

**PASSAIC COUNTY TECHNICAL INSTITUTE**

(31-3995-050)

Grades Offered: 09-12

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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



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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	PASSAIC COUNTY VOCATIONAL
Principal Name	DR. PARENT
Address	45 REINHARDT ROAD WAYNE, NJ 07470-2210
Phone Number	(973)790-6000
Email Address	MPARENT@PCTI.TEC.NJ.US
Website	https://www.pcti.tec.nj.us/
Facebook	https://www.facebook.com/pcti1
Twitter	https://www.twitter.com/pcti1



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	855	912	890
10	904	848	891
11	798	875	811
12	758	791	849
Total	3,315	3,426	3,441

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.6%	51.5%	53.2%
Male	49.4%	48.5%	46.8%
Economically Disadvantaged Students	68.1%	49.8%	65.5%
Students with Disabilities	14.1%	13.6%	13.1%
English Learners	0.5%	0.6%	0.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.2%	0.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	16.0%	17.1%	17.0%
Hispanic	61.1%	60.7%	60.7%
Black or African American	13.2%	12.1%	11.3%
Asian	8.4%	8.9%	9.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	1.1%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	3,315	3,426	3,441
Shared Time Students	0	0	0
Full Time Equivalent	3,315	3,426	3,441

Enrollment by Home Language

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

Home Language	% of Students
English	100.0%
Other Languages	0.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1770	99.3	60.3	60.3	56.7	60.3	61.9	Met Target†
White	314	98.4	57.3	57.3	65.6	57.3	65.1	Not Met
Hispanic	1056	99.8	58.7	58.7	42.5	58.7	60.6	Met Target†
Black or African American	210	99.5	53.8	53.8	37.3	53.8	49.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	170	97.7	83.5	83.5	82.3	83.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	947	98.7	68.5	68.5	64.5	68.5		
Male	823	100.0	51.0	51.0	49.4	51.0		
Economically Disadvantaged Students	1119	99.5	60.3	60.3	38.5	60.3	60.7	Met Target†
Non-Economically Disadvantaged Students	651	99.1	60.3	60.3	67.5	60.3		
Students with Disabilities	224	99.6	14.3	14.3	21.6	14.3	19	Not Met
Students without Disabilities	1546	99.3	67.0	67.0	63.9	67.0		
English Learners	16	100.0	18.8	18.8	27.3	18.8	**	**
Non-English Learners	1754	99.3	60.6	60.6	59.4	60.6		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	889	761	761	752	3%	8%	21%	51%	17%	68%	55%
White	155	758	758	760	*	*	25%	43%	17%	61%	64%
Hispanic	529	761	761	735	3%	8%	21%	52%	16%	68%	38%
Black or African American	103	753	753	734	*	12%	22%	*	*	60%	34%
Asian, Native Hawaiian, or Pacific Islander	86	778	778	782	0%	*	*	57%	29%	86%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	498	768	768	759	*	*	17%	54%	22%	76%	63%
Male	391	753	753	744	*	*	25%	47%	10%	57%	46%
Economically Disadvantaged Students	522	761	761	733	3%	8%	20%	54%	15%	69%	34%
Non-Economically Disadvantaged Students	367	762	762	761	4%	8%	22%	46%	20%	65%	65%
Students with Disabilities	106	720	720	716	*	*	29%	*	*	14%	15%
Students without Disabilities	783	767	767	758	*	*	20%	*	*	75%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	878	753	753	749	10%	13%	25%	36%	17%	53%	51%
White	159	755	755	756	12%	14%	20%	33%	21%	54%	58%
Hispanic	525	750	750	733	10%	14%	27%	35%	14%	49%	38%
Black or African American	106	743	743	728	9%	14%	29%	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	447	761	761	759	5%	10%	25%	42%	18%	60%	60%
Male	431	745	745	739	14%	16%	25%	30%	15%	45%	42%
Economically Disadvantaged Students	594	752	752	730	9%	14%	25%	38%	14%	52%	34%
Non-Economically Disadvantaged Students	284	756	756	758	10%	12%	25%	32%	21%	54%	59%
Students with Disabilities	115	705	705	707	44%	22%	22%	*	*	12%	15%
Students without Disabilities	763	760	760	756	4%	12%	25%	*	*	59%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	714	747	747	736	10%	13%	26%	42%	8%	51%	39%
White	133	743	743	737	14%	16%	21%	39%	10%	49%	41%
Hispanic	444	748	748	731	9%	11%	30%	42%	8%	50%	35%
Black or African American	73	737	737	729	18%	15%	23%	*	*	44%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	364	756	756	745	6%	7%	24%	49%	13%	62%	48%
Male	350	737	737	728	14%	19%	28%	36%	3%	39%	31%
Economically Disadvantaged Students	490	747	747	730	9%	12%	29%	42%	8%	50%	33%
Non-Economically Disadvantaged Students	224	746	746	739	12%	15%	21%	43%	9%	52%	42%
Students with Disabilities	93	714	714	708	34%	17%	35%	13%	0%	13%	13%
Students without Disabilities	621	752	752	742	6%	12%	25%	47%	10%	57%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



