



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-020

ESSEX

ESSEX CO VOC-TECH

Bloomfield Tech

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BLOOMFIELD, NJ 07003-4878

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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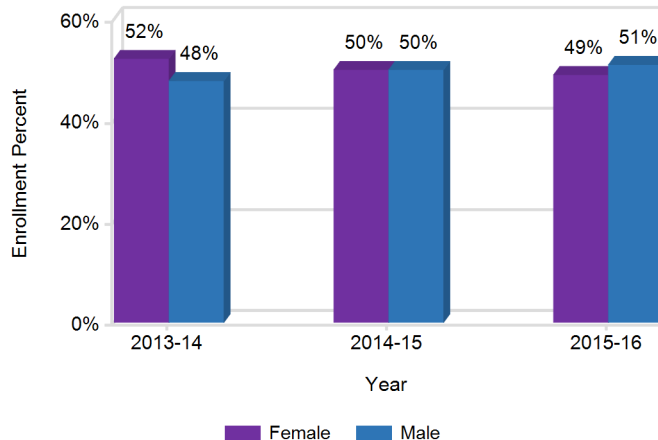
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	140	149	121
Grade 10	120	132	126
Grade 11	118	119	122
Grade 12	124	117	111
UG	0	0	0
Total	502	516	480

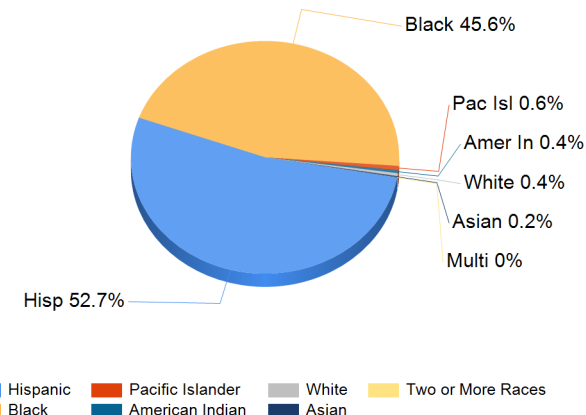
Enrollment by Gender

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



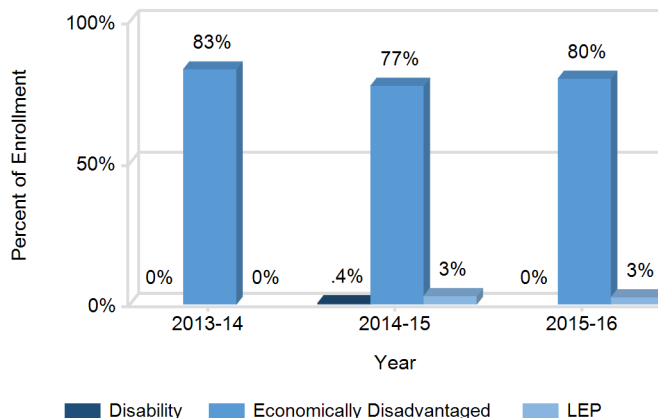
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.6%
Spanish	22.3%
Haitian	0.4%
Italian	0.2%
Portuguese	0.2%
Other	1.2%

Full Time vs Shared Time

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

	2013-14	2014-15	2015-16
Full Time Equivalent	502	516	480
Full Time Head Count	502	514	480
Shared Time Head Count	0	4	0

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	S	43
Mathematics Met or Exceeded Expectations	24%	S	43

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	245	58%	43	100%	✓	246	24%	43	100%	✓
White	S	S	S	S		S	S	S	S	
African American	110	65%	47	100%	✓	110	21%	40	100%	✓
Hispanic	130	52%	38	100%	✓	131	27%	45	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	N	N	N	N		N	N	N	N	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	190	55%	45	100%	✓	191	24%	48	100%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	751	749	760	3%	12%	30%	52%	3%	55%	49%
White	S	S	753	762	S	S	S	S	S	S	58%
African American	62	751	751	748	3%	13%	24%	55%	5%	60%	30%
Hispanic	57	750	746	751	2%	12%	37%	47%	2%	49%	34%
Asian	S	S	759	794	S	S	S	S	S	S	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	N	N	N	718	N	N	N	N	N	N	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	96	751	748	749	2%	10%	33%	52%	2%	54%	31%

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



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	759	752	756	5%	11%	23%	44%	17%	61%	44%
White	S	S	783	758	S	S	S	S	S	S	50%
African American	48	772	753	742	N	8%	21%	44%	27%	71%	28%
Hispanic	73	751	750	747	8%	12%	25%	44%	11%	55%	33%
Asian	S	S	746	792	S	S	S	S	S	S	69%
American Indian	S	S	727	756	S	S	S	S	S	S	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	N	N	N	708	N	N	N	N	N	N	11%
English Language Learners	S	S	720	718	S	S	S	S	S	S	4%
Economically Disadvantaged Students	94	755	750	743	5%	13%	26%	42%	15%	56%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	728	747	754	22%	21%	30%	23%	3%	26%	40%
White	N	N	N	755	N	N	N	N	N	N	42%
African American	59	730	746	742	25%	17%	25%	29%	3%	32%	30%
Hispanic	61	726	747	748	20%	25%	36%	16%	3%	20%	37%
Asian	S	S	782	783	S	S	S	S	S	S	58%
American Indian	S	S	735	734	S	S	S	S	S	S	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	N	N	N	716	N	N	N	N	N	N	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	97	726	747	745	26%	21%	29%	21%	4%	25%	33%

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

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



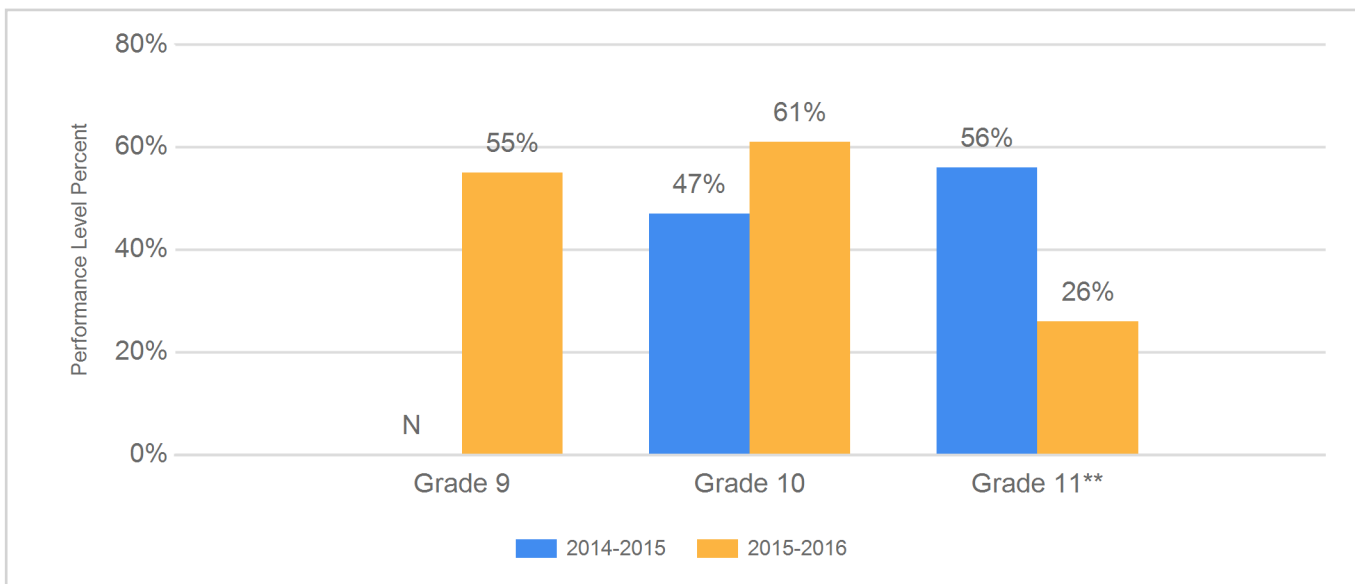
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	738	737	741	5%	20%	44%	30%	1%	31%	41%
White	S	S	743	743	S	S	S	S	S	S	51%
African American	62	735	737	735	8%	18%	50%	23%	2%	24%	20%
Hispanic	58	739	735	740	2%	22%	40%	36%	N	36%	25%
Asian	S	S	746	765	S	S	S	S	S	S	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	N	N	N	715	N	N	N	N	N	N	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	97	738	737	738	4%	20%	44%	31%	1%	32%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	728	725	736	N	44%	45%	11%	N	11%	27%
White	S	S	734	740	S	S	S	S	S	S	34%
African American	S	S	725	727	S	S	S	S	S	S	9%
Hispanic	66	728	726	731	N	49%	38%	14%	N	14%	13%
Asian	S	S	729	759	S	S	S	S	S	S	61%
American Indian	S	S	730	732	S	S	S	S	S	S	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	N	N	N	713	N	N	N	N	N	N	5%
English Language Learners	S	S	715	715	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	725	729	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	714	708	735	29%	37%	21%	13%	N	13%	27%
White	N	N	N	742	N	N	N	N	N	N	31%
African American	57	713	706	712	33%	33%	21%	12%	N	12%	8%
Hispanic	65	715	710	719	26%	39%	22%	14%	N	14%	12%
Asian	S	S	741	778	S	S	S	S	S	S	60%
American Indian	S	S	718	736	S	S	S	S	S	S	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	97	710	707	715	36%	31%	23%	10%	N	10%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



