



Camden County Technical School-GTC
2016-2017

Grade Span 09-12

07-0700-040
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SICKLERVILLE, NJ 08081

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	378	306	274
10	398	344	325
11	310	337	329
12	310	270	319
Ungraded	1	1	2
Total	1397	1258	1249

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	46%	47%
Male	56%	54%	53%
Economically Disadvantaged Students	61%	61%	59%
Students with Disabilities	38%	33%	27%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	37.6%
Black or African American	29.7%
Hispanic	27.1%
Asian	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1249
Shared Time Students	0
Full Time Equivalent	1249

Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Spanish	5.7%
Other	0.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	295	98.8	38.30	34.80	54.90	38.3	42.1	Met Target†
White	123	98.4	37.40	*	63.90	37.4	52.5	Not Met
Hispanic	78	99.4	39.80	32.10	39.80	39.8	40.9	Met Target†
Black or African American	78	98.8	39.70	36.70	35.20	39.7	31.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	N	N
Female	136	97.7	42.60	42.50	62.20	42.6		
Male	159	100.0	34.60	27.20	48.10	34.6		
Economically Disadvantaged Students	153	99.1	39.20	34.30	36.20	39.2	38.2	Met Target
Non-Economically Disadvantaged Students	142	98.6	37.30	35.70	65.80	37.3		
Students with Disabilities	65	100.0	*	*	20.50	*	12.3	Met Target†
Students without Disabilities	230	98.6	*	*	61.90	*		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	295	98.8	38.30	*	57.40	38.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	272	749	745	749	5%	13%	30%	45%	7%	53%	52%
White	113	750	*	757	*	11%	27%	48%	*	57%	62%
Hispanic	70	746	742	733	*	14%	30%	46%	*	51%	35%
Black or African American	76	748	744	730	*	16%	33%	41%	*	47%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	11	745	*	746	0%	*	*	*	0%	46%	48%
Female	140	755	750	756	*	*	23%	52%	*	63%	60%
Male	132	743	741	741	*	*	37%	38%	*	42%	43%
Economically Disadvantaged Students	153	749	744	731	*	11%	30%	48%	*	54%	32%
Non-Economically Disadvantaged Students	119	749	748	758	*	15%	29%	42%	*	51%	62%
Students with Disabilities	47	730	729	714	*	21%	34%	30%	*	30%	13%
Students without Disabilities	225	753	748	754	*	11%	29%	48%	*	57%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	323	739	737	743	13%	17%	32%	33%	4%	38%	46%
White	132	740	*	749	16%	*	30%	33%	*	39%	52%
Hispanic	85	738	734	728	*	17%	34%	34%	*	37%	34%
Black or African American	89	740	735	725	*	19%	33%	35%	*	38%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	10	743	*	737	*	*	*	*	*	30%	42%
Female	152	745	743	752	*	10%	40%	37%	*	41%	54%
Male	171	735	730	734	*	23%	26%	30%	*	35%	39%
Economically Disadvantaged Students	167	740	736	726	*	15%	35%	33%	*	37%	32%
Non-Economically Disadvantaged Students	156	739	737	751	*	19%	30%	34%	*	39%	54%
Students with Disabilities	66	710	712	704	*	*	*	*	*	*	12%
Students without Disabilities	257	747	741	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	323	739	*	745	13%	17%	32%	33%	4%	38%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	318	737	738	736	16%	21%	27%	29%	7%	37%	38%
White	99	743	*	738	16%	15%	28%	27%	13%	40%	40%
Hispanic	98	733	737	731	*	24%	22%	33%	*	38%	34%
Black or African American	101	735	736	728	*	25%	32%	26%	*	31%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	16	727	*	731	*	*	*	*	0%	31%	36%
Female	152	747	747	744	7%	18%	29%	*	*	47%	46%
Male	166	727	730	729	24%	24%	25%	*	*	27%	31%
Economically Disadvantaged Students	180	733	736	729	19%	21%	26%	28%	6%	34%	32%
Non-Economically Disadvantaged Students	138	742	742	740	12%	21%	28%	30%	9%	40%	42%
Students with Disabilities	96	712	714	709	33%	37%	20%	*	*	10%	12%
Students without Disabilities	222	747	745	741	8%	14%	30%	*	*	48%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	318	737	738	737	16%	21%	27%	29%	7%	37%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



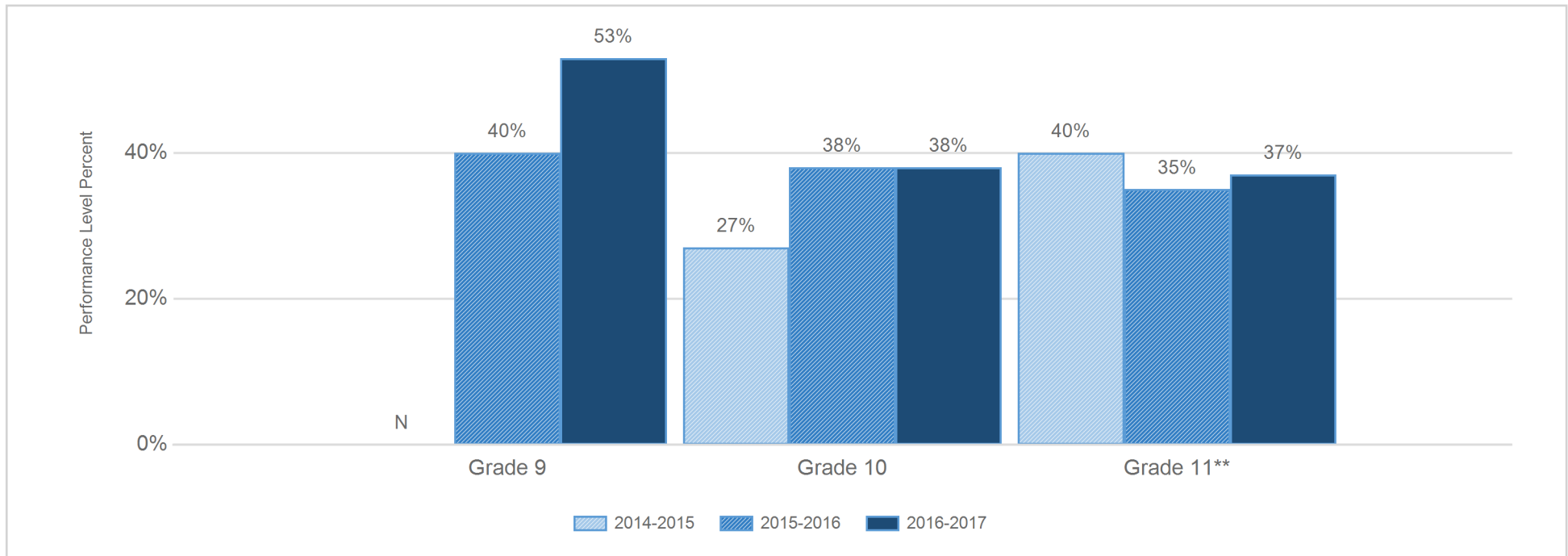
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	291	98.8	21.90	15.30	43.50	21.9	16.1	Met Target
White	120	98.4	30.80	*	52.40	30.8	20.3	Met Target
Hispanic	77	99.4	16.90	*	27.60	16.9	13.3	Met Target
Black or African American	78	98.8	14.10	*	21.70	14.1	10.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	N	N
Female	133	97.6	13.50	*	44.10	13.5		
Male	158	100.0	29.10	*	42.90	29.1		
Economically Disadvantaged Students	153	99.1	18.30	*	25.10	18.3	14.3	Met Target
Non-Economically Disadvantaged Students	138	98.5	26.10	*	54.30	26.1		
Students with Disabilities	64	100.0	*	*	16.50	*	5	Met Target
Students without Disabilities	227	98.6	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	291	98.8	21.90	*	45.20	21.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	735	733	743	9%	24%	41%	26%	0%	26%	42%
White	87	735	*	751	*	26%	37%	30%	*	30%	52%
Hispanic	64	736	731	728	*	22%	44%	25%	*	25%	24%
Black or African American	73	734	733	724	*	23%	44%	22%	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	115	735	732	744	*	26%	39%	27%	*	27%	43%
Male	117	735	734	741	*	22%	43%	25%	*	25%	40%
Economically Disadvantaged Students	137	737	734	727	8%	23%	43%	26%	0%	26%	23%
Non-Economically Disadvantaged Students	95	732	732	751	11%	26%	38%	25%	0%	25%	52%
Students with Disabilities	51	721	721	714	20%	41%	24%	*	*	16%	10%
Students without Disabilities	181	739	735	747	6%	19%	46%	*	*	29%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	297	733	731	734	*	31%	41%	22%	*	23%	30%
White	122	739	*	740	*	26%	38%	31%	*	34%	38%
Hispanic	78	731	728	722	*	27%	49%	18%	*	18%	14%
Black or African American	79	726	725	719	*	43%	38%	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	157	731	729	735	*	32%	42%	20%	*	20%	31%
Male	140	735	732	733	*	30%	40%	24%	*	26%	30%
Economically Disadvantaged Students	157	731	728	721	*	31%	46%	17%	*	18%	13%
Non-Economically Disadvantaged Students	140	736	735	740	*	31%	36%	27%	*	29%	39%
Students with Disabilities	60	718	*	711	*	*	*	*	*	*	*
Students without Disabilities	237	737	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	297	733	*	735	*	31%	41%	22%	*	23%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	327	710	709	725	42%	28%	20%	*	*	11%	28%
White	104	720	*	731	31%	26%	23%	*	*	20%	33%
Hispanic	99	706	708	710	*	*	*	*	*	*	14%
Black or African American	104	701	700	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	16	713	*	718	*	*	*	*	0%	13%	25%
Female	144	705	706	725	*	*	*	*	*	*	27%
Male	183	713	712	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	184	703	706	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	143	718	715	733	*	*	*	*	*	*	35%
Students with Disabilities	91	685	*	692	*	*	*	*	*	*	*
Students without Disabilities	236	719	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	327	710	709	726	42%	28%	20%	*	*	11%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