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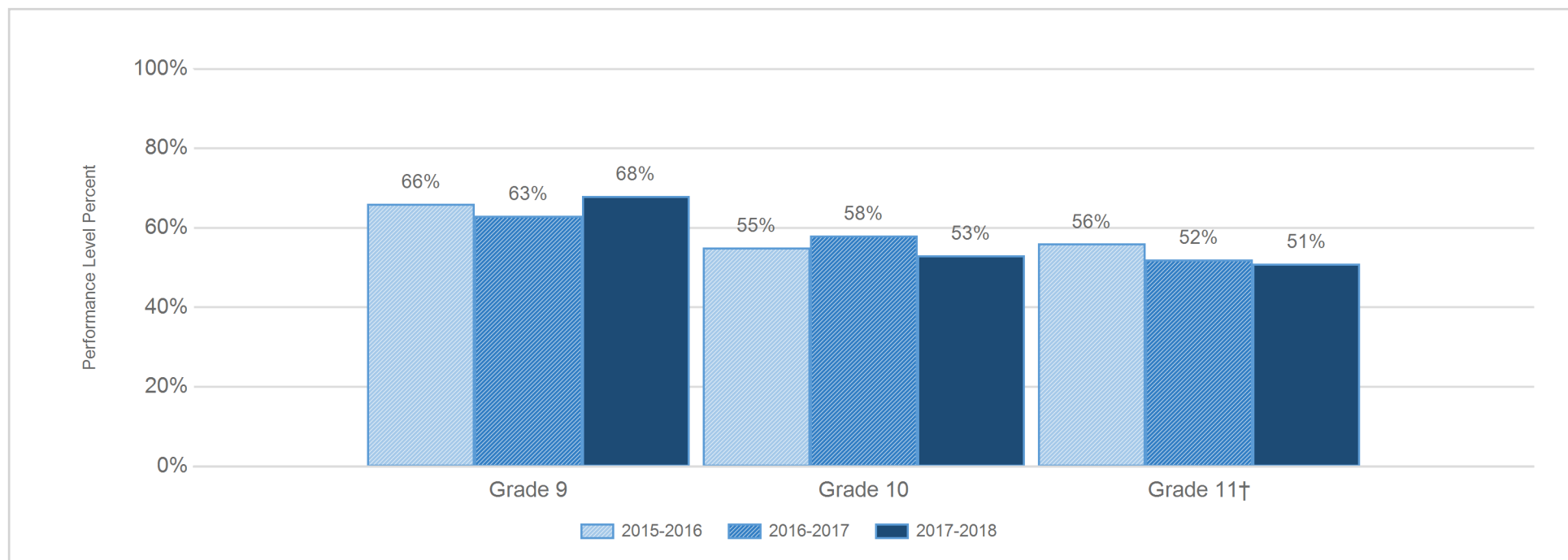
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1705	99.2	47.8	47.8	45.0	47.8	47.2	Met Target
White	298	98.3	48.0	48.0	54.1	48.0	55.3	Not Met
Hispanic	1022	99.6	47.0	47.0	29.2	47.0	45.4	Met Target
Black or African American	202	99.5	29.7	29.7	23.4	29.7	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	163	98.2	73.6	73.6	77.0	73.6	64.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	927	98.6	47.4	47.4	46.0	47.4		
Male	778	100.0	48.0	48.0	43.9	48.0		
Economically Disadvantaged Students	1080	99.4	45.7	45.7	26.6	45.7	45.3	Met Target
Non-Economically Disadvantaged Students	625	99.0	51.3	51.3	55.9	51.3		
Students with Disabilities	183	99.5	*	*	17.1	*	14.6	Not Met
Students without Disabilities	1522	99.2	*	*	50.5	*		
English Learners	16	100.0	12.5	12.5	24.6	12.5	**	**
Non-English Learners	1689	99.2	48.1	48.1	46.9	48.1		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	742	757	757	746	2%	10%	24%	61%	3%	64%	46%
White	126	752	752	755	*	11%	26%	*	*	59%	57%
Hispanic	453	758	758	730	*	10%	21%	*	*	67%	27%
Black or African American	94	751	751	727	*	12%	37%	*	*	47%	23%
Asian, Native Hawaiian, or Pacific Islander	56	767	767	779	*	*	18%	*	*	77%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	418	757	757	748	*	11%	23%	*	*	65%	48%
Male	324	757	757	745	*	9%	25%	*	*	62%	44%
Economically Disadvantaged Students	442	758	758	729	*	9%	24%	*	*	65%	25%
Non-Economically Disadvantaged Students	300	755	755	756	*	10%	25%	*	*	62%	57%
Students with Disabilities	94	721	721	716	*	49%	28%	*	*	10%	13%
