NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD TECH
(13-1390-020)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	ESSEX CO VOC-TECH
Principal Name	
Address	209 FRANKLIN STREET BLOOMFIELD, NJ 07003-4878
Phone Number	(973)412-2206
Email Address	
Website	http://www.essextech.org

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	121	134	147
10	126	115	128
11	122	115	112
12	111	119	111
Total	480	483	498

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.0%	48.9%	47.6%
Male	51.0%	51.1%	52.4%
Economically Disadvantaged Students	79.8%	78.1%	76.9%
Students with Disabilities	0.0%	0.0%	0.2%
English Learners	2.5%	1.9%	6.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.4%	0.6%	0.8%
Hispanic	52.7%	54.7%	57.6%
Black or African American	45.6%	42.9%	39.2%
Asian	0.2%	0.6%	1.0%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.6%
American Indian or Alaska Native	0.4%	0.6%	0.8%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	480	483	498
Shared Time Students	0	0	0
Full Time Equivalent	480	483	498

Enrollment by Home Language

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

Home Language	% of Students
English	78.5%
Spanish	19.3%
Other Languages	2.2%

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	274	100.0	55.4	58.1	56.7	55.4	60.6	Not Met
White	*	*	*	66.7	65.6	*	**	**
Hispanic	165	100.0	49.1	50.9	42.5	49.1	55.1	Met Target†
Black or African American	98	100.0	66.3	66.9	37.3	66.3	66	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.4	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	134	100.0	64.1	66.7	64.5	64.1		
Male	140	100.0	47.2	47.8	49.4	47.2		
Economically Disadvantaged Students	220	100.0	57.2	57.9	38.5	57.2	57.8	Met Target†
Non-Economically Disadvantaged Students	54	100.0	48.2	59.4	67.5	48.2		
Students with Disabilities	N	N	N	*	21.6	N	**	**
Students without Disabilities	274	100.0	55.4	*	63.9	55.4		
English Learners	24	100.0	*	*	27.3	*	N	N
Non-English Learners	250	100.0	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	147	750	755	752	7%	9%	27%	*	*	57%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	89	742	750	735	11%	12%	31%	*	*	45%	38%
Black or African American	51	764	761	734	0%	*	*	*	*	78%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	N	N	*	760	N	N	N	N	N	N	63%
Female	66	757	761	759	*	*	30%	*	*	62%	63%
Male	81	745	749	744	*	*	25%	*	*	53%	46%
Economically Disadvantaged Students	115	750	754	733	*	*	*	*	*	57%	34%
Non-Economically Disadvantaged Students	32	753	762	761	*	*	*	*	*	59%	65%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	15%
Students without Disabilities	147	750	*	758	7%	9%	27%	*	*	57%	62%
English Learners	24	714	720	691	*	*	*	*	*	*	*
Non-English Learners	123	757	759	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	127	752	756	749	*	11%	29%	*	*	54%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	76	753	*	733	*	13%	26%	*	*	54%	38%
Black or African American	47	749	*	728	*	*	32%	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	68	761	762	759	*	*	25%	*	*	66%	60%
Male	59	741	747	739	*	*	34%	*	*	39%	42%
Economically Disadvantaged Students	105	754	757	730	*	*	25%	*	*	58%	34%
Non-Economically Disadvantaged Students	22	741	747	758	*	*	50%	*	*	32%	59%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	15%
Students without Disabilities	127	752	*	756	*	11%	29%	*	*	54%	57%
English Learners	N	N	702	684	N	N	N	N	N	N	*
Non-English Learners	127	752	760	752	*	11%	29%	*	*	54%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