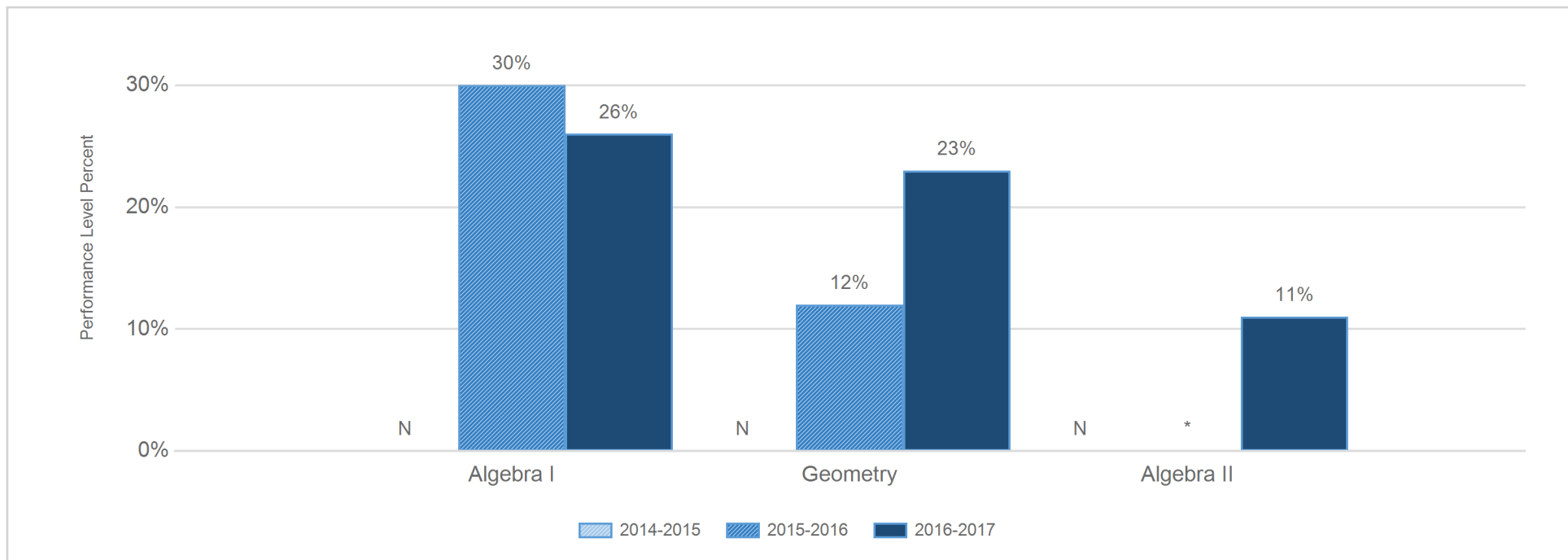
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

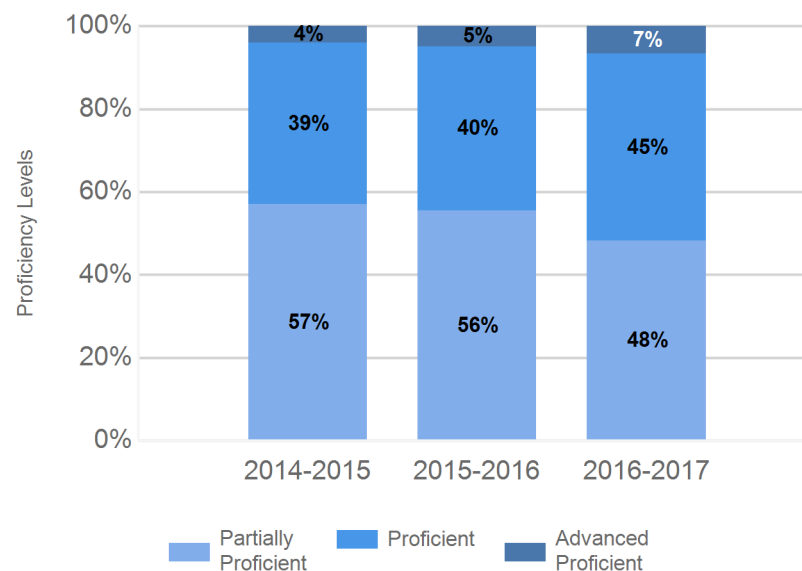
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	45%	48%
White	10%	50%	40%
Hispanic	5%	43%	52%
Black or African American	2%	38%	60%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	4%	45%	51%
Students with Disabilities	N	23%	77%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	28.4%	89.4%
Percentage of students taking the SAT	53.6%	70.0%
Percentage of students taking the ACT	3.8%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	473	481	Varies By Grade	63%	67%
PSAT - Math	469	483	Varies By Grade	36%	49%
SAT - Reading and Writing	505	551	480	59%	77%
SAT - Math	501	552	530	33%	58%
ACT - Reading	22	24	22	42%	65%
ACT - English	20	24	18	58%	79%
ACT - Math	21	24	22	50%	65%
ACT - Science	20	23	23	25%	54%



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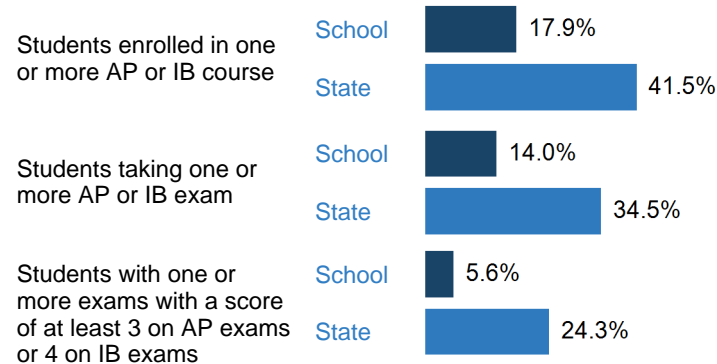
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