Students without Disabilities	648	762	762	752	*	4%	24%	*	*	72%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	752	734	734	735	5%	33%	38%	*	*	25%	30%
White	133	733	733	740	*	36%	35%	*	*	24%	37%
Hispanic	471	734	734	723	4%	32%	40%	*	*	24%	14%
Black or African American	94	726	726	719	*	40%	40%	*	*	11%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	418	735	735	736	4%	30%	41%	*	*	26%	30%
Male	334	732	732	734	6%	37%	34%	*	*	23%	29%
Economically Disadvantaged Students	502	733	733	722	5%	33%	40%	*	*	22%	13%
Non-Economically Disadvantaged Students	250	735	735	741	4%	33%	34%	*	*	29%	38%
Students with Disabilities	91	713	713	713	*	*	*	*	*	*	*
Students without Disabilities	661	737	737	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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 Grades Offered: 09-12
 2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	777	733	733	727	17%	25%	26%	30%	2%	32%	30%
White	145	739	739	733	16%	21%	25%	*	*	39%	35%
Hispanic	468	729	729	710	18%	26%	29%	*	*	26%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	83	760	760	766	*	14%	17%	*	*	65%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	368	732	732	728	13%	29%	28%	*	*	30%	30%
Male	409	734	734	727	20%	22%	25%	*	*	33%	30%
Economically Disadvantaged Students	531	732	732	709	16%	26%	28%	*	*	30%	13%
Non-Economically Disadvantaged Students	246	736	736	736	17%	25%	23%	*	*	35%	37%
Students with Disabilities	70	695	695	693	*	*	*	*	*	*	*
Students without Disabilities	707	737	737	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