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	111	757	758	736	*	*	27%	*	*	63%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	56	758	757	731	0%	*	38%	*	*	57%	35%
Black or African American	53	754	759	729	*	*	*	*	*	68%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	56	761	764	745	*	*	23%	*	*	70%	48%
Male	55	753	751	728	*	*	31%	*	*	56%	31%
Economically Disadvantaged Students	77	757	*	730	*	*	26%	*	*	64%	33%
Non-Economically Disadvantaged Students	34	756	*	739	*	*	29%	*	*	62%	42%
Students with Disabilities	N	N	*	708	N	N	N	N	N	N	13%
Students without Disabilities	111	757	*	742	*	*	27%	*	*	63%	44%
English Learners	N	N	735	702	N	N	N	N	N	N	*
Non-English Learners	111	757	760	738	*	*	27%	*	*	63%	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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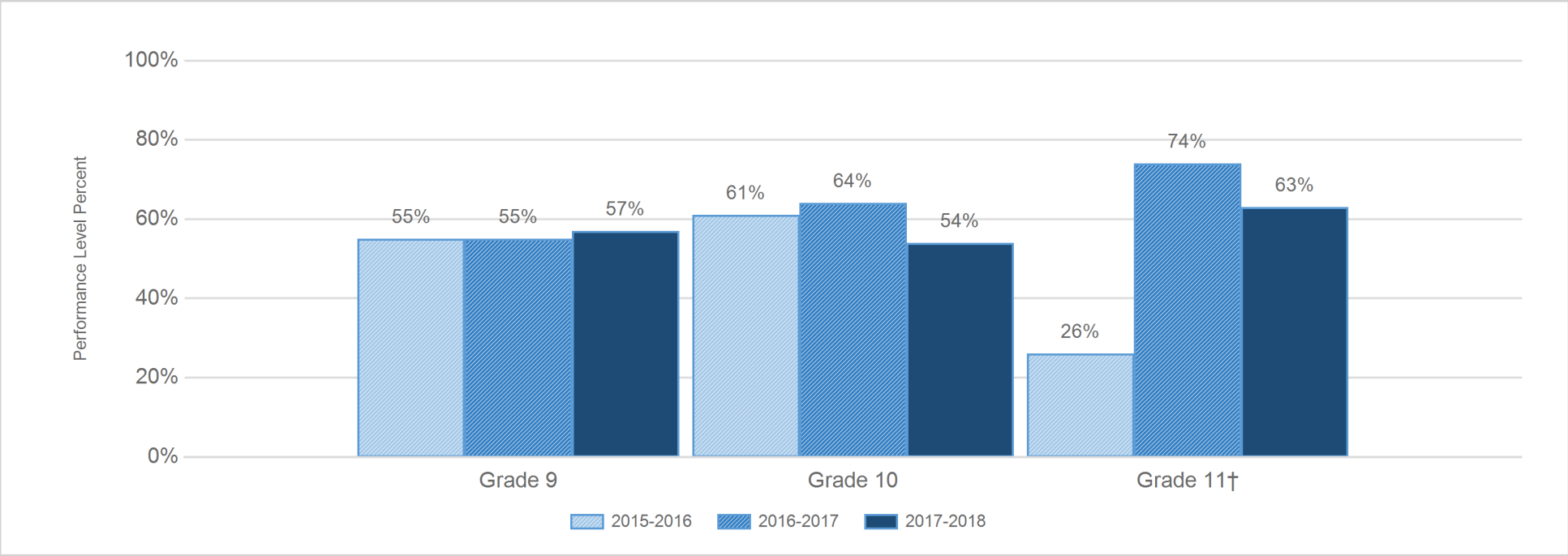
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	275	100.0	35.3	32.4	45.0	35.3	30	Met Target
White	*	*	*	27.3	54.1	*	**	**
Hispanic	167	100.0	31.7	29.7	29.2	31.7	32	Met Target†
Black or African American	98	100.0	39.8	36.0	23.4	39.8	26.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.8	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	135	100.0	31.8	31.5	46.0	31.8		
Male	140	100.0	38.6	33.6	43.9	38.6		
Economically Disadvantaged Students	222	100.0	36.5	*	26.6	36.5	29.2	Met Target
Non-Economically Disadvantaged Students	53	100.0	30.2	*	55.9	30.2		
Students with Disabilities	N	N	N	*	17.1	N	**	**
Students without Disabilities	275	100.0	35.3	*	50.5	35.3		
English Learners	24	100.0	33.3	22.3	24.6	33.3	N	N
Non-English Learners	251	100.0	35.5	33.5	46.9	35.5		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	142	749	746	746	*	*	37%	50%	0%	50%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	90	746	746	730	*	*	39%	46%	0%	46%	27%
Black or African American	47	753	748	727	0%	*	*	60%	0%	60%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	64	747	747	748	*	*	42%	48%	0%	48%	48%
Male	78	750	746	745	*	*	33%	51%	0%	51%	44%
Economically Disadvantaged Students	112	749	746	729	*	*	35%	52%	0%	52%	25%
Non-Economically Disadvantaged Students	30	746	747	756	*	*	47%	43%	0%	43%	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	142	749	*	752	*	*	37%	50%	0%	50%	52%
English Learners	24	737	739	710	*	*	46%	*	*	33%	*
Non-English Learners	118	751	747	749	*	*	36%	*	*	53%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	105	728	725	735	*	40%	39%	*	*	13%	30%
White	N	N	*	740	N	N	N	N	N	N	37%
Hispanic	61	724	724	723	*	*	*	*	*	*	14%
Black or African American	42	732	726	719	*	31%	43%	*	*	19%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	59	728	725	736	*	39%	42%	*	*	12%	30%
Male	46	728	726	734	*	41%	35%	*	*	15%	29%
Economically Disadvantaged Students	86	729	726	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	19	720	723	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	*	713	N	N	N	N	N	N	*
Students without Disabilities	105	728	*	738	*	40%	39%	*	*	13%	*
English Learners	N	N	710	711	N	N	N	N	N	N	*
Non-English Learners	105	728	727	736	*	40%	39%	*	*	13%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	119	722	719	727	20%	40%	20%	*	*	19%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	63	724	717	710	16%	48%	16%	*	*	21%	14%
Black or African American	52	717	*	705	25%	35%	27%	*	*	13%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	59	721	720	728	20%	42%	20%	*	*	17%	30%
Male	60	723	717	727	20%	38%	20%	*	*	22%	30%
Economically Disadvantaged Students	89	723	719	709	*	42%	*	*	*	20%	13%
Non-Economically Disadvantaged Students	30	718	719	736	*	37%	*	*	*	17%	37%
Students with Disabilities	N	N	697	693	N	N	N	N	N	N	*
Students without Disabilities	119	722	721	732	20%	40%	20%	*	*	19%	*
English Learners	N	N	705	691	N	N	N	N	N	N	*
Non-English Learners	119	722	720	729	20%	40%	20%	*	*	19%	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD TECH
(13-1390-020)
Grades Offered: 09-12
2017-2018