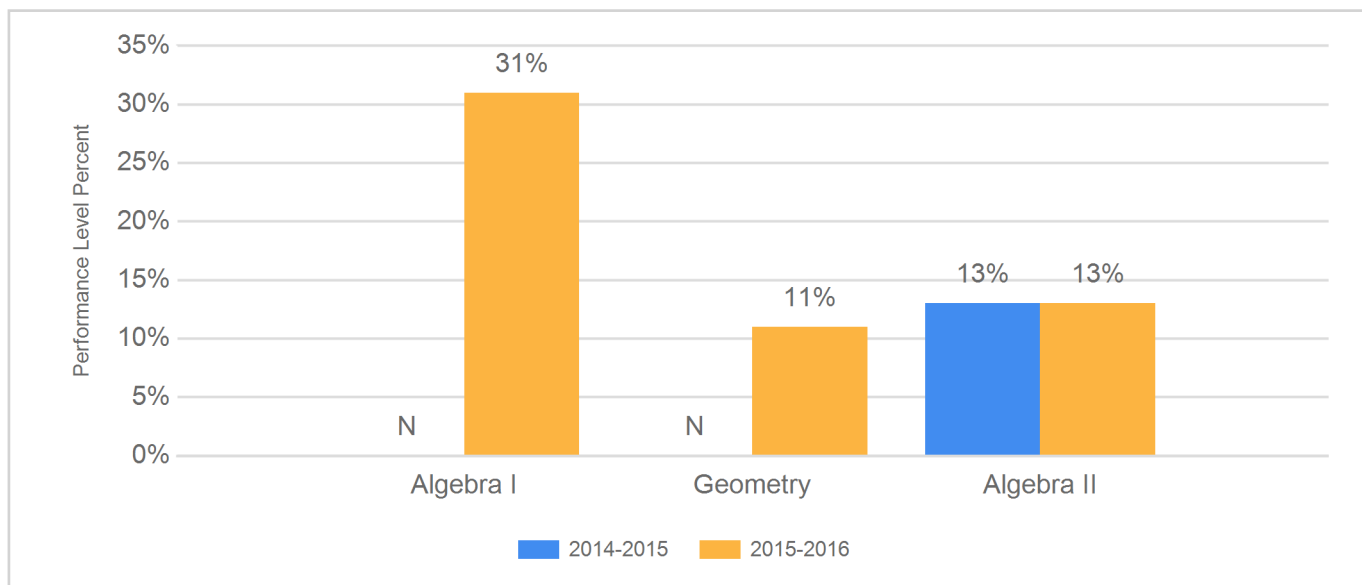
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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

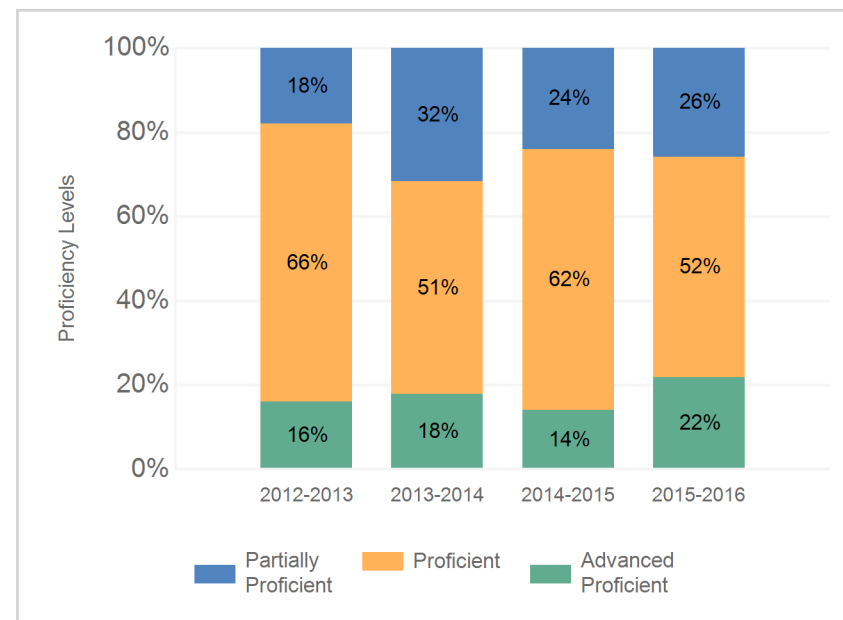
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	22%	52%	26%
White	S	S	S
African American	33%	44%	23%
Hispanic	15%	58%	27%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	64%	36%
Economically Disadvantaged Students	19%	51%	30%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	87.1%	58.0%
Percent of Students Participating in ACT	9.9%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	54%	71%
Math	530	26%	53%
ACT	-	-	-
Reading	22	36%	58%
English	18	64%	74%
Math	22	27%	61%
Science	23	45%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	891	950
SAT	-	-
Reading and Writing	487	537
Math	482	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	970	880	810
SAT	-	-	-
Reading and Writing	530	480	440
Math	530	490	440
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

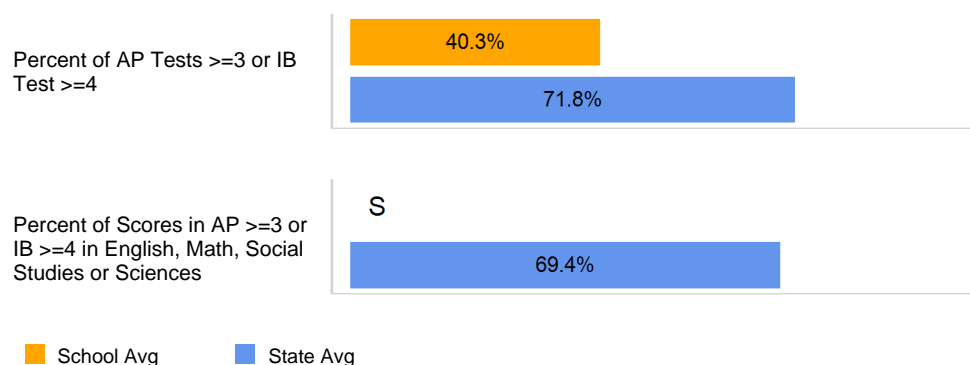


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	16	15
AP English Language and Composition	19	19
AP English Literature and Composition	19	19
AP Spanish Language	20	20
AP U.S. Government and Politics	3	3
AP U.S. History	23	23
Student AP Tests ≥ 3 and IB Tests ≥ 4		29

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	30.9%	39.1%
One of More Test	30.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	25.3%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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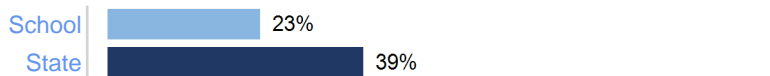
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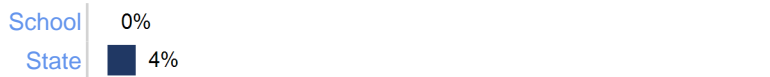
Visual and Performing Arts

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

MUSIC



DRAMA



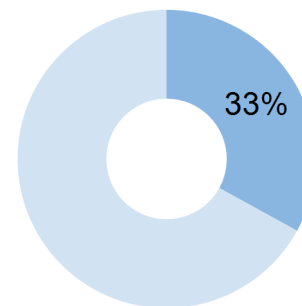
DANCE



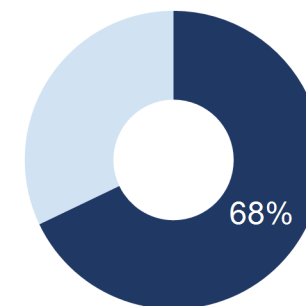
VISUAL ARTS



Any Visual and Performing Arts



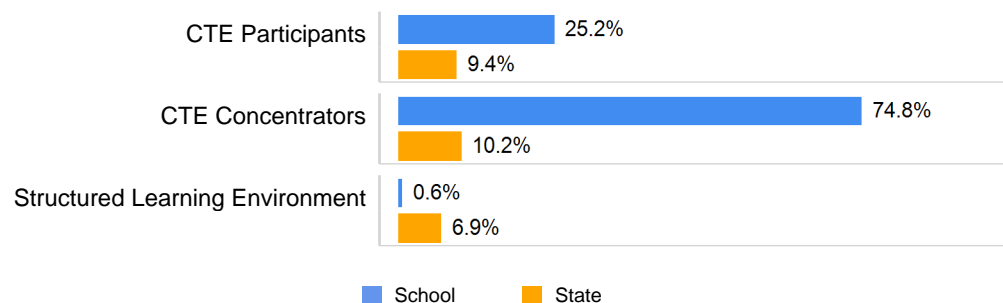
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

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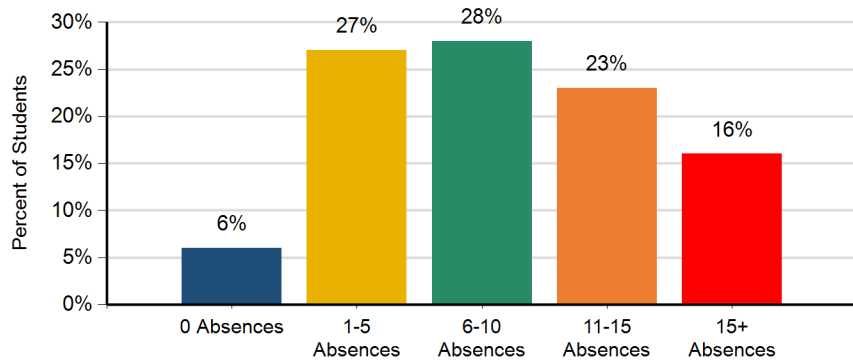
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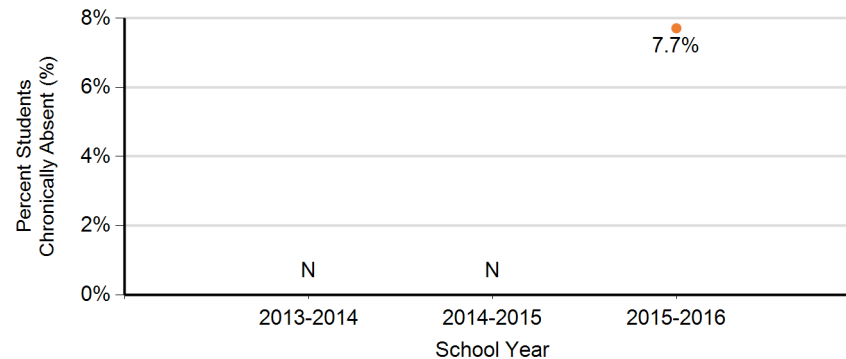
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98.2%	43	81%
White	N	N	
African American	100%	100	
Hispanic	96.8%	31	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	97.9%	40	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	0.8%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.5%	1.7%



State of New Jersey
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Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	99%	99%
2014	99%	99%
2015	98%	98%
2016	98%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	86.5%	24.0%	76.0%
White	S	S	S
African American	88.2%	24.4%	75.6%
Hispanic	86.3%	22.7%	77.3%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	88.6%	24.4%	75.6%



State of New Jersey
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Grade Span 09-12

13-1390-020

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BLOOMFIELD, NJ 07003-4878

Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 12 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	240:1

Student Suspension Rate

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

	School
2015-16	13.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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2015-2016

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Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	191	194	178
Grade 10	210	179	194
Grade 11	179	196	165
Grade 12	165	168	188
UG	2	0	3
Total	747	737	728