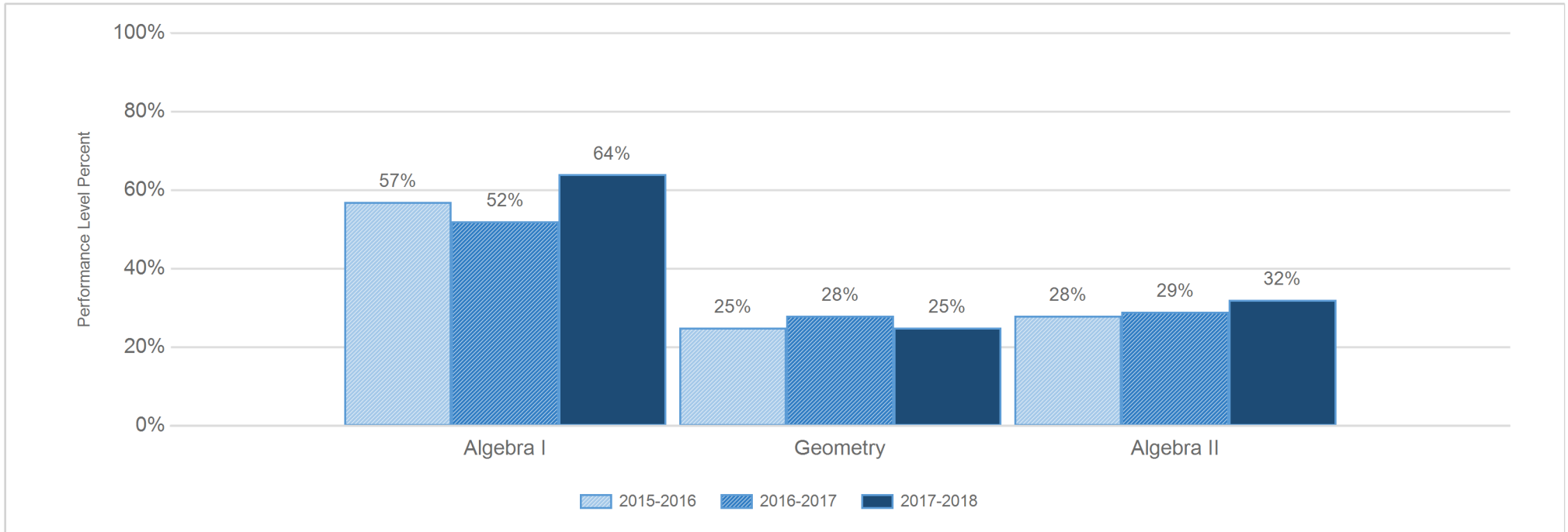


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Mathematics Assessment – Performance Trends

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



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



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	38.5%	61.5%
3-4	N	N	N
5 or more	N	N	N



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

NJASK Science Assessment Information

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

Biology Assessment Information

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



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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	33.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	83.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	28.4%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	502	478	Grade 10: 430 Grade 11: 460	78%	62%
PSAT 10/NMSQT - Math	507	478	Grade 10: 480 Grade 11: 510	55%	42%
SAT - Reading and Writing	517	542	480	68%	72%
SAT - Math	519	543	530	45%	54%
ACT - Reading	22	24	22	48%	62%
ACT - English	21	24	18	71%	78%
ACT - Math	22	24	22	52%	62%
ACT - Science	21	23	23	36%	53%



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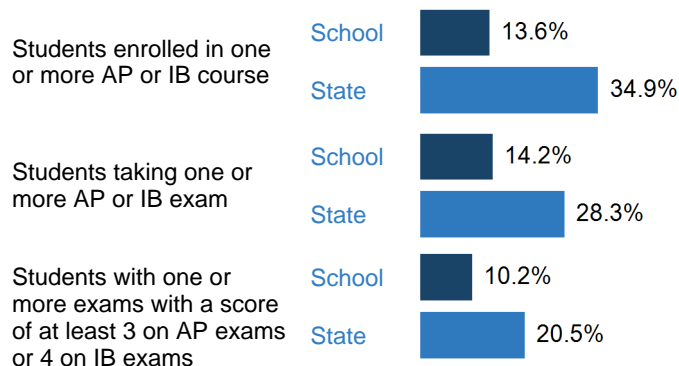
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	2
AP Calculus AB	85	85
AP Calculus BC	14	14
AP Chemistry	0	1
AP Computer Science A	17	17
AP English Literature and Composition	48	53
AP Environmental Science	0	1
AP Japanese Language and Culture	0	1
AP Macroeconomics	0	21
AP Music Theory	0	1
AP Physics 1	0	17
AP Physics 2	0	2
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	0	1
AP Spanish Language	80	79