Report Key:
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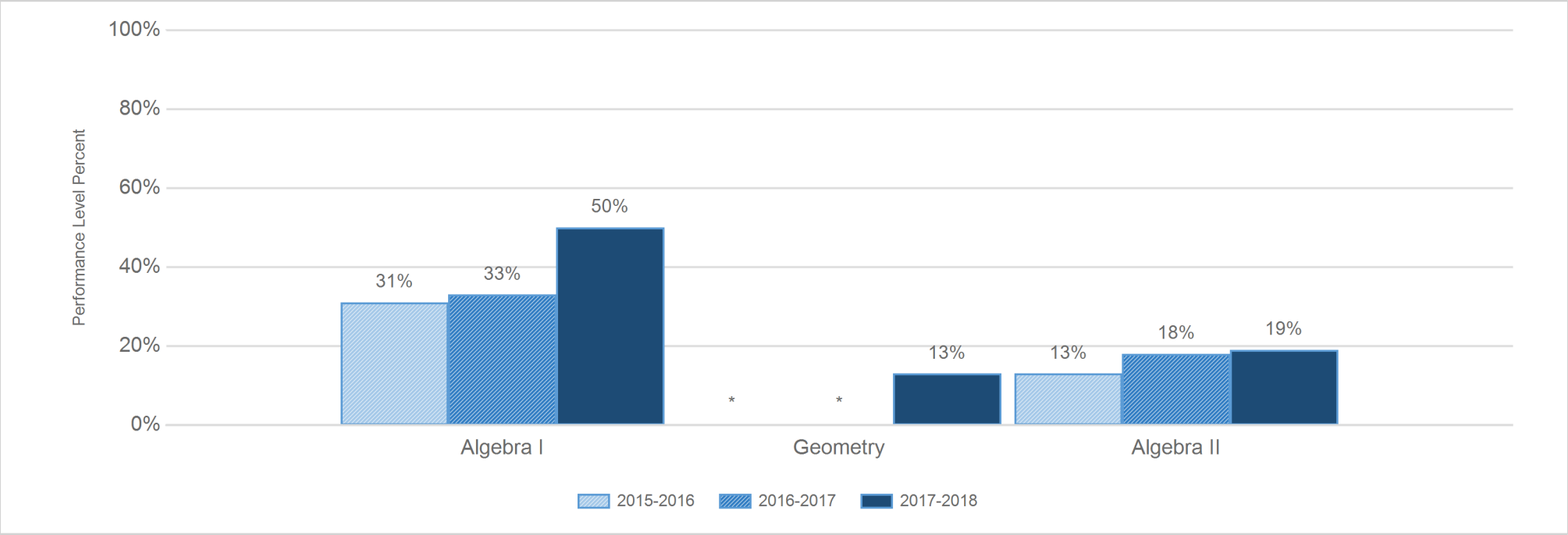
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	66.7%	46.8%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	97.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	444	478	Grade 10: 430 Grade 11: 460	51%	62%
PSAT 10/NMSQT - Math	445	478	Grade 10: 480 Grade 11: 510	19%	42%
SAT - Reading and Writing	499	542	480	60%	72%
SAT - Math	487	543	530	30%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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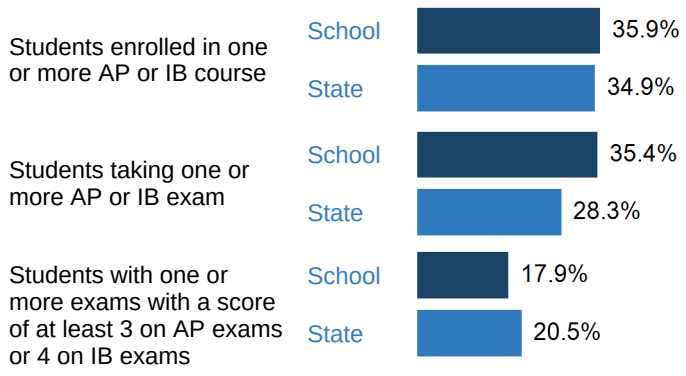
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