Full Time vs Shared Time

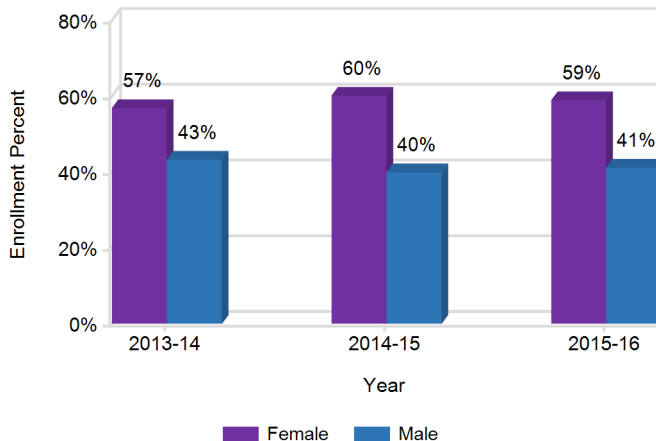
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	747	737	728
Full Time Head Count	747	737	728
Shared Time Head Count	0	0	0

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

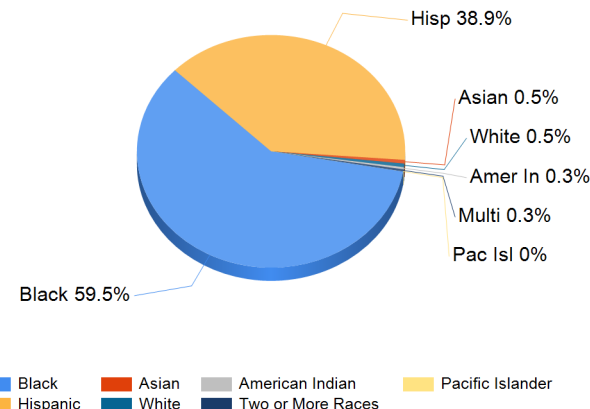
Enrollment by Gender

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



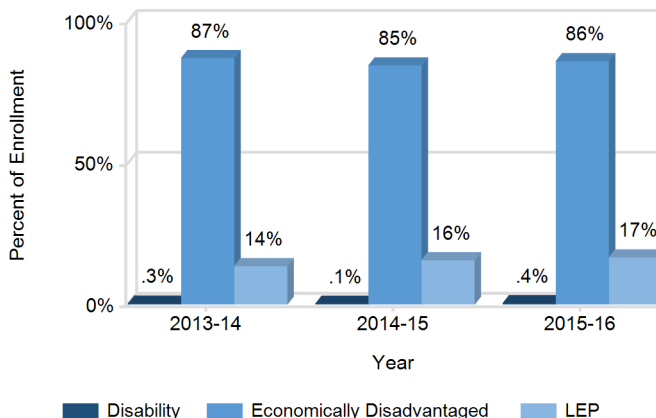
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	66.2%
Spanish	30.1%
Haitian	1.5%
French	0.5%
Creoles and pidgins	0.4%
Other	1.0%



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	S	47
Mathematics Met or Exceeded Expectations	24%	S	41

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	377	48%	47	100%	✓	375	24%	41	100%	✓
White	S	S	S	S		S	S	S	S	
African American	213	51%	45	100%	✓	212	28%	45	100%	✓
Hispanic	159	42%	45	100%	✓	157	19%	32	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		S	S	S	S	
Students with Disability	S	S	S	S		N	N	N	N	
English Learner Students	86	27%	80	100%	✓	85	17%	60	99%	✓
Economically Disadvantaged Students	322	45%	49	100%	✓	320	22%	46	99%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	181	746	749	760	4%	15%	37%	39%	5%	44%	49%
White	N	N	N	762	N	N	N	N	N	N	58%
African American	106	750	751	748	5%	11%	31%	46%	7%	53%	30%
Hispanic	75	740	746	751	4%	20%	44%	29%	3%	32%	34%
Asian	N	N	N	794	N	N	N	N	N	N	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	S	S	730	718	S	S	S	S	S	S	12%
English Language Learners	50	734	734	733	6%	20%	52%	22%	N	22%	4%
Economically Disadvantaged Students	148	745	748	749	5%	16%	37%	37%	5%	42%	31%

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



State of New Jersey
2015-2016

Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	749	752	756	7%	16%	27%	41%	10%	51%	44%
White	S	S	783	758	S	S	S	S	S	S	50%
African American	107	750	753	742	7%	9%	35%	42%	8%	50%	28%
Hispanic	84	747	750	747	7%	24%	18%	39%	12%	51%	33%
Asian	S	S	746	792	S	S	S	S	S	S	69%
American Indian	S	S	727	756	S	S	S	S	S	S	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	N	N	N	708	N	N	N	N	N	N	11%
English Language Learners	36	725	720	718	17%	42%	8%	33%	N	33%	4%
Economically Disadvantaged Students	174	747	750	743	8%	17%	28%	39%	10%	48%	30%

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



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2015-2016

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	164	752	747	754	5%	12%	21%	56%	6%	62%	40%
White	N	N	N	755	N	N	N	N	N	N	42%
African American	96	750	746	742	6%	15%	23%	51%	5%	56%	30%
Hispanic	66	755	747	748	3%	9%	20%	62%	6%	68%	37%
Asian	S	S	782	783	S	S	S	S	S	S	58%
American Indian	S	S	735	734	S	S	S	S	S	S	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	N	N	N	716	N	N	N	N	N	N	13%
English Language Learners	25	747	747	742	N	12%	32%	56%	N	56%	8%
Economically Disadvantaged Students	148	751	747	745	5%	12%	22%	55%	6%	62%	33%

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

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



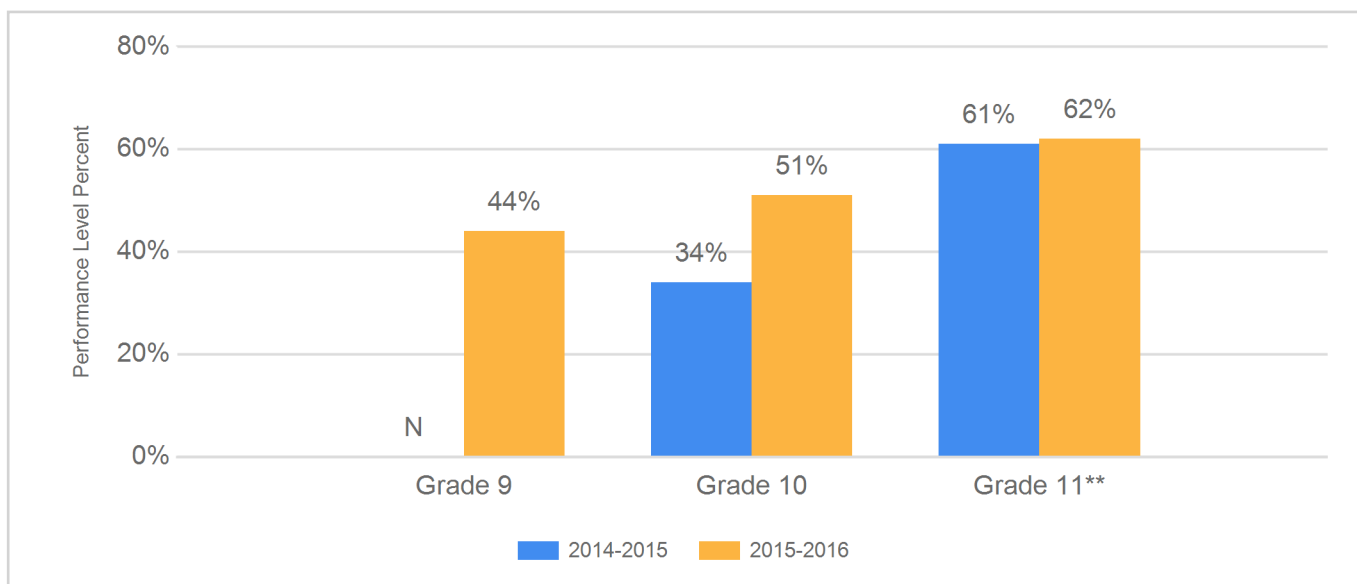
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	181	743	737	741	6%	19%	34%	41%	N	41%	41%
White	N	N	N	743	N	N	N	N	N	N	51%
African American	106	746	737	735	5%	21%	28%	46%	N	46%	20%
Hispanic	S	S	735	740	S	S	S	S	S	S	25%
Asian	N	N	N	765	N	N	N	N	N	N	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	S	S	767	741	S	S	S	S	S	S	47%
Students with Disability	N	N	N	715	N	N	N	N	N	N	10%
English Language Learners	50	733	733	731	10%	24%	40%	26%	N	26%	9%
Economically Disadvantaged Students	148	743	737	738	6%	18%	38%	39%	N	39%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	736	S	S	S	S	S	S	27%
White	S	S	734	740	S	S	S	S	S	S	34%
African American	S	S	725	727	S	S	S	S	S	S	9%
Hispanic	S	S	726	731	S	S	S	S	S	S	13%
Asian	S	S	729	759	S	S	S	S	S	S	61%
American Indian	S	S	730	732	S	S	S	S	S	S	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	N	N	N	713	N	N	N	N	N	N	5%
English Language Learners	S	S	715	715	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	725	729	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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2015-2016

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	708	735	S	S	S	S	S	S	27%
White	N	N	N	742	N	N	N	N	N	N	31%
African American	S	S	706	712	S	S	S	S	S	S	8%
Hispanic	S	S	710	719	S	S	S	S	S	S	12%
Asian	S	S	741	778	S	S	S	S	S	S	60%
American Indian	S	S	718	736	S	S	S	S	S	S	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	N	N	N	690	N	N	N	N	N	N	5%
English Language Learners	S	S	S	706	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	707	715	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