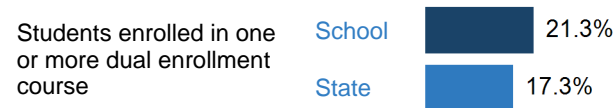
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	0
AP Calculus AB	21	10
AP Chemistry	7	0
AP Computer Science A	0	25
AP English Language and Composition	83	39
AP English Literature and Composition	18	18
AP Macroeconomics	4	0
AP Music Theory	1	0
AP Spanish Language	7	7
AP Statistics	4	0
AP U.S. History	52	24
IB Chemistry	1	0
Total Exams Taken		123
Exams with scores of at least 3 on AP exams or 4 on IB exams		44



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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

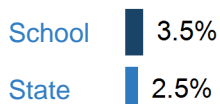
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	225	0	0	0	0	0	49
10	8	0	33	3	0	0	297
11	0	0	240	37	8	3	38
12	0	0	10	17	5	19	65
Schoolwide	233	0	283	57	13	22	449
Enrolled in AP/IB Course					13	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	77	7	0	190	0	0
10	244	75	0	5	0	0
11	0	268	0	3	57	9
12	0	3	0	2	1	23
Schoolwide	321	353	0	200	58	32
Enrolled in AP/IB Course	N	N		N	N	N



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	274	0	0	0	0	0
10	12	65	0	0	0	0
11	1	317	0	0	0	0
12	2	256	0	0	0	0
Schoolwide	289	638	0	0	0	0
Enrolled in AP/IB Course	0	23	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	N	N	N	N	N	N	N
10	318	0	0	0	0	0	0
11	10	0	0	0	0	0	0
12	114	0	0	0	0	0	0
Schoolwide	442	0	0	0	0	0	0
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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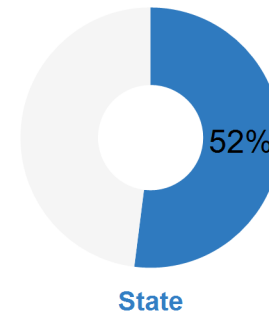
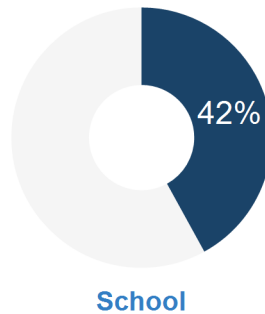
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Visual and Performing Arts – Course Participation

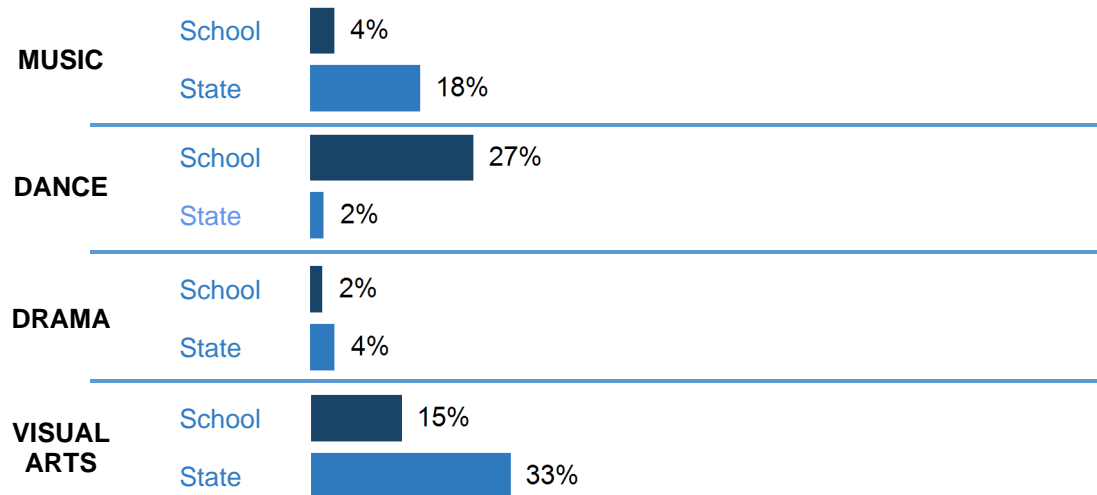
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.2%	90.5%	95.5%	91.8%	94.9%	95.0%	Not Met	96.9%	N	Met Goal
White	96.6%	94.5%	94.3%	95.1%	91.4%	95.0%	Not Met	95.2%	N	Met Goal
Hispanic	*	84.3%	95.6%	86.3%	95.7%	N	Met Goal	98.6%	N	Met Goal
Black or African American	99.0%	83.4%	97.0%	85.3%	97.0%	N	Met Goal	96.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	97.2%	83.9%	95.3%	85.6%	94.5%	95.0%	Not Met	97.3%	N	Met Goal
Students with Disabilities	96.3%	78.8%	96.6%	82.1%	95.5%	N	Met Goal	97.5%	N	Met Goal
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.2%	-
2016	94.9%	95.5%
2015	96.5%	96.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.7%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.8%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	46.2%	68.7%	31.3%
White	42.9%	68.8%	31.3%
Hispanic	38.4%	69.7%	30.3%
Black or African American	52.9%	68.5%	31.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	45.5%	70.3%	29.7%
Students with Disabilities	28.8%	83.3%	16.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	55%	73%	27%	91.9%	8.1%	87.8%	12.2%
White	52.1%	78%	22%	94%	6%	92%	8%
Hispanic	43.7%	71%	29%	93.6%	6.5%	87.1%	12.9%
Black or African American	63.4%	67.3%	32.7%	88.5%	11.5%	82.7%	17.3%
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	50.3%	72.4%	27.6%	90.8%	9.2%	85.5%	14.5%
Students with Disabilities	41.9%	83.7%	16.3%	91.8%	8.2%	91.8%	8.2%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

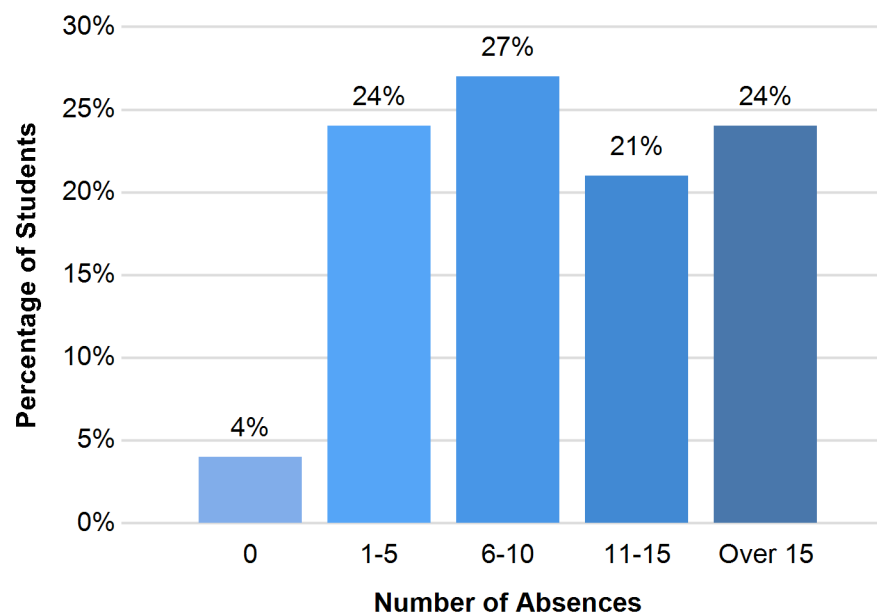
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	18.30	14.30	Not Met
White	17.90	14.30	Not Met
Hispanic	21.50	14.30	Not Met
Black or African American	17.20	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	13.50	14.30	Met Target
Economically Disadvantaged Students	22.70	14.30	Not Met
Students with Disabilities	21.10	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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