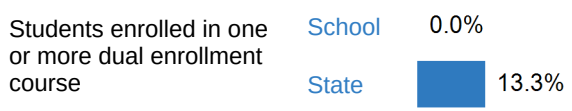
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	20	20
AP Computer Science Principles	0	1
AP English Language and Composition	15	13
AP English Literature and Composition	23	22
AP Environmental Science	12	10
AP Spanish Language	36	35
AP Studio Art—Two-Demensional	0	7
AP U.S. History	19	19
Total Exams taken		127
Exams with scores of at least 3 on AP exams or 4 on IB exams		48

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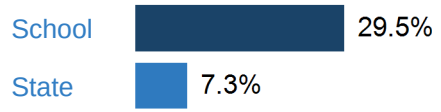
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

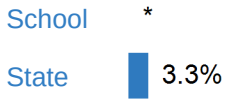


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD TECH
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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/.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	139		
Arts, AV Technology & Communications	160		
Business Management & Administration	53		
Finance	69		
Health Science	*		
Human Services	*		
Information Technology	*		
Science, Technology, Engineering & Mathematics	71		
Total (All Clusters)	497	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	115	27	0	0	0	0	128
10	0	99	28	0	0	0	0
11	0	0	92	20	0	0	109
12	0	0	0	40	20	0	50
Total	115	126	120	60	20	0	287
Enrolled in AP/IB Course					20	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	100	47	0
10	127	0	0	0	0	0
11	0	111	0	0	1	0
12	0	0	0	12	30	0
Total	127	111	0	112	78	0
Enrolled in AP/IB Course	0	0		12	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	147	0	0	0	0
10	0	127	0	0	0	0
11	17	5	0	0	0	0
12	82	0	0	0	0	0
Total	99	279	0	0	0	0
Enrolled in AP/IB Course	0	19	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	N	N	N	N	N	N	N
10	127	0	0	0	0	0	0
11	93	0	0	0	0	0	0
12	108	0	0	0	0	0	0
Total	328	0	0	0	0	0	0
Enrolled in AP/IB Course	36	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	17
Total	17

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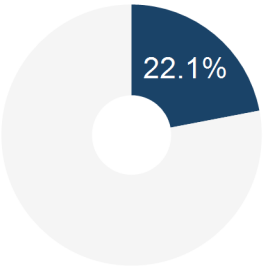
Visual and Performing Arts – Course Participation

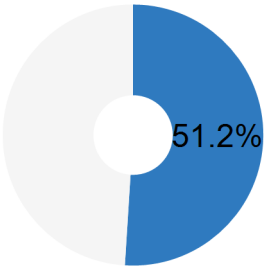
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