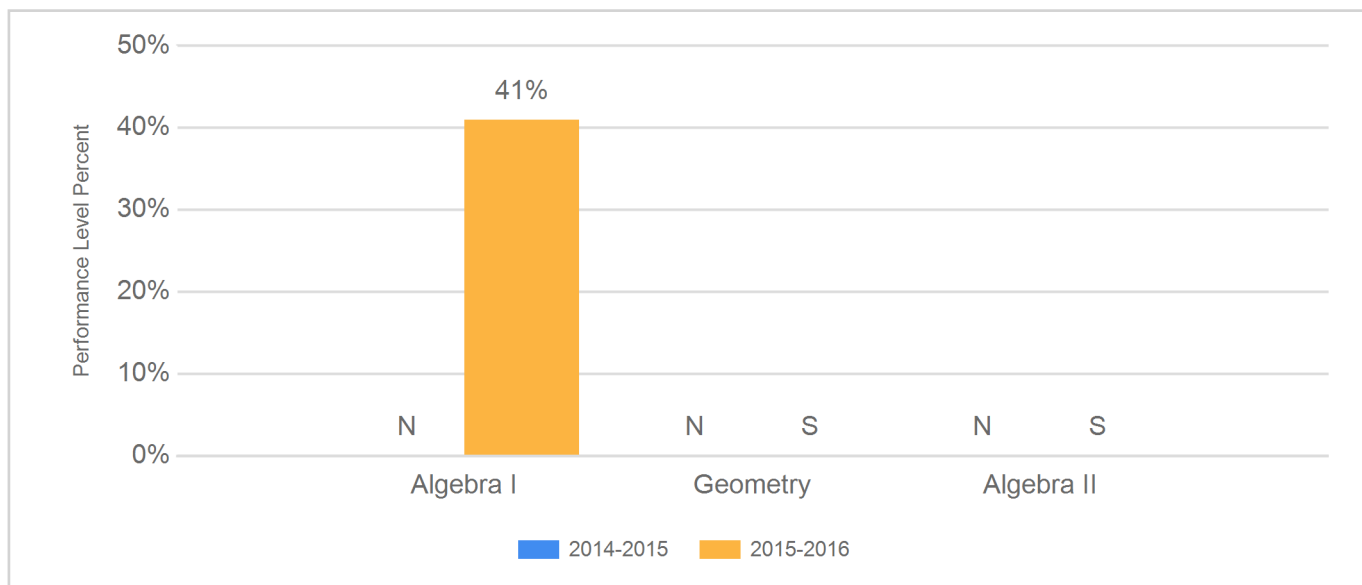
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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

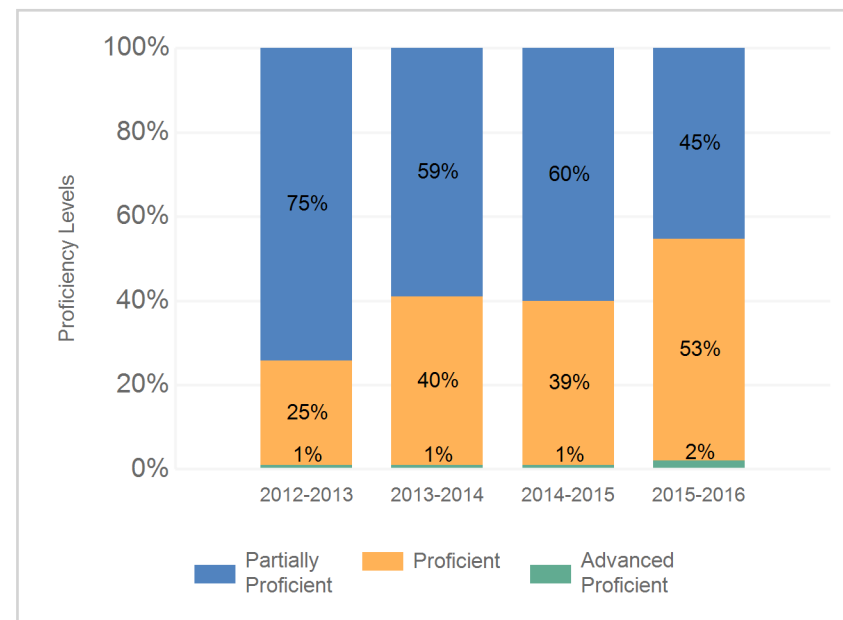
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	2%	53%	45%
White	S	S	S
African American	2%	60%	39%
Hispanic	1%	44%	55%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	N	N
English Language Learners	N	17%	83%
Economically Disadvantaged Students	2%	53%	46%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	79.9%	58.0%
Percent of Students Participating in ACT	4.3%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	30%	71%
Math	530	12%	53%
ACT	-	-	-
Reading	22	13%	58%
English	18	25%	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	854	950
SAT	-	-
Reading and Writing	444	537
Math	447	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	920	860	780
SAT	-	-	-
Reading and Writing	490	440	400
Math	490	450	400
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

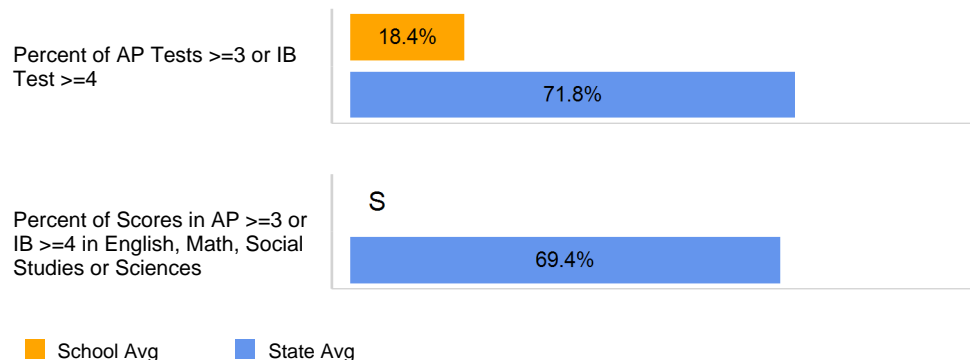


State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	22	21
AP English Language and Composition	19	19
AP English Literature and Composition	18	17
AP Spanish Language	18	18
AP U.S. History	52	50
Student AP Tests ≥ 3 and IB Tests ≥ 4		20

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	32.0%	39.1%
One of More Test	30.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	27.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

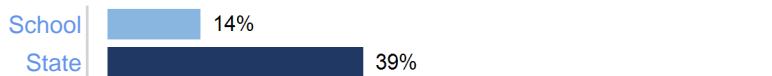
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Visual and Performing Arts

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

MUSIC



DRAMA



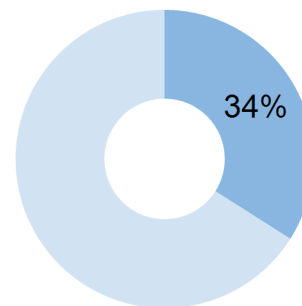
DANCE



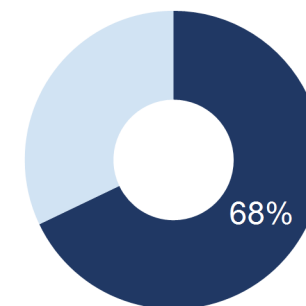
VISUAL ARTS



Any Visual and Performing Arts



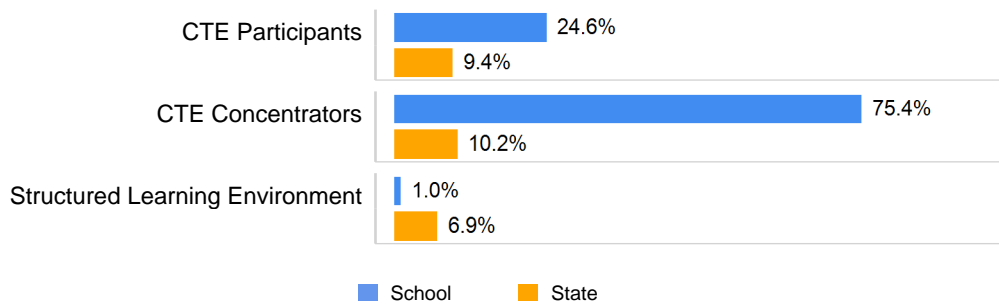
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-070

ESSEX

ESSEX CO VOC-TECH

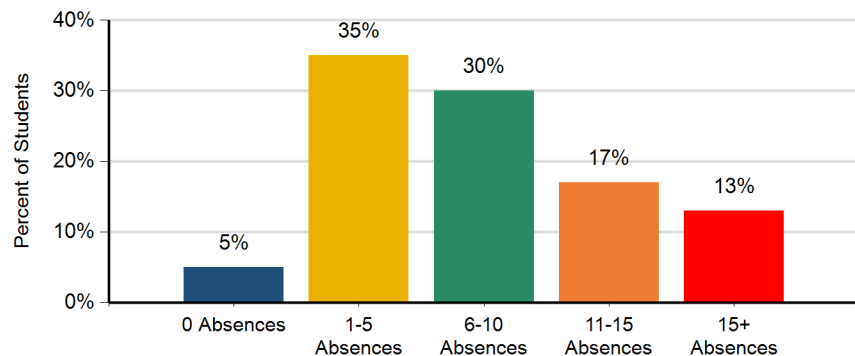
Newark Tech

91 WEST MARKET STREET

NEWARK, NJ 07103

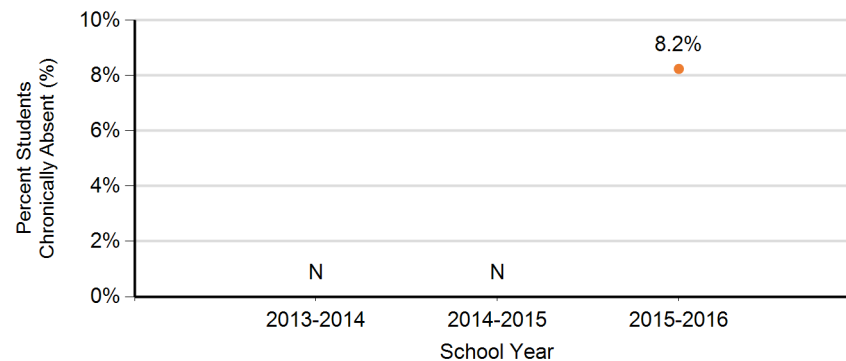
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	96.4%	32	81%
White	S	S	
African American	97.7%	29	
Hispanic	93.8%	17	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	S	S	
English Language Learners	91.4%	2	
Economically Disadvantaged Students	97%	33	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	0.4%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	0.2%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	94%	95%
2014	96%	96%
2015	93%	94%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	73.7%	37.4%	62.6%
White	0.0%	0.0%	0.0%
African American	78.0%	25.9%	74.1%
Hispanic	69.2%	66.7%	33.3%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	74.6%	36.0%	64.0%