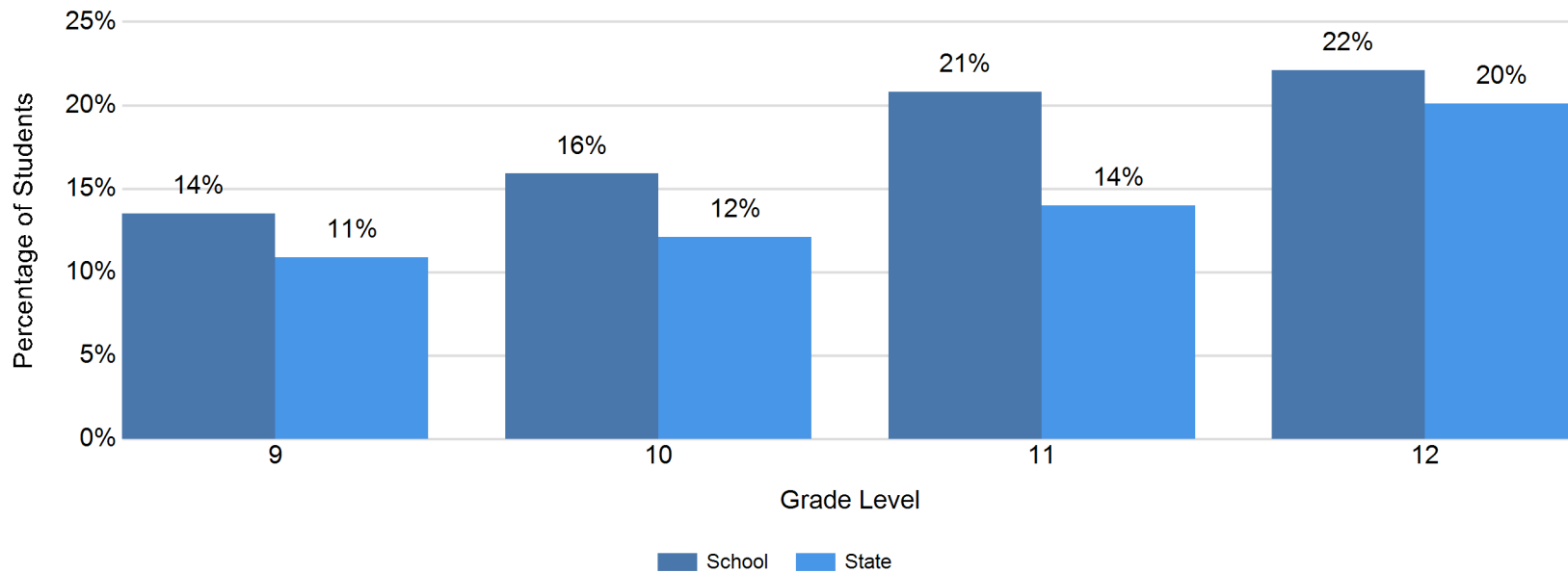
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Chronic Absenteeism by Grade

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





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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.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 31 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	17
Vandalism	4
Weapons	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	2.88

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	23.9%
Out-of-School Suspensions	9.8%
Any Suspension	27.7%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	511.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,326	\$18,325	\$19,651



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	128	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	62%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	16.6	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	96:1	78:1
Librarian/Media Specialists		1954:1
Nurses		651:1
Counselors		244:1
Child Study Team		217:1



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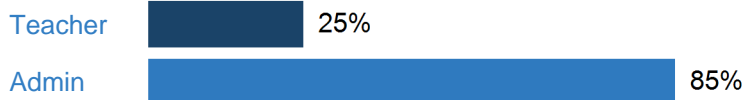
Teachers and Administrators - Level of Education

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

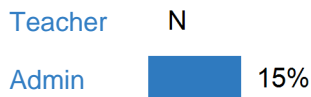
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.8	17.5%
Mathematics Proficiency	40.0	17.5%
Graduation - 4-Year	69.6	25.0%
Graduation - 5-Year	82.8	25.0%
Chronic Absenteeism	29.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.0
Summative Rating: Percentile rank of Summative Score		56.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	56.0	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Goal	No
White	28.3	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Goal	No
Hispanic	65.9	6.2	No	Met Target†	Met Target	Not Met	Met Goal	Met Goal	No
Black or African American	75.3	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	72.6	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Students with Disabilities	70.5	6.2	No	Met Target†	Met Target	Not Met	Met Goal	Met Goal	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Cappello	Email Address:	gcappello@ccts.net
Address:	343 BERLIN CROSS KEYS ROAD SICKLERVILLE, NJ 08081	Website:	http://www.ccts.org
Phone:	(856)767-7000	Facebook:	https://www.facebook.com/browse/adminded_pages/?id=100004981833400
		Twitter:	https://twitter.com/CCTSNJ

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • For our 2017 graduates, our total amount of scholarships was \$3,809,992. • One of our graduates was accepted and is attending MIT. • Over 40 students spent their senior year at Camden County College as dual enrolled students.
 <p>Mission, Vision, Theme:</p>	<p>The mission of CCTS: Ensure all students are proficient in the Department of Education 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>For our 2017 graduates, the total amount of scholarships was \$3,809,992. One of our graduates was accepted and is attending MIT. Our FIRST Robotics team is consistently one of the best teams in the country and last year won the Chairman's Award. Our Culinary Program won the Vocational Competition Grand Championship. Over 40 students spent their senior year at Camden County College as dual enrolled students, earning college credits and high school credits with no cost to the students.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>AP Courses: English Language/Composition, English Literature/Composition, Biology, Spanish, US History; Dual-credit courses available for AP Language/Composition students and are embedded in various career programs (ie. Automotive Technology, Early Childhood, Law & Public Safety, Pre-Engineering); Senior Option: Qualifying HS seniors attend Camden County College full-time throughout senior year, earning in excess of 24 credits; Technology is available for all students in academic classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (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>NJSIAA Sportsmanship Award; Volleyball Officials' Sportsmanship Award-Boys' Volleyball; Swim Officials' Sportsmanship Award-Boys'/Girls' Swimming; South Jersey Outstanding Player Award-Softball</p>
 <p>Clubs and Activities:</p>	<p>Clubs and Activities: Campus Courier (School Newspaper), Families Careers Community Leaders of America, F.I.R.S.T. Robotics, Future Business Leaders of America, FFA, Future Health Professionals, Gay Straight Alliance, Athletes Against Bullying, Intercultural Club, Interact, National Honor Society, National Technical Honor Society, SkillsUSA, Student Council, Student Ambassadors, Yearbook; Co-curricular: 21st Century Learning Program; Arts: Musical Choir Competition</p>
 <p>Before and After School Programs:</p>	<p>Through 21st Century Community Learning Centers' Grant, a federally funded grant, CCTS offers a variety of after-school programs which address the social-emotional, physical, and academic needs of its students. Some programs are: Model UN, Jazz Band, and Mixed Martial Arts.</p>








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 <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. 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>Eighty-one percent of our graduates were accepted to college. Our students have been accepted to some of the best schools in the country, from Camden County College to MIT to Cornell. We have many programs to support students in applying to college/financial aid, including the following: Financial and College Aid Night, Camden County School Counselors' College Fair; and, every student has a personalized student learning plan each year.</p>
 <p>Student Supports and Services:</p>	<p>We have a diverse array of student supports and services: Counseling Office, Student Assistance Coord., and Child Study Team. These areas run our Intervention and Referral Services, Attendance Team, and review all 504 Plans/IEPs. We offer tutoring through the NHS Peer Tutoring Program and our After-school Tutoring Program. We run many groups to support students who have emotional or social issues. Staff work hard to make sure that students get the individualized supports needed for success.</p>
 <p>Student Health and Wellness:</p>	<p>Students are enrolled in Health & Physical Education classes for four years with the focus on cardiovascular health training. The school district utilizes the fitness center, gymnasium, the outdoor track 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 the nutrition that they need to excel in our learning environment.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school is constantly striving to involve parents and the community in the education of our students. One way that we do this is through the Parents, Administrators, Students, and Staff Committee. This committee is dedicated to bringing the district and school communities together to discuss any issues that are present in the schools. This committee meets four times a year with school and district meetings. These meetings have been very positive with many different voices being heard.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>All stakeholders are given the opportunity to take our school climate survey once a year around February. This survey is used for specific feedback on how parents, staff, and students perceive the learning environment and school culture. The number of responses have been positive with over 1,000 people participating in the survey. It indicates that students, staff, and parents feel that our school is a safe, respectful school where students are supported in a challenging learning environment.</p>
 <p>Facilities:</p>	<p>Our Campus consists of twelve buildings. The buildings include a 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 all roofs, exterior doors and windows, and renovated the video production studio.</p>