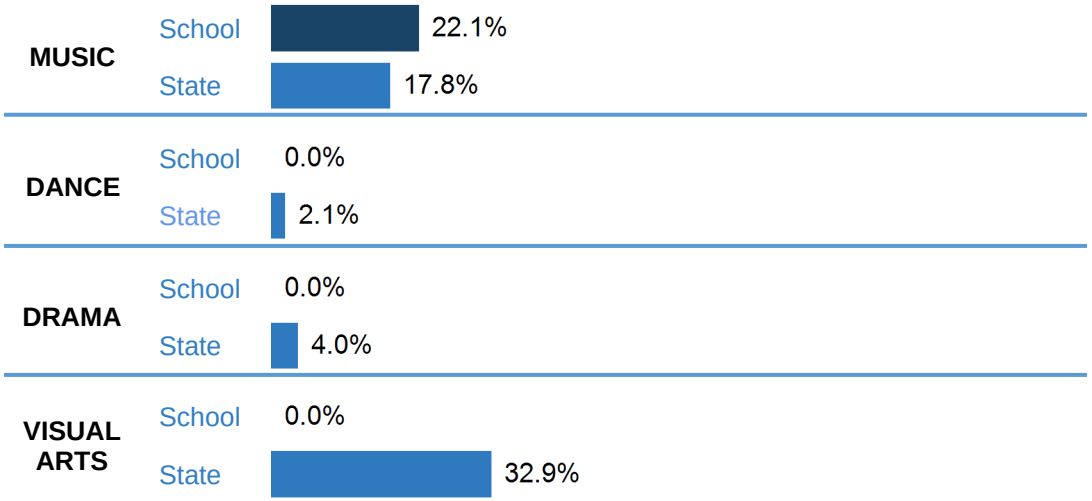


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.7%	90.9%	98.3%	92.4%	98.3%	N	Met Goal	98.2%	N	Met Goal
White	*	95.0%	N	95.7%	N	N	N	N	N	N
Hispanic	92.6%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	96.8%	N	Met Goal
Black or African American	97.7%	84.2%	96.6%	86.8%	96.6%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	N	N	N
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	94.8%	84.6%	98.0%	87.0%	98.0%	N	Met Goal	97.9%	N	Met Goal
Students with Disabilities	N	80.1%	N	83.5%	N	N	N	N	N	N
English Learners	60.0%	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	99.1%	99.1%
Substitute Competency Test	0.9%	0.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

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
2018	94.7%	-
2017	98.3%	98.3%
2016	98.2%	98.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.2%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.4%	1.2%

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	72.2%	20.5%	79.5%
White	*	*	*
Hispanic	69.4%	23.3%	76.7%
Black or African American	76.7%	12.1%	87.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	69%	24.1%	75.9%
Students with Disabilities	N	N	N
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	79%	18.1%	81.9%	81.9%	18.1%	92.6%	7.4%
White	N	N	N	N	N	N	N
Hispanic	73.3%	29.5%	70.5%	86.4%	13.6%	95.5%	4.5%
Black or African American	86%	8.2%	91.8%	77.6%	22.4%	89.8%	10.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	77.7%	16.4%	83.6%	80.8%	19.2%	91.8%	8.2%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD TECH
(13-1390-020)
Grades Offered: 09-12
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