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-070
ESSEX
ESSEX CO VOC-TECH
Newark Tech
91 WEST MARKET STREET
NEWARK, NJ 07103

Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	6 Hrs. 12 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	13:1
Administrator	122:1

Student Suspension Rate

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

	School
2015-16	12.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
North 13th St Tech
300 N 13TH ST
NEWARK, NJ 07107-1218

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
North 13th St Tech
300 N 13TH ST
NEWARK, NJ 07107-1218

Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	146	159	137
Grade 10	172	146	143
Grade 11	120	151	135
Grade 12	120	121	144
UG	109	110	104
Total	667	687	663

Full Time vs Shared Time

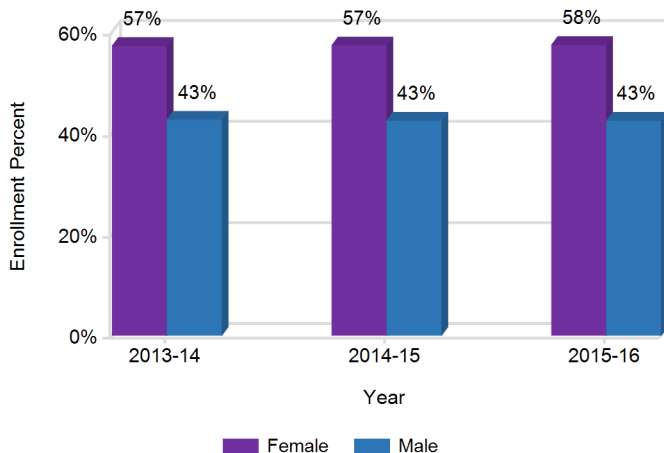
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	667	687	663
Full Time Head Count	667	686	663
Shared Time Head Count	0	1	0

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

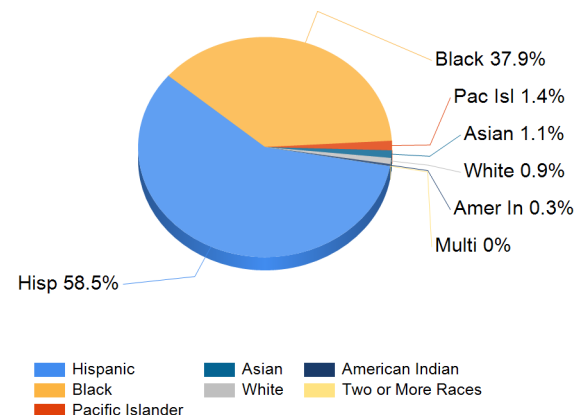
Enrollment by Gender

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



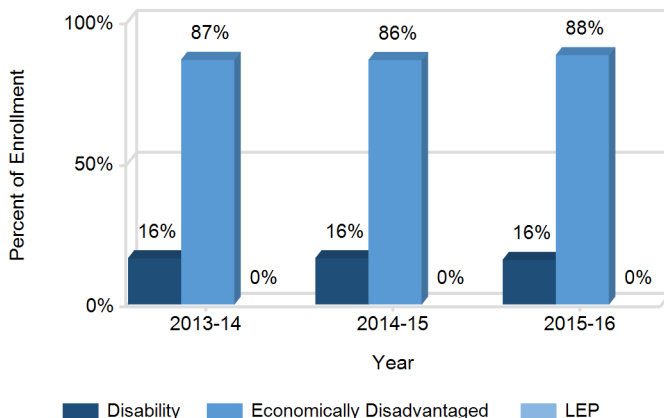
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	68.0%
Spanish	30.0%
Creoles and pidgins, English based	0.5%
Portuguese	0.5%
French	0.3%
Other	0.9%



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050

ESSEX

ESSEX CO VOC-TECH

North 13th St Tech

300 N 13TH ST

NEWARK, NJ 07107-1218

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	S	49
Mathematics Met or Exceeded Expectations	16%	S	31

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	340	52%	49	99%	✓	340	16%	31	99%	✓
White	S	S	S	S		S	S	S	S	
African American	124	53%	43	100%	✓	124	20%	38	100%	✓
Hispanic	202	51%	55	99%	✓	203	13%	28	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	59	14%	66	100%	✓	59	2%	35	100%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	296	51%	53	99%	✓	296	15%	32	98%	✓



State of New Jersey
2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	166	750	749	760	3%	9%	37%	48%	4%	51%	49%
White	S	S	753	762	S	S	S	S	S	S	58%
African American	58	754	751	748	2%	10%	31%	48%	9%	57%	30%
Hispanic	99	748	746	751	4%	7%	40%	48%	1%	49%	34%
Asian	S	S	759	794	S	S	S	S	S	S	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	29	728	730	718	7%	35%	45%	14%	N	14%	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	146	749	748	749	3%	9%	36%	47%	4%	51%	31%

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



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050

ESSEX

ESSEX CO VOC-TECH

North 13th St Tech

300 N 13TH ST

NEWARK, NJ 07107-1218

PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	174	750	752	756	7%	13%	29%	43%	9%	52%	44%
White	S	S	783	758	S	S	S	S	S	S	50%
African American	66	747	753	742	11%	15%	26%	41%	8%	49%	28%
Hispanic	103	752	750	747	5%	12%	29%	45%	10%	54%	33%
Asian	S	S	746	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	30	716	724	708	27%	37%	23%	10%	3%	13%	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	150	749	750	743	7%	13%	29%	41%	9%	51%	30%

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



State of New Jersey
2015-2016

Grade Span 09-12

**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	160	755	747	754	3%	13%	28%	42%	14%	56%	40%
White	S	S	757	755	S	S	S	S	S	S	42%
African American	63	753	746	742	2%	13%	33%	40%	13%	52%	30%
Hispanic	93	754	747	748	4%	14%	24%	44%	14%	58%	37%
Asian	S	S	782	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	24	726	733	716	13%	38%	29%	21%	N	21%	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	142	755	747	745	4%	11%	28%	44%	13%	58%	33%

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

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



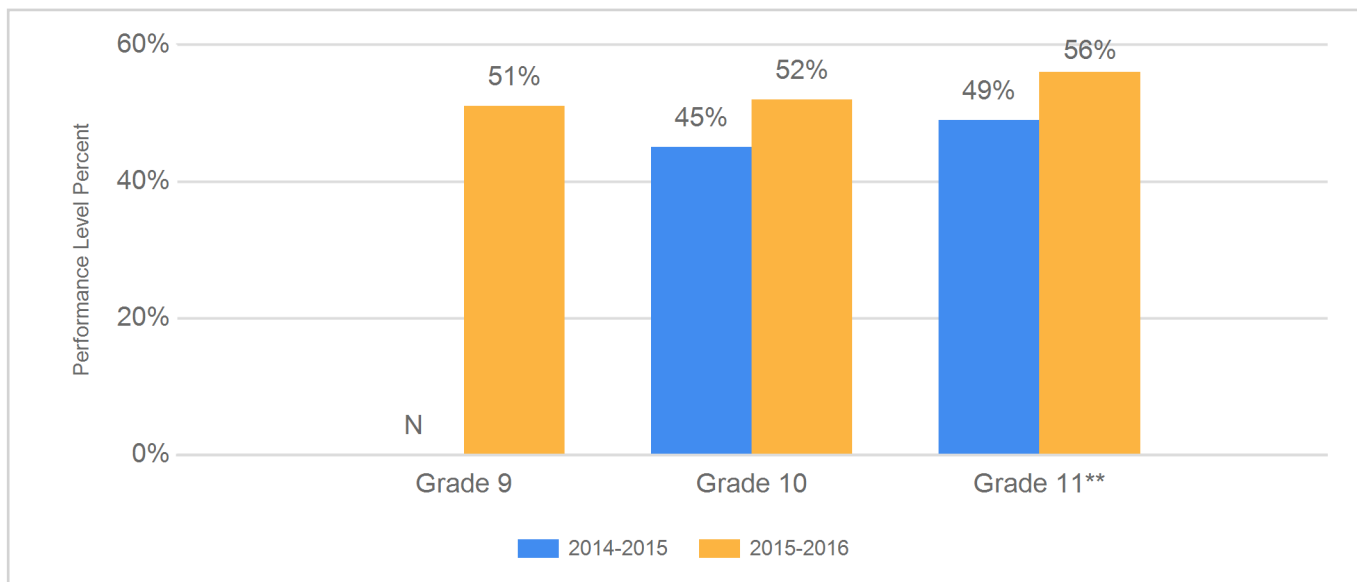
State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
North 13th St Tech
300 N 13TH ST
NEWARK, NJ 07107-1218

PARCC ELA Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	732	737	741	12%	29%	34%	24%	1%	25%	41%
White	S	S	743	743	S	S	S	S	S	S	51%
African American	57	733	737	735	12%	32%	28%	26%	2%	28%	20%
Hispanic	96	731	735	740	12%	26%	40%	22%	1%	23%	25%
Asian	S	S	746	765	S	S	S	S	S	S	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	S	S	711	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	141	731	737	738	12%	28%	37%	21%	1%	23%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050

ESSEX

ESSEX CO VOC-TECH

North 13th St Tech

300 N 13TH ST

NEWARK, NJ 07107-1218

PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	725	736	S	S	S	S	S	S	27%
White	S	S	734	740	S	S	S	S	S	S	34%
African American	S	S	725	727	S	S	S	S	S	S	9%
Hispanic	S	S	726	731	S	S	S	S	S	S	13%
Asian	S	S	729	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	S	S	717	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050

ESSEX

ESSEX CO VOC-TECH

North 13th St Tech

300 N 13TH ST

NEWARK, NJ 07107-1218

PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	708	735	S	S	S	S	S	S	27%
White	S	S	675	742	S	S	S	S	S	S	31%
African American	64	713	706	712	36%	30%	23%	9%	2%	11%	8%
Hispanic	S	S	710	719	S	S	S	S	S	S	12%
Asian	S	S	741	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	707	715	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