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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. The Gloucester Township 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. In 2017, we were also a Promising Practice winner for our "We Are The World Cultural Dance." Students gained awareness of how movement is used to learn about themselves and were challenged to try different ways of moving that emulate how others in the world represent their culture and identity through dance. All students of all abilities experienced the joy of creating something new, collaborating with others, and self-discovery through dance. Our dance curriculum parallels the CCTS Core Values of Innovation, Citizenship, Respect, Perseverance, and Integrity. Camden County College provides high school juniors and seniors at CCTS with various opportunities to earn college credit 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 via various programs, by participating in select AP academic classes and after school enrichment classes, and for units of study within certain career programs and college academies at CCTS via our agreements. These dual-credit programs not only accelerate student achievement—they save time and money. Students who qualify may participate in our Senior Option program where they attend Camden County College full-time during their senior year at no cost to the student. Students who participate can earn a year's worth of college credits when they successfully pass their courses.



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	186	219	177
10	184	184	228
11	187	148	163
12	164	174	137
Ungraded	0	0	0
Total	721	725	705

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	52%	51%
Male	47%	48%	49%
Economically Disadvantaged Students	88%	84%	82%
Students with Disabilities	6%	7%	7%
English Learners	0%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	64.4%
Black or African American	27.9%
Asian	3.3%
White	2.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	705
Shared Time Students	0
Full Time Equivalent	705

Enrollment by Home Language

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

Home Language	% of Students
English	78.3%
Spanish	20.0%
Vietnamese	1.0%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	211	99.5	29.90	34.80	54.90	29.9	31.2	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	134	99.6	27.60	32.10	39.80	27.6	31	Met Target†
Black or African American	61	100.0	32.80	36.70	35.20	32.8	21.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	116	99.1	42.20	42.50	62.20	42.2		
Male	95	100.0	14.70	27.20	48.10	14.7		
Economically Disadvantaged Students	171	99.7	29.80	34.30	36.20	29.8	29.6	Met Target
Non-Economically Disadvantaged Students	40	98.6	30.00	35.70	65.80	30		
Students with Disabilities	16	100.0	12.50	*	20.50	12.5	N	N
Students without Disabilities	195	99.5	31.30	*	61.90	31.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	740	745	749	*	20%	49%	30%	*	30%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	125	740	742	733	*	22%	46%	31%	*	31%	35%
Black or African American	37	735	744	730	*	*	62%	*	0%	16%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	92	742	750	756	*	12%	53%	33%	*	33%	60%
Male	85	738	741	741	*	28%	44%	27%	*	27%	43%
Economically Disadvantaged Students	148	739	744	731	*	*	49%	28%	*	28%	32%
Non-Economically Disadvantaged Students	29	745	748	758	*	*	48%	41%	*	41%	62%
Students with Disabilities	11	721	729	714	*	*	*	*	*	*	13%
Students without Disabilities	166	742	748	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	177	740	*	752	*	20%	49%	30%	*	30%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	230	733	737	743	*	21%	33%	27%	*	30%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	143	732	734	728	*	20%	37%	26%	*	27%	34%
Black or African American	70	729	735	725	21%	27%	*	29%	*	31%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	125	742	743	752	*	15%	35%	35%	*	40%	54%
Male	105	722	730	734	*	29%	30%	17%	*	17%	39%
Economically Disadvantaged Students	187	733	736	726	*	*	32%	27%	*	29%	32%
Non-Economically Disadvantaged Students	43	732	737	751	*	*	35%	28%	*	30%	54%
Students with Disabilities	16	723	712	704	*	*	*	*	*	13%	12%
Students without Disabilities	214	733	741	749	*	*	*	*	*	31%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	741	738	736	*	20%	36%	33%	*	37%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	108	739	737	731	*	22%	35%	32%	*	36%	34%
Black or African American	45	739	736	728	*	*	40%	31%	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	76	747	747	744	*	17%	32%	41%	*	47%	46%
Male	87	736	730	729	*	22%	39%	26%	*	29%	31%
Economically Disadvantaged Students	127	740	736	729	*	*	35%	30%	*	35%	32%
Non-Economically Disadvantaged Students	36	745	742	740	*	*	36%	44%	*	47%	42%
Students with Disabilities	11	737	714	709	*	*	*	*	*	*	12%
Students without Disabilities	152	741	745	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	163	741	738	737	*	20%	36%	33%	*	37%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



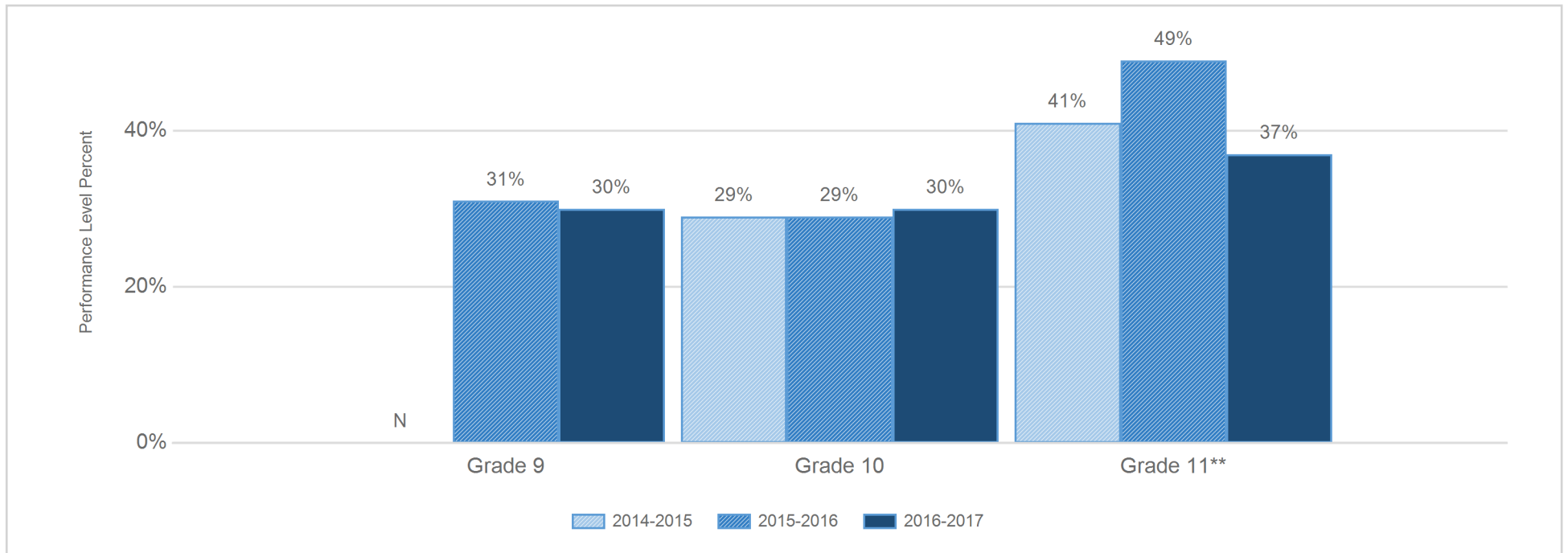
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	212	99.8	*	15.30	43.50	*	14.1	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	135	100.0	*	*	27.60	*	13.7	Not Met
Black or African American	61	100.0	*	*	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	117	99.5	*	*	44.10	*		
Male	95	100.0	*	*	42.90	*		
Economically Disadvantaged Students	172	100.0	*	*	25.10	*	13.9	Not Met
Non-Economically Disadvantaged Students	40	98.6	*	*	54.30	*		
Students with Disabilities	16	100.0	*	*	16.50	*	N	N
Students without Disabilities	196	99.7	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	731	733	743	6%	33%	44%	17%	0%	17%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	157	729	731	728	7%	34%	44%	15%	0%	15%	24%
Black or African American	43	731	733	724	*	35%	44%	*	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	119	729	732	744	*	30%	52%	10%	*	10%	43%
Male	99	734	734	741	*	36%	34%	25%	*	25%	40%
Economically Disadvantaged Students	180	731	734	727	*	32%	46%	*	0%	17%	23%
Non-Economically Disadvantaged Students	38	732	732	751	*	40%	37%	*	0%	18%	52%
Students with Disabilities	20	719	721	714	*	55%	*	*	*	10%	10%
Students without Disabilities	198	732	735	747	*	31%	*	*	*	18%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	726	731	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	100	726	728	722	*	*	*	*	*	*	14%
Black or African American	61	724	725	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	90	726	729	735	*	*	*	*	*	*	31%
Male	80	727	732	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	142	726	728	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	28	730	735	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	708	709	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	115	710	708	710	40%	34%	16%	10%	0%	10%	14%
Black or African American	48	698	700	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	85	707	706	725	*	*	*	*	*	*	27%
Male	90	710	712	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	134	709	706	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	41	706	715	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	175	708	709	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



