State of New Jersey

2014-15

OVERVIEW

CHARTERS

SUSSEX COUNTY CS FOR TECHNOLOGY

GRADE SPAN 06-08

80-7850-960

SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY

385 N. CHURCH RD.

SPARTA, NJ 07871

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: http://www.nj.gov/education/educators/.

State of New Jersey
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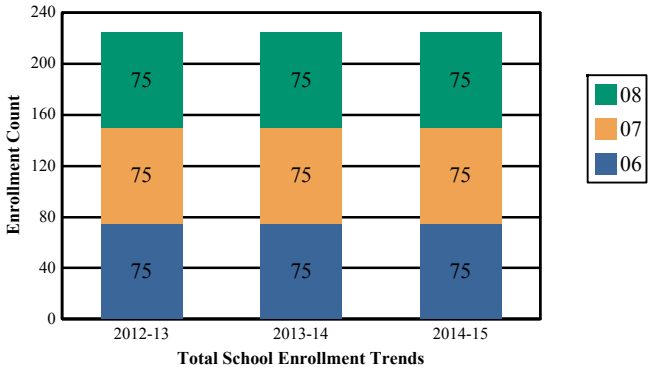
DEMOGRAPHIC INFORMATION
CHARTERS
SUSSEX COUNTY CS FOR TECHNOLOGY

GRADE SPAN 06-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

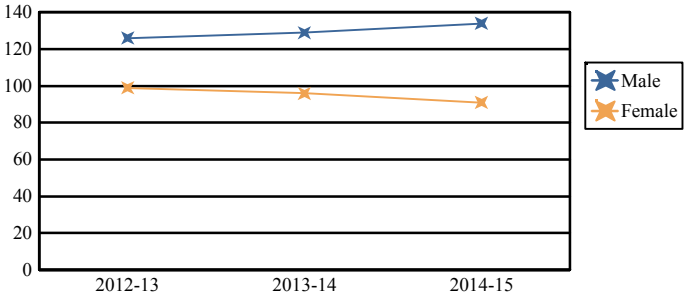


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	**225**
2013-14	**225**
2014-15	**225**

Enrollment by Gender

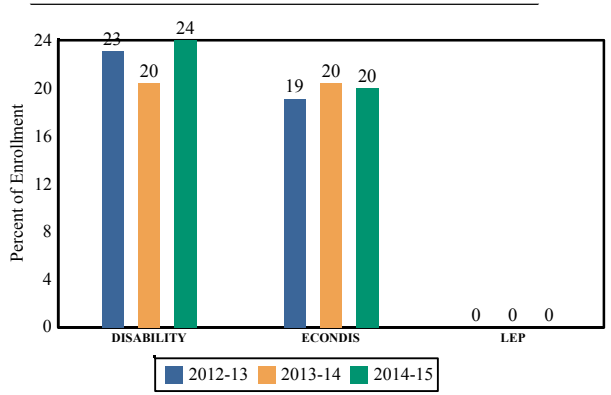
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	**126**	**99**
2013-14	**129**	**96**
2014-15	**134**	**91**

Enrollment Trends by Program Participation

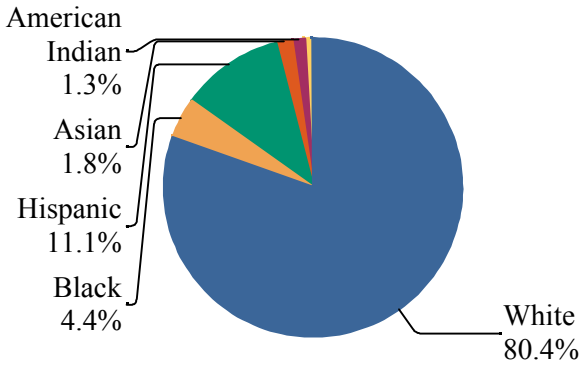
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	**Count of Students**	**% of Enrollment**
Students with Disability	54	24%
Economically Disadvantaged Students	45	20.0%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	99.6%
Urdu	0.5%