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AP/IB Course	Students Enrolled	Students Tested
AP Statistics	44	41
AP Studio Art—Drawing Portfolio	0	1
AP U.S. Government and Politics	16	15
AP U.S. History	12	12
Total Exams taken		366
Exams with scores of at least 3 on AP exams or 4 on IB exams		259



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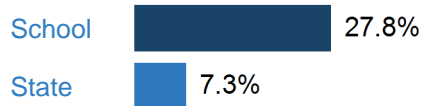
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

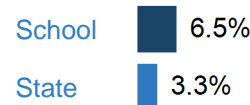
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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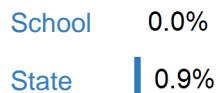
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	266		
Arts, AV Technology & Communications	597		
Business Management & Administration	324		
Finance	177		
Health Science	398		
Hospitality & Tourism	211		
Human Services	294		
Information Technology	263		
Law, Public Safety, Corrections & Security	359		
Manufacturing	263		
Science, Technology, Engineering & Mathematics	153		
Transportation, Distribution & Logistics	124		
Total (All Clusters)	3,429	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	728	157	26	0	0	0	354
10	10	720	194	9	14	0	289
11	2	6	627	42	101	16	256
12	3	2	14	84	103	47	48
Total	743	885	861	135	218	63	947
Enrolled in AP/IB Course					99	44	0
Enrolled in Dual Enrollment Course	0	0	0	0	119	19	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	434	0	0	0	454	0
10	458	417	0	0	96	0
11	20	527	0	5	229	121
12	7	18	1	34	71	224
Total	919	962	1	39	850	345
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	15	173	0	0	145	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	888	0	0	0	0	1
10	0	4	10	141	1	73
11	1	807	6	18	16	11
12	1	846	6	163	190	60
Total	890	1657	22	322	207	145
Enrolled in AP/IB Course	0	12	0	0		16
Enrolled in Dual Enrollment Course	0	174	0	0	186	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	278	110	0	0	0	12	80
10	489	109	0	0	0	24	228
11	168	52	0	0	0	3	91
12	231	67	0	0	0	8	103
Total	1166	338	0	0	0	47	502
Enrolled in AP/IB Course	80	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	99	34	0	0	0	47	143
Enrolled in Level 3 or Higher	102	42	0	0	0	9	66



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	12
Total	12



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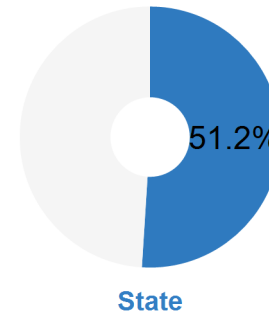
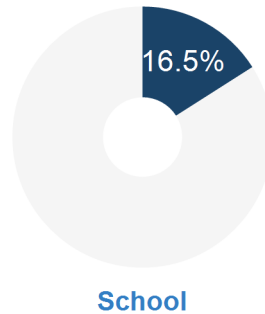
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Visual and Performing Arts – Course Participation