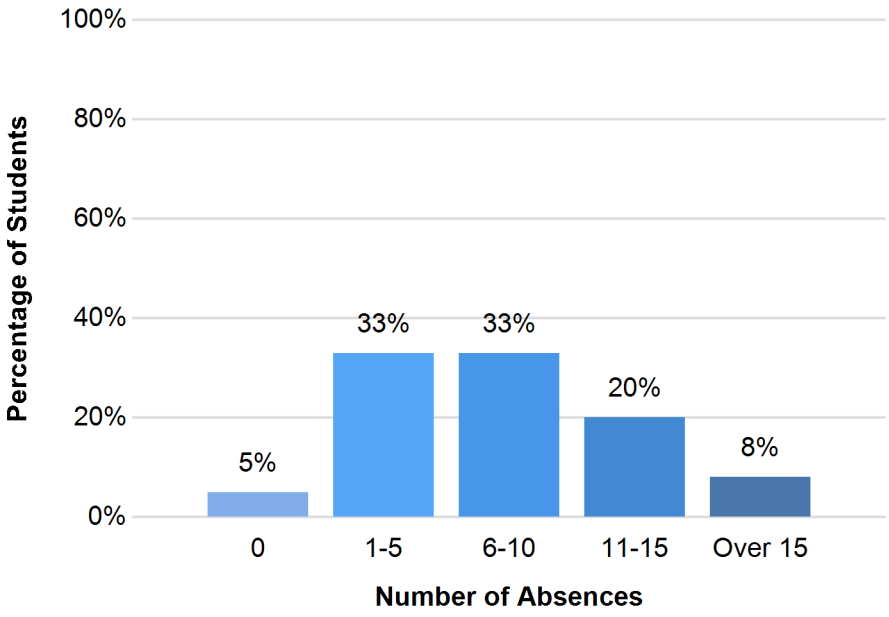
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	20	4.0	14.9	Met
White	*	*	**	**
Hispanic	9	3.2	14.9	Met
Black or African American	11	5.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	14	3.7	14.9	Met
Students with Disabilities	*	*	**	**
English Learners	2	6.7	14.9	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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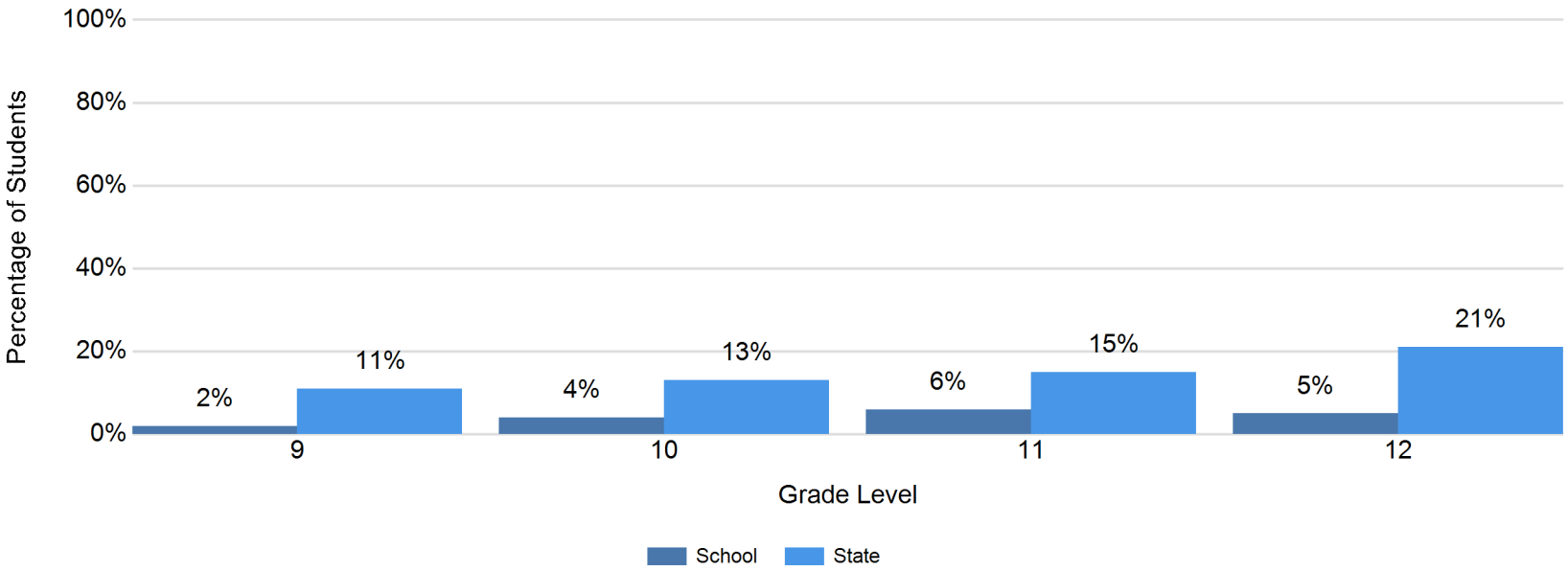
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.60

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
12

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.3:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,539	$17,449	$18,988

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	9.2	10.7
Teachers in district for 4 or more years	66.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	15.7	12.0
Administrators in district for 4 or more years	84.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	249:1	119:1
Teachers to Administrators	20:1	10:1
Students to Librarians/Media Specialists		752:1
Students to Nurses		564:1
Students to Counselors		226:1
Students to Child Study Team		376:1