State of New Jersey
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	**32%**	**4**	**24**
Math Met or Exceeded Expectation	**17%**		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	208	31.7%	95%	91.6%	YES*
White	169	31.9%	95%	93.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	54	11.2%	95%	90%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	45	13.3%	95%	88.2%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	208	17.3%	95%	91.6%	YES*
White	169	17.8%	95%	92.9%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	54	11.1%	95%	90%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (*Min. 650*)	**Level 2:** Partially Met Expectations	**Level 3:** Approached Expectations	**Level 4:** Met Expectations	**Level 5:** Exceeded Expectations (*Max. 850*)

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	734	749	3%	32%	40%	24%	1%	25%	50%
White	54	731	755	4%	37%	35%	24%	0%	24%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	744	750	8%	11%	37%	34%	10%	44%	53%
White	55	745	757	11%	9%	33%	35%	13%	47%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	12	714	713	50%	17%	8%	17%	8%	25%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	15	724	733	27%	20%	33%	20%	0%	20%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	726	750	18%	31%	25%	24%	1%	25%	53%
White	60	726	757	20%	28%	27%	23%	2%	25%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	16	708	732	31%	38%	19%	13%	0%	13%	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	725	743	7%	44%	35%	13%	0%	13%	42%
White	54	725	749	7%	44%	35%	13%	0%	13%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	14	717	729	14%	57%	14%	14%	0%	14%	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	730	740	4%	38%	41%	16%	0%	16%	38%
White	55	731	745	4%	35%	44%	18%	0%	18%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	12	715	715	25%	50%	0%	25%	0%	25%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	719	726	34%	27%	16%	22%	0%	22%	24%
White	60	718	732	35%	28%	15%	22%	0%	22%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8 http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4 http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8 http://www.nj.gov/education/pr/1415/naep/naep8math.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	**Grade 4**	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	**Grade 4**	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 08

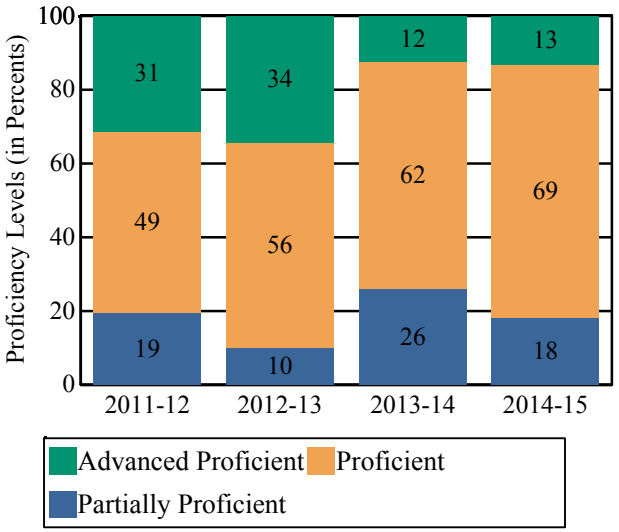
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	69%	18%
White	15%	66%	19%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	71%	29%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	60%	40%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
0	0

Algebra I Test Taking

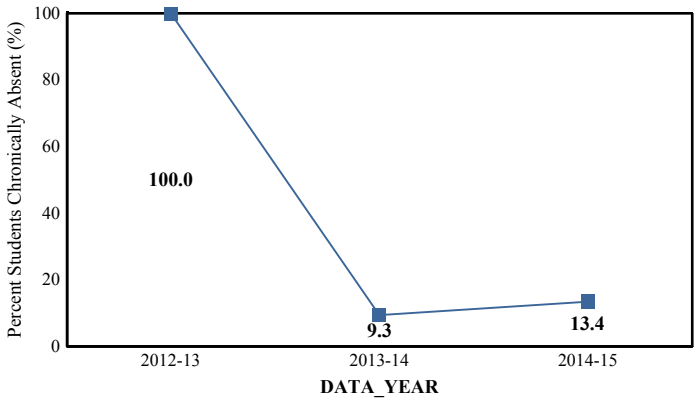
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	0.0%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