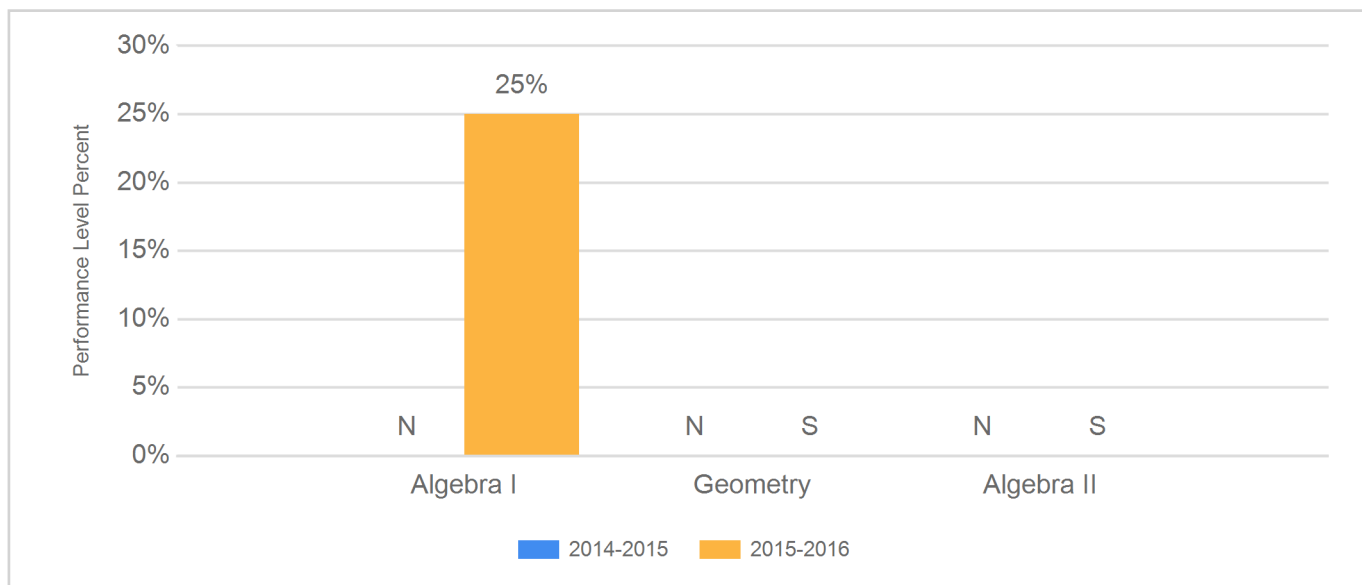
State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
North 13th St Tech
300 N 13TH ST
NEWARK, NJ 07107-1218

PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

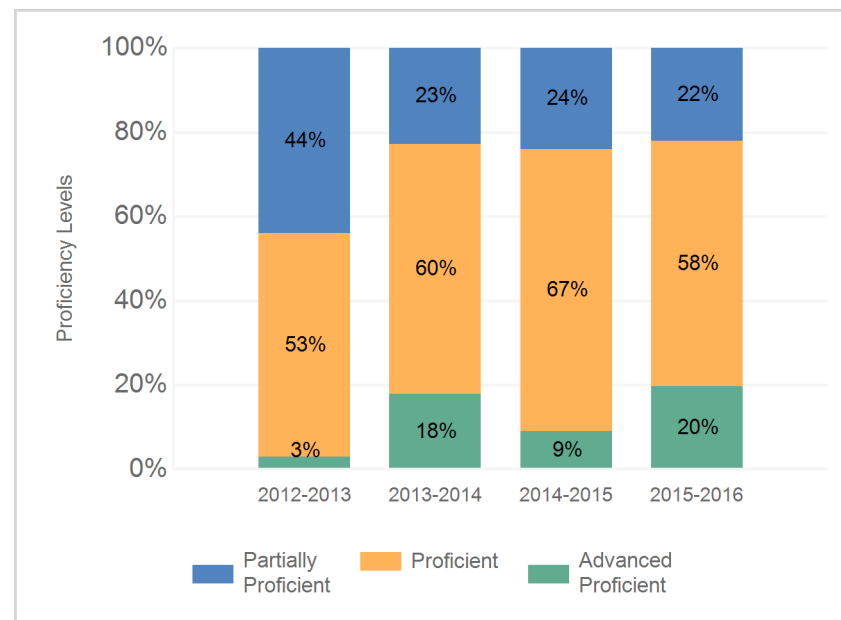
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	20%	58%	22%
White	S	S	S
African American	22%	52%	26%
Hispanic	19%	61%	20%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	7%	27%	67%
English Language Learners	N	N	N
Economically Disadvantaged Students	18%	59%	24%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	82.8%	58.0%
Percent of Students Participating in ACT	13.9%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	38%	71%
Math	530	22%	53%
ACT	-	-	-
Reading	22	15%	58%
English	18	15%	74%
Math	22	15%	61%
Science	23	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	841	950
SAT	-	-
Reading and Writing	453	537
Math	467	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	920	820	750
SAT	-	-	-
Reading and Writing	490	450	400
Math	520	460	420
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



State of New Jersey
2015-2016

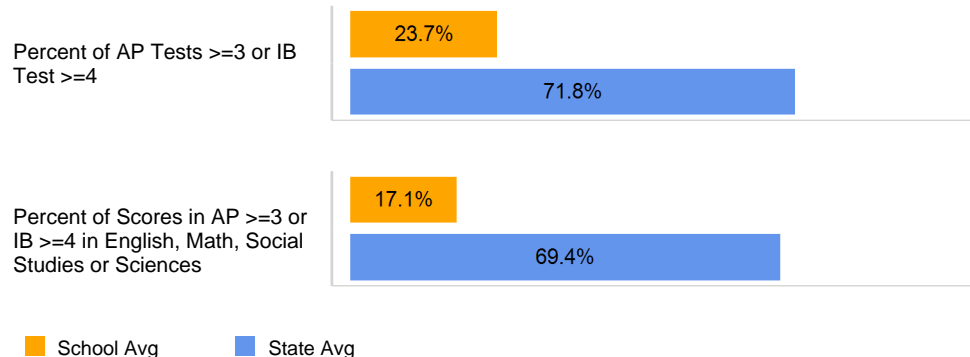
Grade Span 09-12

AP/ IB Test Performance

AP/ IB Courses Offered

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.



AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	40	39
AP Computer Science A	0	1
AP English Language and Composition	50	49
AP English Literature and Composition	48	42
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Spanish Language	20	16
AP U.S. History	36	49
Student AP Tests ≥ 3 and IB Tests ≥ 4		32

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	44.8%	39.1%
One of More Test	48.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	44.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

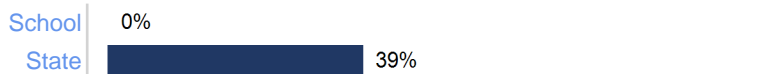
Grade Span 09-12

13-1390-050
ESSEX
ESSEX CO VOC-TECH
North 13th St Tech
300 N 13TH ST
NEWARK, NJ 07107-1218

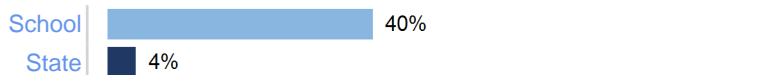
Visual and Performing Arts

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

MUSIC



DRAMA



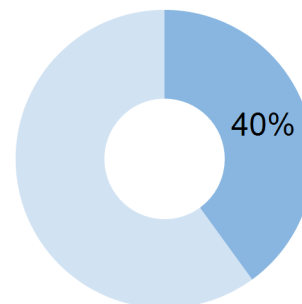
DANCE



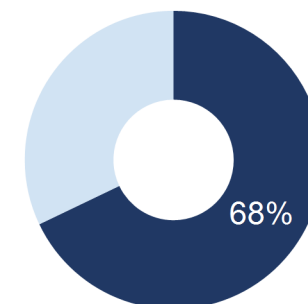
VISUAL ARTS



Any Visual and Performing Arts



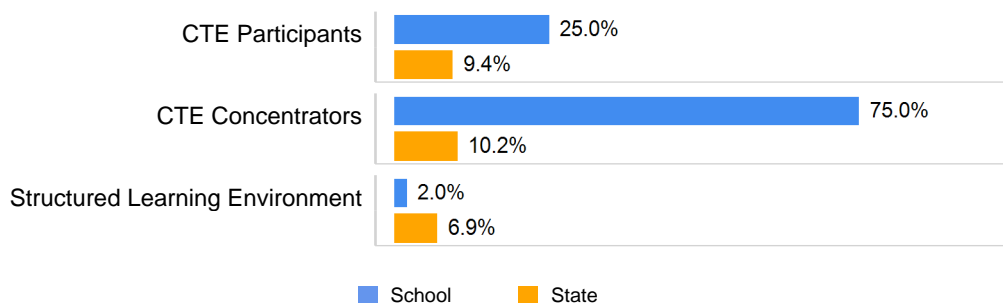
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050

ESSEX

ESSEX CO VOC-TECH

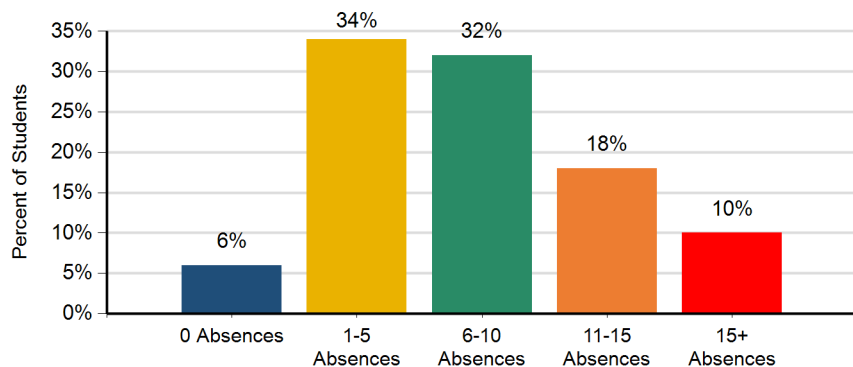
North 13th St Tech

300 N 13TH ST

NEWARK, NJ 07107-1218

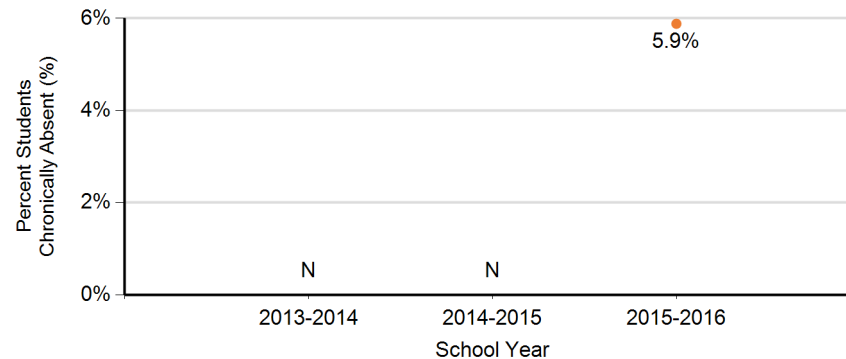
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98.8%	50	81%
White	N	N	
African American	97.1%	26	
Hispanic	100%	100	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	98.6%	50	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	97%	97%
2014	96%	95%
2015	97%	98%
2016	99%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.4%	33.3%	66.7%
White	S	S	S
African American	67.2%	17.1%	82.9%
Hispanic	77.2%	44.3%	55.7%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	71.1%	32.6%	67.4%