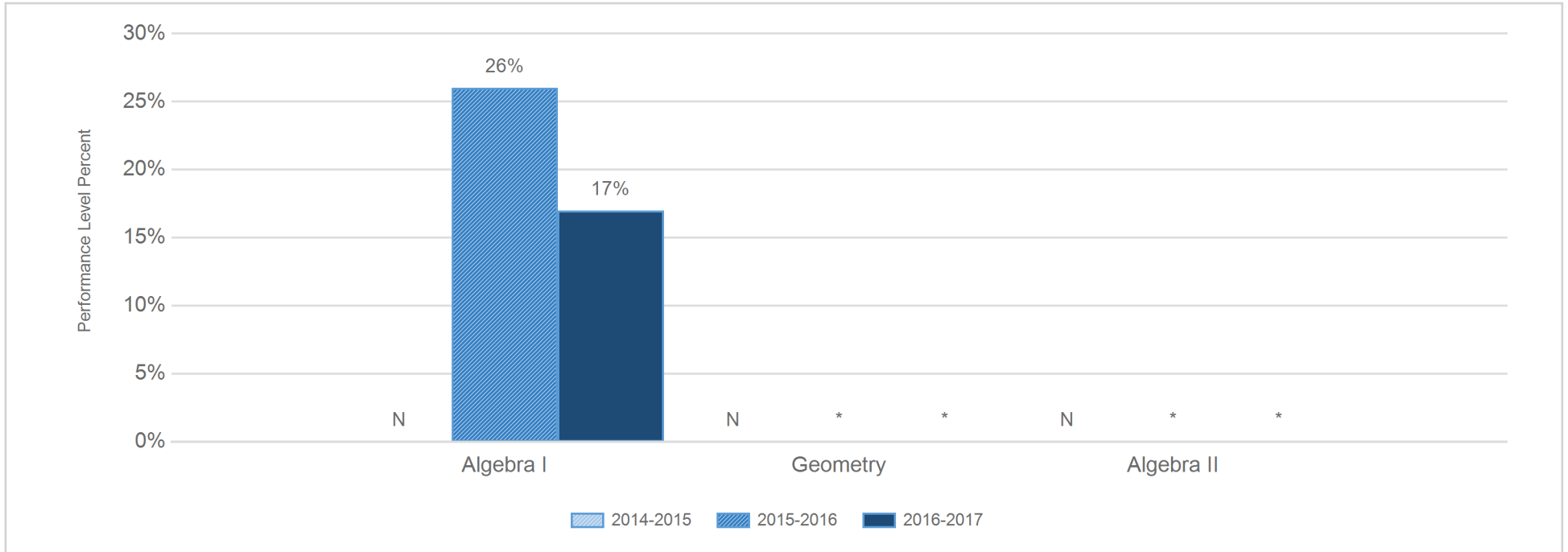
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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

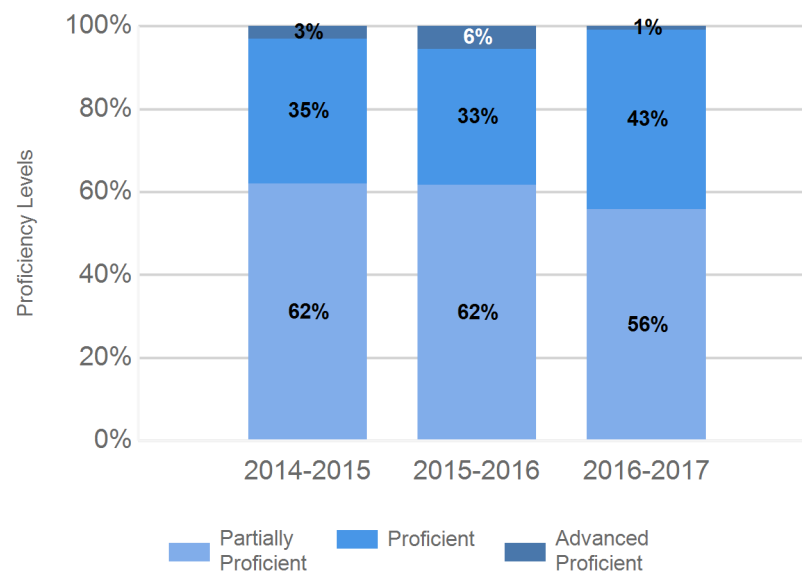
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	43%	56%
White	N	*	*
Hispanic	2%	45%	54%
Black or African American	N	40%	60%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	1%	42%	57%
Students with Disabilities	N	31%	69%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	21.0%	89.4%
Percentage of students taking the SAT	70.1%	70.0%
Percentage of students taking the ACT	7.3%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	429	481	Varies By Grade	39%	67%
PSAT - Math	466	483	Varies By Grade	25%	49%
SAT - Reading and Writing	467	551	480	40%	77%
SAT - Math	465	552	530	16%	58%
ACT - Reading	19	24	22	10%	65%
ACT - English	17	24	18	50%	79%
ACT - Math	20	24	22	30%	65%
ACT - Science	19	23	23	20%	54%



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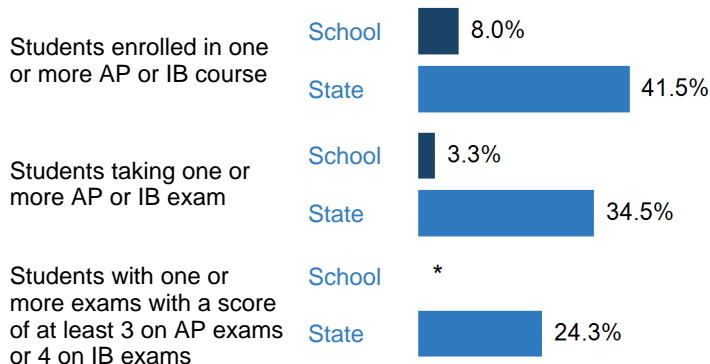
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



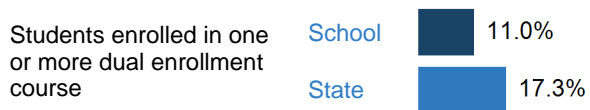
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Computer Science Principles	1	0
AP English Language and Composition	14	0
AP English Literature and Composition	6	6
AP Macroeconomics	1	0
AP Spanish Language	3	3
AP Statistics	3	0
AP U.S. History	19	5
Total Exams Taken		14
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

Dual Enrollment Coursework - Participation

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





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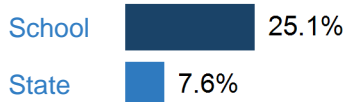
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

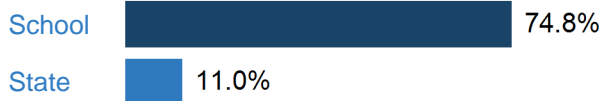
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