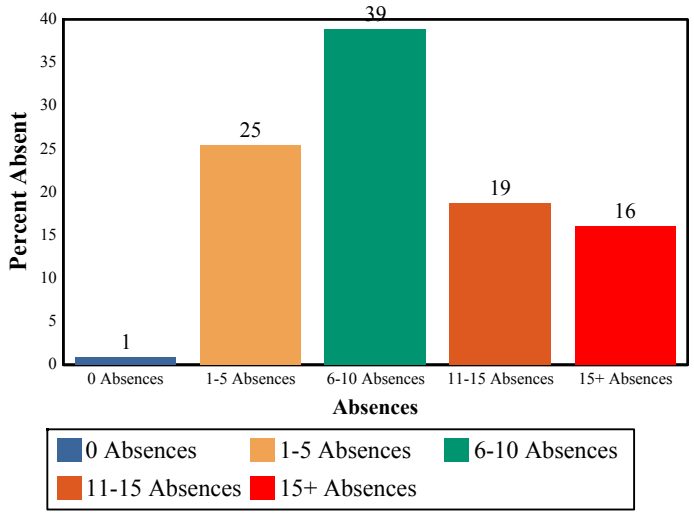
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	13.39%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	N/R	66.0%
Visual Arts	N/R	71.1%
Total: All Visual and Performing Arts	N/R	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	38	26	18	35	YES
Student Growth on Math	29	13	4	35	NO
		20	11		50%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	14%	8%	3%
Approached	15%	12%	6%
Met	6%	14%	8%
Exceeded	0%	2%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	4%	0%
Partially Met	18%	11%	6%
Approached	16%	9%	7%
Met	5%	8%	6%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile score less than 35**.
Typical Growth is defined as an **Student Growth Percentile score between 35 and 65.**
High Growth is defined as a **Student Growth Percentile score higher than 65.**

WITHIN SCHOOL ACHIEVEMENT GAP
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	748	770
50th	735	749
25th	716	726
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	765	850
75th	742	763
50th	724	742
25th	711	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

WITHIN SCHOOL ACHIEVEMENT GAP
CHARTERS
SUSSEX COUNTY CS FOR TECHNOLOGY

GRADE SPAN 06-08

80-7850-960
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Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	761	776
50th	746	751
25th	730	724
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	771	850
75th	743	759
50th	729	740
25th	717	720
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	39

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	750	777
50th	726	751
25th	706	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	746	748
50th	719	726
25th	695	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	44

SCHOOL CLIMATE

CHARTERS
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Length of School Day

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

	School
2014-15	6 Hrs. 46 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 16 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Suspension Rate