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-050

ESSEX

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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 12 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	221:1

Student Suspension Rate

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

	School
2015-16	18.9%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-080
ESSEX
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-080
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Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	46	45	55
Grade 10	48	88	47
Grade 11	40	12	45
Grade 12	31	39	42
UG	116	118	112
Total	281	301	299

Full Time vs Shared Time

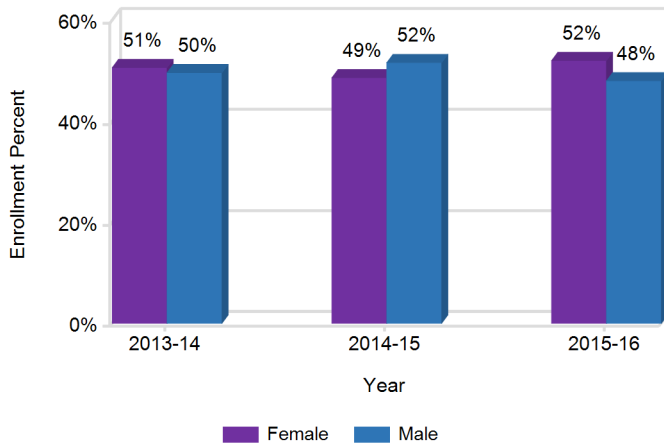
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	281	301	299
Full Time Head Count	259	275	263
Shared Time Head Count	43	51	72

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

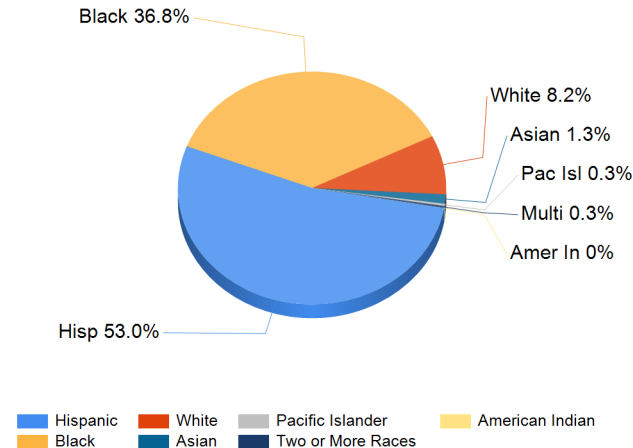
Enrollment by Gender

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



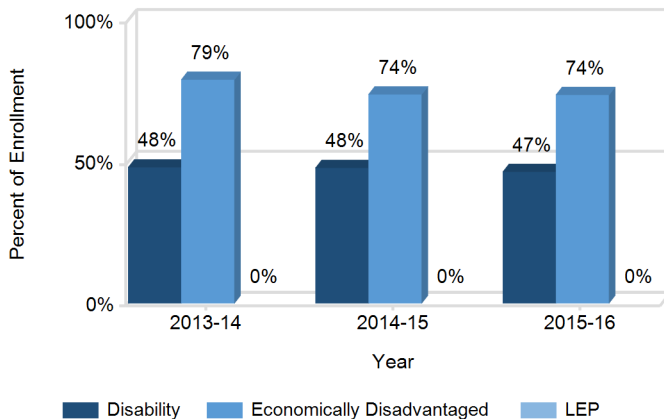
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.2%
Spanish	22.2%
Creoles and pidgins, English based	1.7%
Portuguese	1.3%
Haitian	1.0%
Other	0.5%



State of New Jersey
2015-2016

Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	S	45
Mathematics Met or Exceeded Expectations	16%	S	29

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	128	50%	45	100%	✓	128	16%	29	99%	✓
White	S	S	S	S		S	S	S	S	
African American	52	40%	34	100%	✓	51	6%	21	98%	✓
Hispanic	69	57%	51	100%	✓	69	20%	38	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	42	36%	77	100%	✓	42	5%	56	100%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	97	53%	51	100%	✓	97	18%	36	99%	✓



State of New Jersey
2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	748	749	760	5%	16%	36%	36%	8%	44%	49%
White	S	S	753	762	S	S	S	S	S	S	58%
African American	25	744	751	748	N	20%	48%	24%	8%	32%	30%
Hispanic	37	748	746	751	8%	14%	30%	41%	8%	49%	34%
Asian	S	S	759	794	S	S	S	S	S	S	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	17	735	730	718	N	35%	41%	24%	N	24%	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	50	748	748	749	4%	16%	36%	36%	8%	44%	31%

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



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-080

ESSEX

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	752	752	756	7%	13%	27%	48%	5%	53%	44%
White	S	S	783	758	S	S	S	S	S	S	50%
African American	25	749	753	742	12%	8%	36%	40%	4%	44%	28%
Hispanic	30	755	750	747	3%	17%	17%	57%	7%	63%	33%
Asian	S	S	746	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	S	S	S	756	S	S	S	S	S	S	45%
Students with Disability	21	736	724	708	14%	24%	29%	33%	N	33%	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	44	752	750	743	9%	14%	18%	52%	7%	59%	30%

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



State of New Jersey
2015-2016

Grade Span 09-12

**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	750	747	754	5%	21%	21%	41%	12%	53%	40%
White	S	S	757	755	S	S	S	S	S	S	42%
African American	S	S	746	742	S	S	S	S	S	S	30%
Hispanic	36	749	747	748	8%	19%	22%	33%	17%	50%	37%
Asian	N	N	N	783	N	N	N	N	N	N	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	23	740	733	716	9%	26%	26%	30%	9%	39%	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	49	752	747	745	6%	16%	22%	41%	14%	55%	33%

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

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



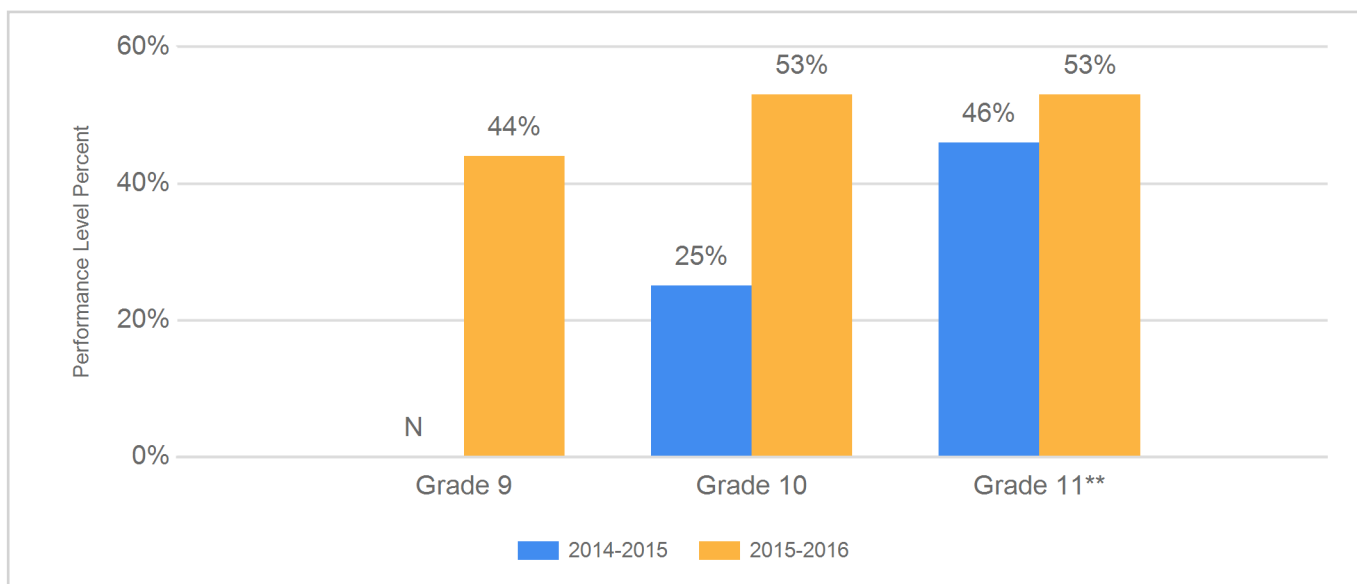
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Grade Span 09-12

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PARCC ELA Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-080

ESSEX

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	730	737	741	14%	29%	32%	24%	2%	25%	41%
White	S	S	743	743	S	S	S	S	S	S	51%
African American	23	719	737	735	22%	35%	30%	13%	N	13%	20%
Hispanic	37	735	735	740	11%	27%	32%	27%	3%	30%	25%
Asian	S	S	746	765	S	S	S	S	S	S	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	S	S	767	741	S	S	S	S	S	S	47%
Students with Disability	S	S	711	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	49	732	737	738	12%	27%	35%	25%	2%	27%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

13-1390-080

ESSEX

ESSEX CO VOC-TECH

West Caldwell Tech

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	725	736	S	S	S	S	S	S	27%
White	S	S	734	740	S	S	S	S	S	S	34%
African American	S	S	725	727	S	S	S	S	S	S	9%
Hispanic	S	S	726	731	S	S	S	S	S	S	13%
Asian	S	S	729	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	S	S	S	733	S	S	S	S	S	S	29%
Students with Disability	S	S	717	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	725	729	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	708	735	S	S	S	S	S	S	27%
White	S	S	675	742	S	S	S	S	S	S	31%
African American	S	S	706	712	S	S	S	S	S	S	8%
Hispanic	S	S	710	719	S	S	S	S	S	S	12%
Asian	S	S	741	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	707	715	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