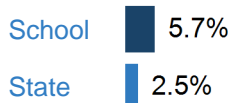
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	176	0	0	0	0	0	2
10	42	0	26	0	0	0	183
11	0	0	151	7	0	0	5
12	0	0	3	20	0	0	50
Schoolwide	218	0	180	27	0	0	240
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	8	177	0	0
10	217	5	3	5	0	0
11	0	160	8	1	2	0
12	0	4	9	0	7	3
Schoolwide	218	169	28	183	9	3
Enrolled in AP/IB Course	N	N		N	N	N



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	178	0	0	0	0	0
10	3	69	0	0	0	0
11	0	149	0	0	0	0
12	0	121	0	0	0	0
Schoolwide	181	339	0	0	0	0
Enrolled in AP/IB Course	0	5	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	N	N	N	N	N	N	N
10	219	0	0	0	0	0	0
11	39	0	0	0	0	0	0
12	44	0	0	0	0	0	0
Schoolwide	302	0	0	0	0	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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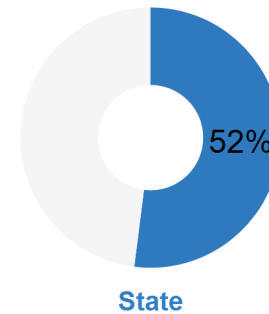
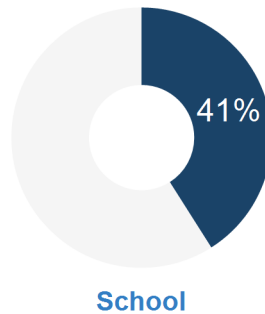
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Visual and Performing Arts – Course Participation

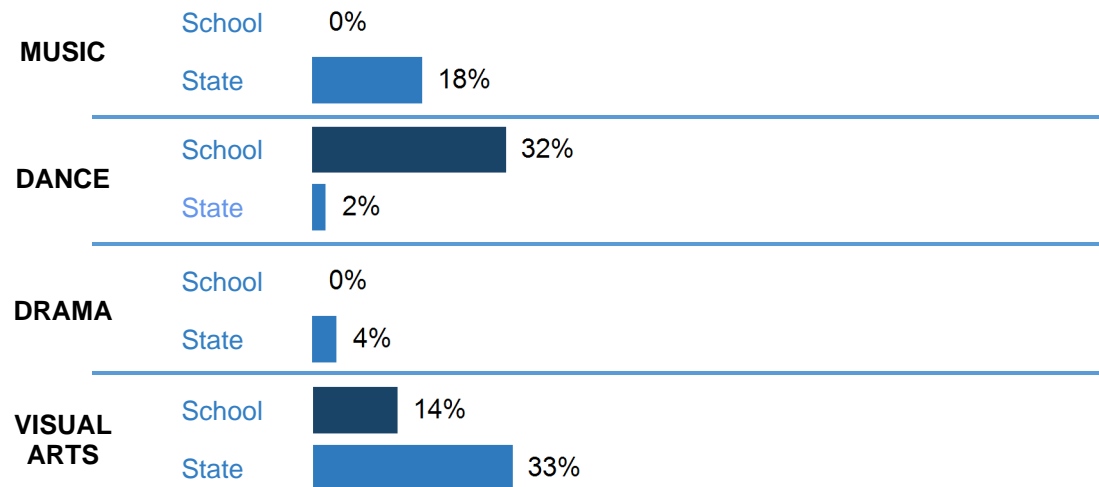
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.8%	90.5%	96.0%	91.8%	96.0%	N	Met Goal	92.9%	92.4%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	94.1%	84.3%	94.7%	86.3%	94.7%	90.2%	Met Target	89.9%	93.4%	Not Met
Black or African American	92.0%	83.4%	97.9%	85.3%	97.9%	N	Met Goal	96.4%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	94.7%	83.9%	96.6%	85.6%	96.6%	N	Met Goal	92.6%	93.3%	Not Met
Students with Disabilities	*	78.8%	100.0%	82.1%	100.0%	**	**	100.0%	**	**
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.8%	-
2016	96.0%	96.0%
2015	92.9%	92.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0%	1.1%
2014-2015	1%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	49.6%	57.4%	42.7%
White	*	0%	*
Hispanic	41.3%	57.6%	42.4%
Black or African American	58.7%	63%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	0%
Economically Disadvantaged Students	49.1%	57.4%	42.6%
Students with Disabilities	*	*	0%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	57.5%	69%	31%	90%	10%	92%	8%
White	*	*	*	*	*	*	*
Hispanic	55.4%	75.8%	24.2%	93.6%	6.5%	93.6%	6.5%
Black or African American	60.4%	58.6%	41.4%	82.8%	17.2%	89.7%	10.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.4%	68.2%	31.8%	91.8%	8.2%	92.9%	7.1%
Students with Disabilities	90%	77.8%	22.2%	88.9%	11.1%	88.9%	11.1%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

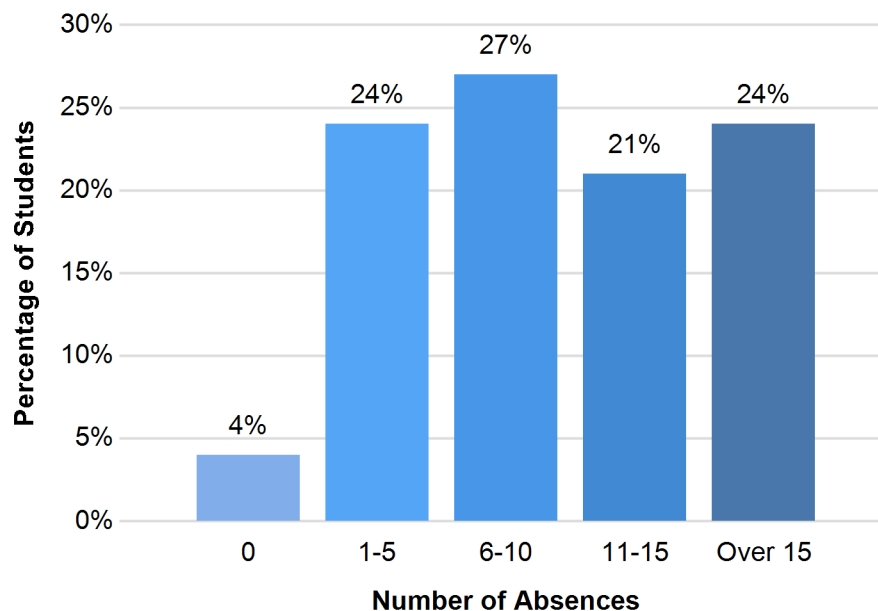
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.70	14.30	Not Met
White	20.00	14.30	Not Met
Hispanic	17.00	14.30	Not Met
Black or African American	17.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.90	14.30	Not Met
Students with Disabilities	10.20	14.30	Met Target
English Learners	N	**	**