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

	School
2014-15	1.8%

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	90

SCHOOL PEER GROUP
CHARTERS
SUSSEX COUNTY CS FOR TECHNOLOGY

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
BERGEN	FAIR LAWN BORO	**MEMORIAL MIDDLE SCHOOL**	03-1450-070	06-08	20.6%	0.2%	26.3%
BURLINGTON	EVESHAM TWP	**FRANCES DEMASI MIDDLE SCHOOL**	05-1420-040	06-08	11.2%	0.1%	17.5%
BURLINGTON	EVESHAM TWP	**MARLTON MIDDLE**	05-1420-060	06-08	14.8%	0.1%	22.5%
BURLINGTON	NORTHERN BURLINGTON REG	**NORTHERN BURLINGTON COUNTY REGIONAL MIDDLE SCHOOL**	05-3690-060	07-08	15.8%	0%	18.6%
BURLINGTON	SHAMONG TWP	**INDIAN MILLS MEMORIAL SCHOOL**	05-4740-055	05-08	10.8%	0%	16.1%
BURLINGTON	TABERNACLE TWP	**KENNETH R. OLSON MIDDLE SCHOOL**	05-5130-040	05-08	12.5%	0%	16.6%
BURLINGTON	WOODLAND TWP	**CHATSWORTH ELEMENTARY SCHOOL**	05-5890-030	PK-08	19.1%	0%	19.2%
CAMDEN	HADDON TWP	**WILLIAM G. ROHRER MIDDLE SCHOOL**	07-1890-110	06-08	18.4%	0%	21.3%
CHARTERS	SUSSEX COUNTY CS FOR TECHNOLOGY	**SUSSEX COUNTY CHARTER SCHOOL FOR TECHNOLOGY**	80-7850-960	06-08	20%	0%	24%
ESSEX	MONTCLAIR TOWN	**RENAISSANCE MIDDLE SCHOOL AT THE RAND BUILDING**	13-3310-165	06-08	13.8%	0%	21.7%
GLOUCESTER	PITMAN BORO	**PITMAN MIDDLE SCHOOL**	15-4140-075	06-08	10.7%	0%	19.5%
HUNTERDON	BLOOMSBURY BORO	**BLOOMSBURY SCHOOL**	19-0430-020	PK-08	14.6%	0%	24.1%
HUNTERDON	FRENCHTOWN BORO	**FRENCHTOWN ELEMENTARY**	19-1680-050	PK-08	14.7%	0%	17.2%
HUNTERDON	HIGH BRIDGE BORO	**HIGH BRIDGE MIDDLE SCHOOL**	19-2140-055	05-08	17.1%	0%	23%
MONMOUTH	FREEHOLD TWP	**DWIGHT D. EISENHOWER SCHOOL**	25-1660-024	06-08	10.5%	0%	15.3%
MONMOUTH	HOWELL TWP	**HOWELL TOWNSHIP MEMORIAL MIDDLE SCHOOL**	25-2290-045	06-08	11.6%	0%	17.6%
MONMOUTH	HOWELL TWP	**HOWELL TOWNSHIP MIDDLE SCHOOL SOUTH**	25-2290-027	06-08	12.4%	0%	22.2%
MONMOUTH	MIDDLETOWN TWP	**BAYSHORE MIDDLE SCHOOL**	25-3160-055	06-08	15.4%	0.2%	23.5%
MORRIS	BUTLER BORO	**RICHARD BUTLER SCHOOL**	27-0630-030	05-08	19.7%	1%	24%
MORRIS	JEFFERSON TWP	**JEFFERSON TOWNSHIP MIDDLE SCHOOL**	27-2380-045	06-08	13.5%	0%	16.3%
OCEAN	LACEY TWP	**LACEY TOWNSHIO MIDDLE SCHOOL**	29-2480-053	07-08	28.2%	0.3%	25.3%

SCHOOL PEER GROUP

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OCEAN	SOUTHERN REGIONAL	**SOUTHERN REGIONAL MIDDLE SCHOOL**	29-4950-060	07-08	24.8%	0.3%	23%
PASSAIC	RINGWOOD BORO	**MARTIN J. RYERSON SCHOOL**	31-4400-053	06-08	12.1%	0.2%	18.5%
PASSAIC	WEST MILFORD TWP	**MACOPIN MIDDLE SCHOOL**	31-5650-055	07-08	14.2%	0.5%	23.3%
SUSSEX	HAMBURG BORO	**HAMBURG SCHOOL**	37-1930-060	PK-08	23.7%	0%	21.4%
SUSSEX	HARDYSTON TWP	**HARDYSTON TOWNSHIP MIDDLE SCHOOL**	37-2030-030	05-08	10.1%	0%	22%
SUSSEX	HOPATCONG	**HOPATCONG MIDDLE SCHOOL**	37-2240-040	06-08	29.8%	0%	25.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	**SUSSEX MIDDLE SCHOOL**	37-5100-060	06-08	22.8%	0%	22.8%
SUSSEX	VERNON TWP	**GLEN MEADOW MIDDLE SCHOOL**	37-5360-025	07-08	18.6%	0%	18.4%
UNION	WINFIELD TWP	**WINFIELD TOWNSHIP**	39-5810-060	PK-08	16.3%	0%	18.8%
WARREN	BELVIDERE TOWN	**OXFORD STREET ELEMENTARY SCHOOL**	41-0280-030	04-08	17.3%	0%	19.4%