meet regularly by course to increase math readiness & student success, implementing math practice during the summer. Embedded professional development in project-based learning is provided for science teachers. All teachers collaborate weekly through professional learning communities, facilitated by teacher leaders, with a focus on student learning through common assessments, data analysis of student progress, lesson design & reflection, and instructional strategies.</p>
 <p>Postsecondary Information:</p>	<p>2019 graduates of Penn Tech enrolled in two- and four-year colleges, entered the workforce in careers related to their high school career programs or entered the military. Colleges that the graduates enrolled in included: Camden County College, Johnson & Wales University, Penn State University, Rowan University, Rutgers University, Stockton University, Rider University, and University of New England. We host an annual College Night to discuss the application process and financial aid. We also assist with scholarship information, offer the SAT and PSAT testing at our campus, and host an annual college fair. Many of our graduates pursue apprenticeships, join the military or find immediate employment in the career path in which they have studied and earned a corresponding certificate.</p>



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Student Supports and Services:

We have a diverse array of student supports and services. Some of these services are: Intervention and Referral Services, Survival Team (Attendance), Character Development Program, Staff Mentoring for Students, and Peer Mentoring. The Child Study Team ensures 504 plans and Individualized Education Plans are implemented. Tutoring is offered via an Extended Learning Program after school. The school counseling staff, along with other staff members, work hard to make sure that students get the individualized supports needed for success.



Student Health and Wellness:

Students are enrolled in Health & Physical Education classes for four years with a focus on cardiovascular health training as well as mindfulness activities. The students use the fitness center, gymnasium, and sports fields. All students begin the day with a free nutritious breakfast provided by the school district. The lunch program exceeds nutrition guidelines in order to provide students with the nutrition that they need to excel in our learning environment. Wellness week is celebrated to bring attention to eating and living an active and healthy lifestyle.



Parent and Community Involvement:

Our school provides opportunities to involve parents and the community in the education of our students. One way that we do this is through the Parent Advisory Committee (PAC). This committee is dedicated to bringing the school and community together to share and discuss programs and services available in the school. This committee meets three times a year with school and district representatives. These meetings have been structured to best serve the authentic needs of our families.



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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 the school or district directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholders are given the opportunity to take our school climate survey during the school year. This survey is used for specific feedback on how parents, staff, and students perceive the learning environment and school culture. Responses were positive. Students, staff, and parents feel that our school is a safe, respectful school where students are supported in a challenging academic and career-oriented learning environment.</p>
 <p>Facilities:</p>	<p>The Pennsauken Campus consists of two buildings. The buildings include a library, computer labs, an art room, gymnasium, fitness center, science labs, greenhouse, various career programs, and academic areas. The buildings have been under constant maintenance and renovation. They are kept up to date with technology and equipment to meet the needs of business and industry.</p>
 <p>School Safety:</p>	<p>The safety and security of our students are of the utmost importance. A state-of-the-art security camera system monitors our hallways, entrances, and exits. Our team of security guards regularly patrols our campus to ensure our students are safe. All visitors are screened, identified and photographed upon entering our campus. All students and staff are required to wear ID Cards at all times. Penn Tech has an active Crisis Response Plan in place and practices regular drills with our staff, students and local law enforcement. The purpose of our Crisis Response Plan is to protect all life and property in emergencies by coordinating response activities of CCTS, law enforcement agencies and fire and rescue personnel. The plan also provides administrators, faculty, and staff with guidance in emergency situations to prepare them for managing a potential crisis in the school. A School Resource Officer from the local police department was hired and is on duty during school hours.</p>



Camden County Technical School-Pennsauken

(07-0700-030)

Grades Offered: 09-12

2018-2019

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Technology and STEM:

Environmental Studies, Pre-Engineering, and Information Technology career programs are part of our STEM offerings. We have a STEM FIRST Robotics Team and we hold a STEM Summer Science Camp and a STEM Robotics Camp each summer.



Camden County Technical School-Pennsauken

(07-0700-030)

Grades Offered: 09-12

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Other Information

The Pennsauken Campus of Camden County Technical Schools (CCTS) is a National School of Character as designated by Character.org. Character.org sponsors a national competition for this prestigious and competitive National School of Character designation. The Pennsauken Campus was named a National School of Character in 2015 and will hold the title until 2020. Students, staff, and parents all took part in the application process. Camden County College (CCC) provides high school juniors and seniors at CCTS with various opportunities to earn college credits for college-level work completed while in high school. Students may bank the credits earned for future enrollment at CCC or transfer them to other colleges and universities. Students may earn college credits through various programs, by participating in select AP academic classes, after school enrichment classes, and through units of study within certain career programs at CCTS via our college agreements. These dual-credit programs not only accelerate student achievement, but they also save students time and money. Seniors may also be eligible to participate in our Senior Option program where they attend Camden County College full time during their senior year at no cost to the students. Students who participate can earn a year's worth of college credits when they successfully pass their courses. Penn Tech offers co-curricular clubs and organizations/Career and Technical Student Organizations (CTSOs) such as: SkillsUSA, Future Business Leaders of America (FBLA), FFA, Future Health Professionals (HOSA), and For Inspiration and Recognition of Science and Technology (FIRST Robotics). Students involved have competed and won recognition at regional, state, and national competitions.