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

Days Absent

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





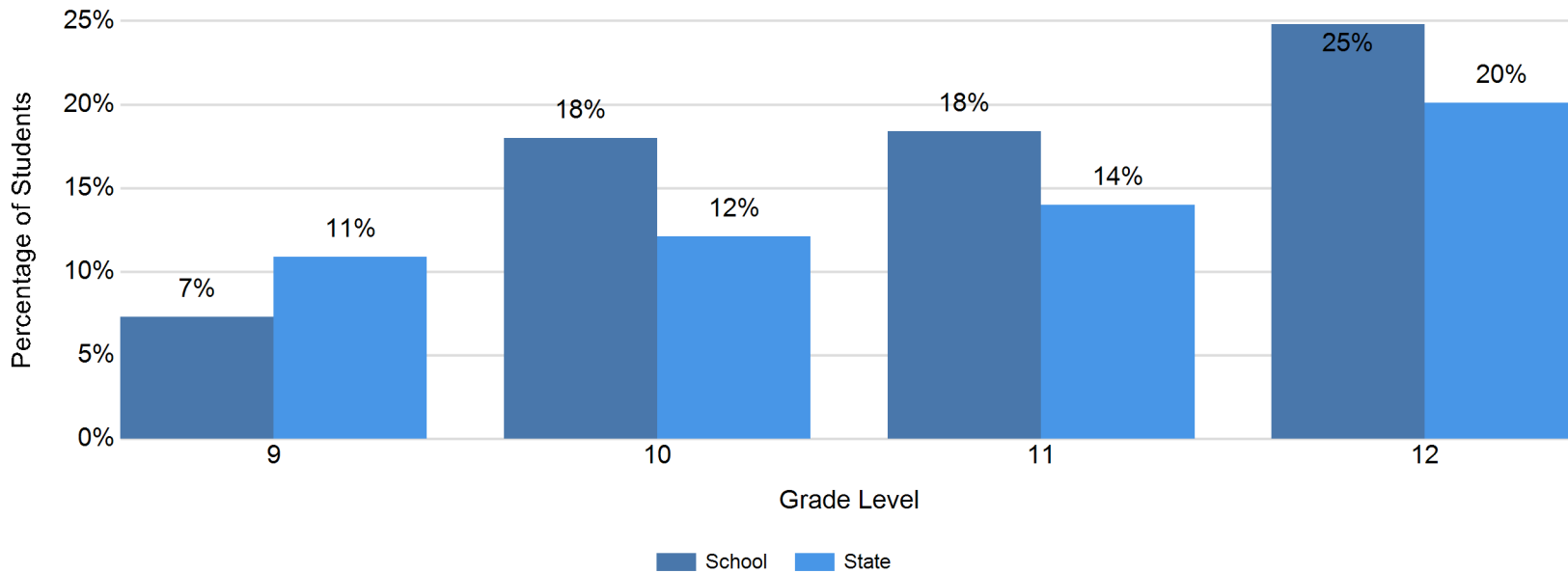
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Chronic Absenteeism by Grade

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





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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.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 31 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Vandalism	1
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	2.98

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	27.8%
Out-of-School Suspensions	10.4%
Any Suspension	31.8%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	511.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,326	\$18,325	\$19,651



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	66	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	62%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	16.6	15.9
Average years experience in district	10.6	11.6
Administrators in district for 4 or more years	68%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	141:1	78:1
Librarian/Media Specialists		1954:1
Nurses		651:1
Counselors		244:1
Child Study Team		217:1



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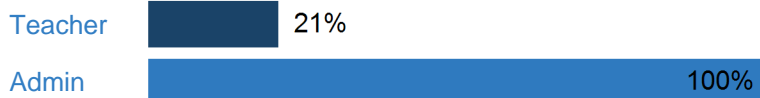
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	27.2	17.5%
Mathematics Proficiency	16.9	17.5%
Graduation - 4-Year	84.2	25.0%
Graduation - 5-Year	53.7	25.0%
Chronic Absenteeism	38.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48.0
Summative Rating: Percentile rank of Summative Score		45.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	48.0	6.2	No	Met Target†	Not Met	Not Met	Met Goal	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	44.4	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	65.8	6.2	No	Met Target	N	Not Met	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.1	6.2	No	Met Target	Not Met	Not Met	Met Goal	Not Met	No
Students with Disabilities	**	**	No	N	N	Met Target	**	**	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



**Camden County Technical School-Pennsauken
2016-2017**

07-0700-030
CAMDEN
CAMDEN COUNTY VOCATIONAL
6008 BROWNING ROAD
PENNSAUKEN, NJ 08109

Grade Span 09-12

School General Info

Principal:	Mr. Fetty	Email Address:	bfetty@ccts.net
Address:	6008 BROWNING ROAD PENNSAUKEN, NJ 08109	Website:	http://www.ccts.org
Phone:	(856)663-1040	Facebook:	https://www.facebook.com/browse/adminded_pages/?id=100004981833400
		Twitter:	https://twitter.com/CCTSNJ

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> • Recognized by U.S. News and World Report as One of the Best Schools in the Nation – Bronze Medal • Recognized as a 2017 National Promising Practice by Character.org for Character, Attendance, Climate Change Initiative • Graduating seniors were offered a total of \$1,422,024 in scholarships to over 50 college and universities.
<p>Mission, Vision, Theme:</p>	<p>The mission of CCTS: Ensure all students are proficient in the Department of Education 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>The 2017 graduates of Penn Tech earned a reported total of \$1,422,024 in scholarships to attend colleges/universities nationwide. Penn Tech was named a 2017 U.S. News & World Report Best High School. More than 6,000 schools, barely one-fourth of the schools that U.S. News evaluated, were awarded gold, silver or bronze medals in the year's rankings. Penn Tech was awarded a bronze medal. Our Culinary Program won the Taster's Choice award at the Taste of South Jersey Culinary Expo.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>AP Courses: English Language/Composition, English Literature/Composition, Biology, Spanish, US History; Dual-credit courses available for AP Language/Composition students and are embedded in various career programs (ie. Automotive Technology, Early Childhood, Law & Public Safety, Pre-Engineering); Senior Option: Qualifying HS seniors attend Camden County College full-time throughout senior year, earning in excess of 24 credits; Technology is available for all students in academic classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls)</p> <p>NJSIAA Sportsmanship Award –Olympic Conference Boys Volleyball; 2nd Place NJTAC State Tournament Boys' Volleyball; Olympic Conference – National Division Boys' Volleyball; 5th Place NJTAC State Tournament Girls' Volleyball; 11th Place NJTAC State Tournament Girls' Bowling; 11th Place NJTAC State Tournament Boys' Bowling; Hosted 1st Round NJSIAA Playoff Game Boys' Basketball</p>
 <p>Clubs and Activities:</p>	<p>Creative & Performing Arts, School Newspaper, FIRST (For Inspiration and Recognition of Science & Technology), Future Business Leaders of America, FFA, 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</p>
 <p>Before and After School Programs:</p>	<p>Through 21st Century Community Learning Centers' Grant, CCTS offers a variety of after-school programs which address the social-emotional, physical, and academic needs of its students: Art Academy; Cooking is an Art; and, Mixed Martial Arts.</p>








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 <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. 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>Sixty-two percent of our graduates were accepted to college. Our students have been accepted to some of the top universities in the area: Rutgers, Saint Joseph's, Seton Hall. Many students attend Camden County College before deciding on the four year school that best serves their needs. We have many programs to support students in applying to college/financial aid, including the following: Financial and College Aid Night and college visits/fairs.</p>
 <p>Student Supports and Services:</p>	<p>We have a diverse array of student supports and services: Intervention and Referral Services, Survival Team (Attendance), Student Improvement Group, Character Development Program, Student Mentoring, Peer Mentoring & Mediation. Child Study Team ensures 504 plans and Individualized Education Plans are implemented. Tutoring is offered via the Extended Learning Program. Staff work hard to make sure that students get the individualized supports needed for success.</p>
 <p>Student Health and Wellness:</p>	<p>Students are enrolled in Health & Physical Education classes for four years with the focus on cardiovascular health training. The school district utilizes the fitness center, gymnasium, the outdoor track 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 the nutrition that they need to excel in our learning environment.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school is constantly striving to involve parents and the community in the education of our students. One way that we do this is through the Parents, Administrators, Students, and Staff Committee. This committee is dedicated to bringing the district and school communities together to discuss any issues that are present in the schools. This committee meets four times a year with school and district meetings. These meetings have been very positive with many different voices being heard.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>All stakeholders are given the opportunity to take our school climate survey once a year around February. This survey is used for specific feedback on how parents, staff, and students perceive the learning environment and school culture. The number of responses have been positive with over 1,000 people participating in the survey. It indicates that students, staff, and parents feel that our school is a safe, respectful school where students are supported in a challenging learning environment.</p>
 <p>Facilities:</p>	<p>Pennsauken Campus consists of two buildings. The buildings include a 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 the nurse's office and school counseling offices have been renovated and a Video Production Career Area was added to accommodate a new program.</p>



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Other Information:

The Pennsauken 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. 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 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 and after school enrichment classes, and for units of study within certain career programs at CCTS via our college agreements. These dual-credit programs not only accelerate student achievement, they save 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 student. 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, FFA, Future Health Professionals, and For Inspiration and Recognition of Science and Technology (FIRST Robotics). Students involved have competed and won recognition at regional, state, and national competitions.