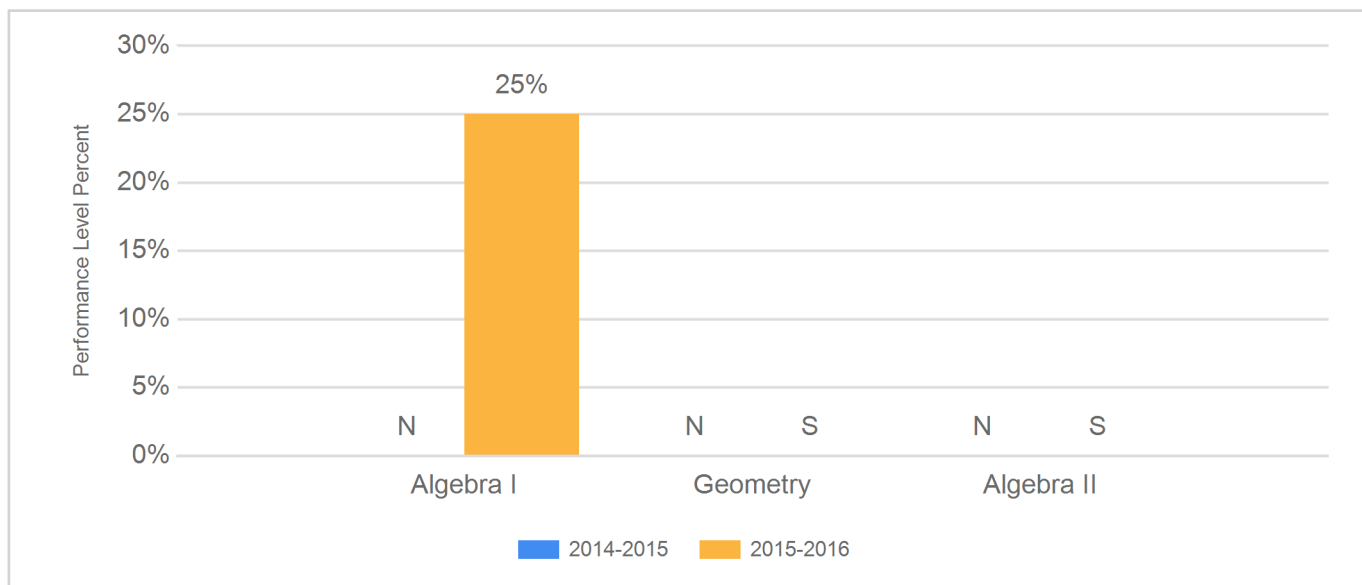
State of New Jersey
2015-2016

Grade Span 09-12

13-1390-080
ESSEX
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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

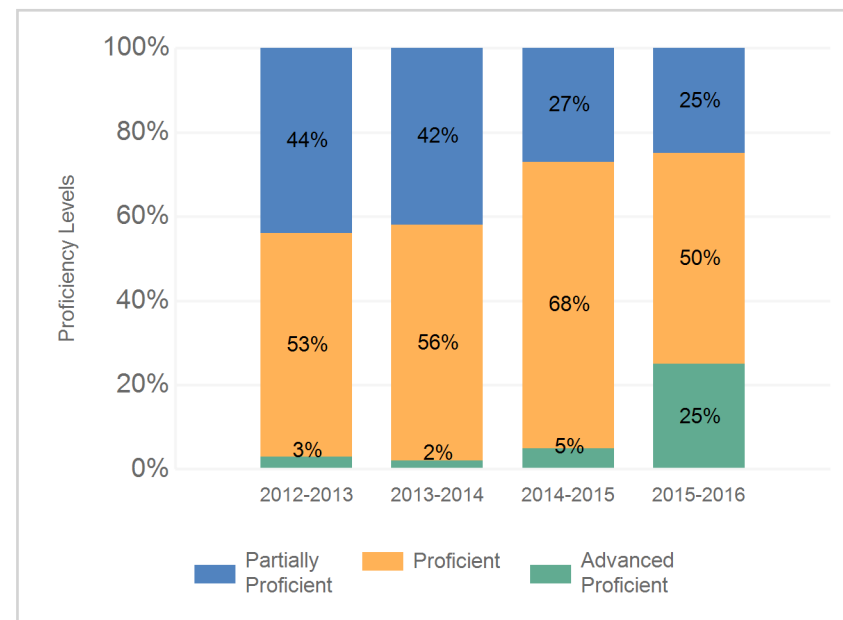
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	25%	50%	25%
White	S	S	S
African American	15%	48%	37%
Hispanic	31%	52%	17%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	5%	38%	57%
English Language Learners	N	N	N
Economically Disadvantaged Students	27%	50%	23%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	77.9%	58.0%
Percent of Students Participating in ACT	7.2%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	28%	71%
Math	530	13%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	N	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	844	950
SAT	-	-
Reading and Writing	444	537
Math	435	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	920	840	770
SAT	-	-	-
Reading and Writing	480	440	390
Math	490	420	370
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

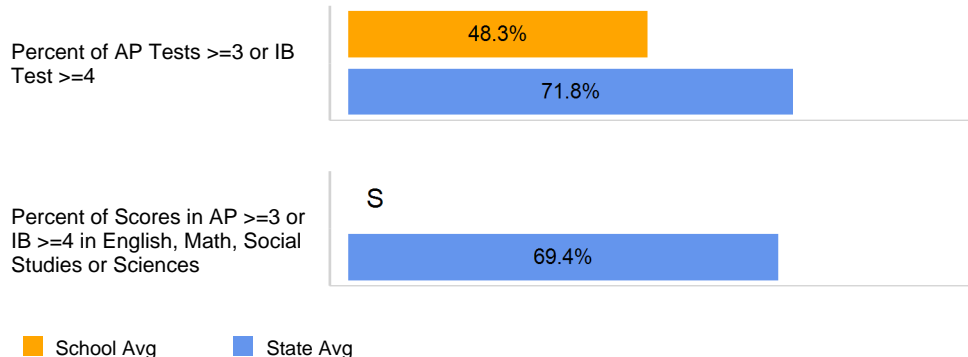


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP English Language and Composition	12	11
AP English Literature and Composition	12	12
AP Spanish Language	39	38
AP U.S. History	11	11
Student AP Tests ≥ 3 and IB Tests ≥ 4		29

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	69.8%	39.1%
One of More Test	69.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	39.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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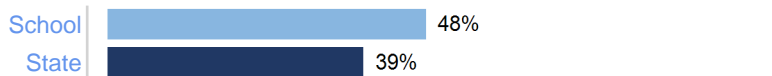
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Visual and Performing Arts

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

MUSIC



DRAMA



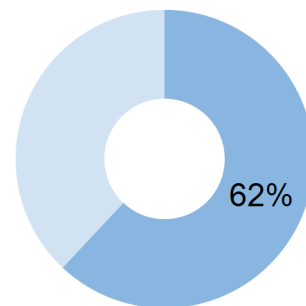
DANCE



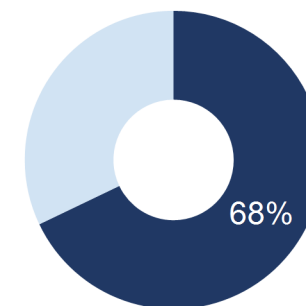
VISUAL ARTS



Any Visual and Performing Arts



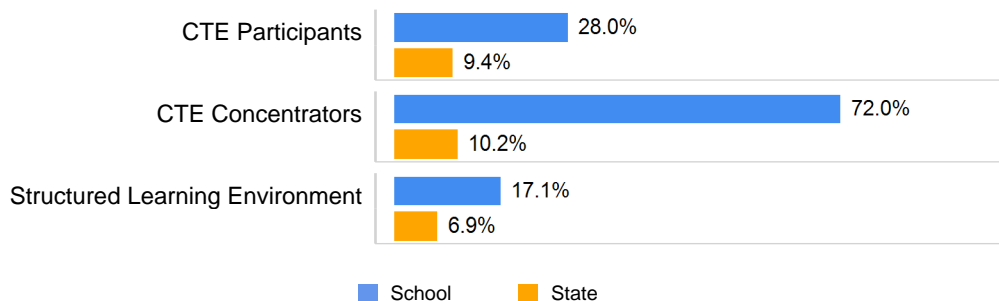
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

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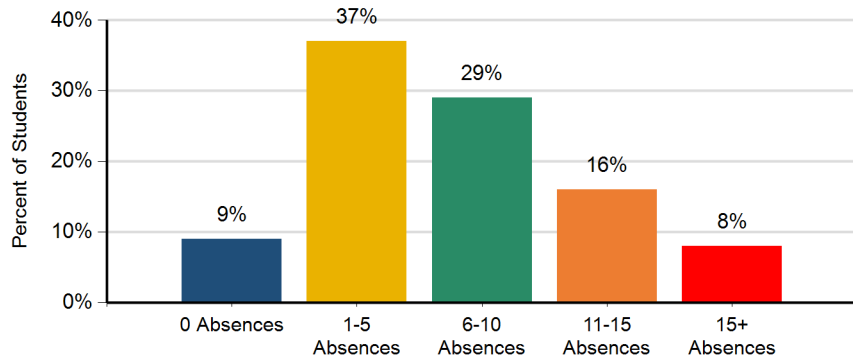
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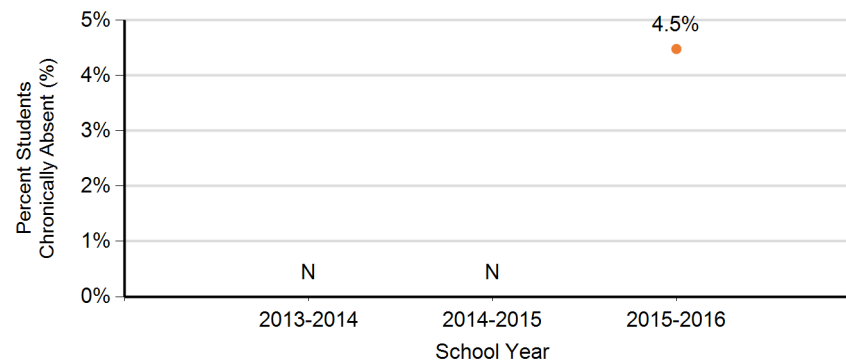
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.9%	16	81%
White	S	S	
African American	S	S	
Hispanic	97.5%	33	
American Indian	S	S	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	90.5%	10	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	89%	89%
2014	84%	84%
2015	90%	90%
2016	93%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	59.4%	36.8%	63.2%
White	S	S	S
African American	S	S	S
Hispanic	57.9%	27.3%	72.7%
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	59.2%	41.4%	58.6%



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Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	6 Hrs. 12 Mins.
Shared Time	2 Hrs. 0 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	8:1
Administrator	150:1

Student Suspension Rate

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

	School
2015-16	10.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%