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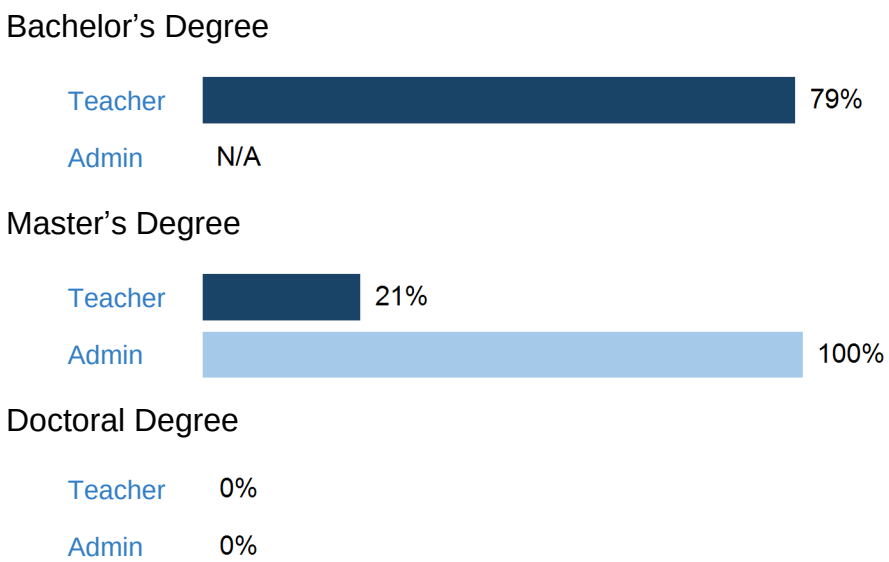
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	87.2%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	56.4%	50.0%
Male	43.6%	50.0%
White	66.7%	50.0%
Hispanic	20.5%	0.0%
Black or African American	5.1%	50.0%
Asian	7.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
N	N	N

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

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

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

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School Narrative

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

Highlights:	• Essex County Bloomfield Tech was named a National Blue Ribbon School in 2009 and again in 2015. • Essex County Bloomfield Tech was named to the College Board's AP Honor Roll in 2017. • Essex County Bloomfield Tech has added to its career programs with an expanded engineering program.
Mission, Vision, Theme:	The mission of Essex County Bloomfield Tech is to produce graduates who are capable of taking on the challenges of a global society. The vision of Essex County Bloomfield Tech is that all students are individuals capable of learning, and if they are provided with strong academic and technical instruction in a supportive environment are capable of achieving greatness.
Awards, Recognition, Accomplishments:	Essex County Bloomfield Tech has been designated by the United States Department of Education as a National Blue Ribbon School in 2009 and in 2015. The school was also recognized as a New Jersey Title I Distinguished School in 2008. Essex County Bloomfield Tech has been recognized by US News & World Report and Business Week magazines. In 2017 the school was listed on College Board's AP Honor Roll.

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Courses, Curriculum, Instruction:	Our educational program offers a variety of academic courses and Career and Technical Education (CTE) programs that meet the needs and interests of all of our students, including Gifted and Talented, English Learners, and Special Education. In addition to college level courses, advanced placement courses are offered in the following areas: AP Language & Composition, AP Literature & Composition, AP Calculus A/B, AP Spanish Language & Culture, AP 2D Studio Art, AP US History, AP World History, AP US Government, AP Environmental Science, and AP Music Production. Our CTE programs include: Green Energy, Engineering, Web/Game Design, Commercial Arts, Business Organization & Management and Construction Trades. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls) Boys Basketball sectional finals Bloomfield Tech Boys Basketball won the North 2 Group 1 Sectional Championship with a 43-38 victory over Glen Ridge
Clubs and Activities:	Various activities and clubs include: Book Club, Choir, Dance Troupe, FBLA Co-Advisor, Girls Who Code, Literary Magazine, Multicultural Club Advisor, National Honor Society, Poetry Club, Robotics Coach, Senior Class Advisor, Skills USA Co-Advisor, Anime Club Advisor, Drama Club Advisor, Mock Trial Advisor, Bowling Club Advisor, Fashion Club Advisor, Debate Club, Music Club, Newsletter Club, HOSA Advisor, DECA , FFA Club, Internet Radio Advisor , Robotics Coach, and Student Council.

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Before and After School Programs:	Student progress is continuously monitored throughout the year. Struggling students are identified and assigned to academic support classes either before or after school, where they are provided with focused instruction in mathematics and language arts literacy. Classes are conducted for one hour each day, four days per week. Students assigned to these classes are identified by teachers, guidance counselors or through building based committees such as the Intervention & Referral Committee or the Attendance Committee. The academic support program is funded by the Title I. In addition, there are various clubs that meet after school, which are supported by local funds.
Staff and Professional Learning:	The district conducts three half days of professional development prior to the opening of school and three half days during the school year. Teachers also meet to work collaboratively on analyzing student performance data, sharing best practices and resources, designing lesson plans and developing student growth objectives. Training is also offered on using technology to accelerate learning - Google Classrooms, Moodle and on using instructional software such as Albertio, READ180.
Postsecondary Information:	In 2017-18, over 80% of the graduating students indicated that they will be attending a 4 or 2-year College, including Rutgers University, New Jersey Institute of Technology and Penn State University. Just over 6% indicated employment, 2.7% technical schools, with 3% indicating joining the military and 4.5% pursuing an apprenticeship. Students are supported by attending classes before and after school, which prepare them for college entrance examinations such as SAT and ACT. There is also a Saturday instructional program, where students attend classes for up to 3 hours per day to prepare for Advanced Placement courses. To further facilitate students in transitioning to post-secondary endeavors, the web based platform Naviance is used. The program allows students to efficiently submit college applications, transcripts, school forms, recommendations and other documents. School counselors can also track the progress of individual students and communicate with students and parents.

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Student Supports and Services:	English learners attend classes in the summer enrichment program, four hours each day for five weeks prior to the school year. Instruction is offered in math, ELA and STEM. Students also attend afterschool classes for an hour a day for four days during the school year. Supplemental instructional software such as Systems 44, READ180 universal and MATH180 are used. In addition, students are provided with support by the Intervention and Referral Services team.
Student Health and Wellness:	The district is committed to providing students with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains; supporting healthy eating through nutrition education; encouraging students to select and consume all components of the school meal; and providing students with the opportunity to engage in daily physical activity. All reimbursable meals shall meet Federal nutrient standards.
Parent and Community Involvement:	Bloomfield Tech has a functional Parent Teacher Student Association (PTSA) consisting of a president, vice-president, treasurer and secretary. The body meets at least once per month to evaluate initiatives and discuss ways to improve community outreach and parental involvement. Parents take an active role in their children's education by following and monitor their progress using the web-based PowerSchool portal. They are provided with training in various areas such as using the Power School Parent Portal, HIB, Financial Aid, and state assessments. There is also a District Parent Advisory Council consisting of an executive member of each school, which meets at least three times a year. In addition, there are partnerships with businesses and community organizations such as Dorson Community Foundation that provide students and parents with educational and summer programs.

NJ SCHOOL PERFORMANCE REPORT

BLOOMFIELD TECH
(13-1390-020)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As part of our needs assessment, climate and culture surveys are conducted in the spring of each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback from most stakeholders: students, parents, and staff. The feedback of the 2017-18 staff survey indicated a positive school culture, with the majority of staff indicating that they feel a sense of ownership and belonging to the school. Over 90% of all stakeholders indicated that there is a safe environment in and around the school, facilitating an environment conducive for learning. The majority of stakeholders also indicated that there are open lines of interpersonal communication, which are honest thus producing healthy, positive outcomes.
Facilities:	Essex County Bloomfield Tech is located in a building which was completed in 1930 in the township of Bloomfield within Essex County. The building contains several computer labs, along with interactive boards in the majority of the classrooms.
School Safety:	Bloomfield Tech has taken multiple measures in ensuring the safety and security of all its students and staff. Some of the policies and procedures implemented are as follows: Trained security guards from Gateway Securities, Partnering with local Sheriff Department to be present before during and after school and during any after school functions that draw in large crowds, established a school emergency/crisis planning team to develop procedures on how to respond to emergency/crisis situations, ensure all staff and students are aware of emergency procedures, school administrators are provided with two-way radios to communicate with school security personnel directly, conduct monthly security drills to test the emergency plans, and videos surveillance around the school buildings to monitor/supervise common areas.

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Other Information:	The building was closed in June 2018 and combined with another district school as the new Donald M. Payne Sr. School of Technology in Newark, New Jersey.