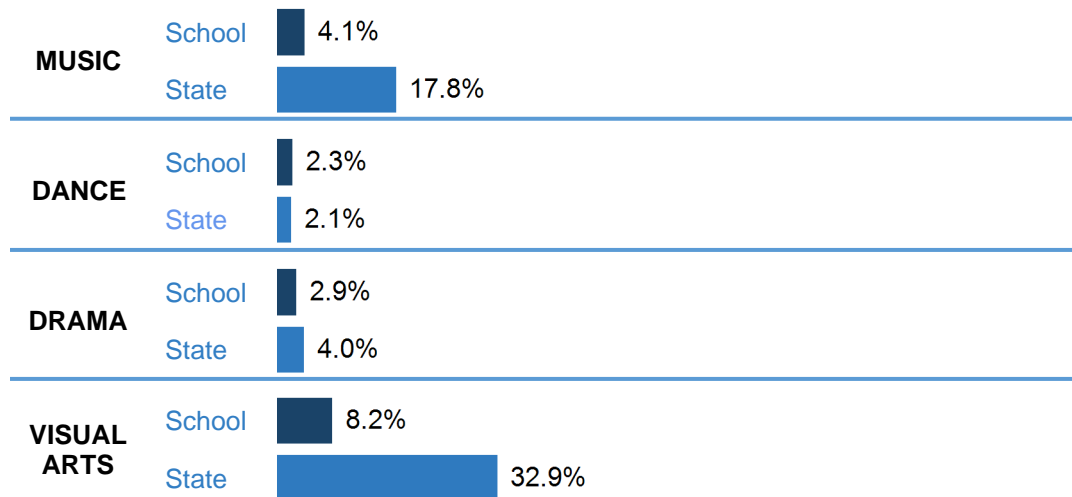
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	98.0%	90.9%	98.6%	92.4%	98.6%	N	Met Goal	98.3%	N	Met Goal
White	98.8%	95.0%	100.0%	95.7%	100.0%	N	Met Goal	97.0%	N	Met Goal
Hispanic	97.8%	84.8%	98.1%	87.3%	97.8%	N	Met Goal	98.0%	N	Met Goal
Black or African American	98.1%	84.2%	98.4%	86.8%	99.2%	N	Met Goal	99.2%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	98.0%	97.0%	*	97.7%	*	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	100.0%	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	88.9%	84.6%	98.5%	87.0%	98.5%	N	Met Goal	98.0%	N	Met Goal
Students with Disabilities	97.5%	80.1%	96.1%	83.5%	95.2%	N	Met Goal	98.2%	N	Met Goal
English Learners	*	75.8%	N	81.8%	N	N	N	100.0%	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	82.7%	72.6%
Substitute Competency Test	8.2%	14.4%
Portfolio Appeals Process	2.1%	3.6%
Alternate Requirements specified in IEP	6.7%	9.2%
Unknown	0.2%	0.2%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	98.0%	-
2017	98.6%	98.6%
2016	97.9%	98.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.2%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	75.3%	25%	75%
White	79.8%	10.3%	89.7%
Hispanic	74.2%	31.5%	68.5%
Black or African American	71.9%	35.9%	64.1%
Asian, Native Hawaiian, or Pacific Islander	83%	2.6%	97.4%
American Indian or Alaska Native	N	N	N
Two or More Races	60%	8.3%	91.7%
Economically Disadvantaged Students	75%	28.5%	71.5%
Students with Disabilities	57.9%	61.6%	38.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	80.5%	27.8%	72.2%	78.2%	21.8%	85.7%	14.3%
White	77.2%	18.1%	81.9%	81%	19%	84.8%	15.2%
Hispanic	81.4%	32.6%	67.4%	76%	24%	88.7%	11.3%
Black or African American	85.4%	28.6%	71.4%	78.1%	21.9%	72.4%	27.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	82%	31.3%	68.7%	78.9%	21.1%	88.4%	11.6%
Students with Disabilities	66.4%	57.7%	42.3%	81.7%	18.3%	83.1%	16.9%
English Learners	*	*	*	*	*	*	*



PASSAIC COUNTY TECHNICAL INSTITUTE

(31-3995-050)

Grades Offered: 09-12

2017-2018

Report Key:

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

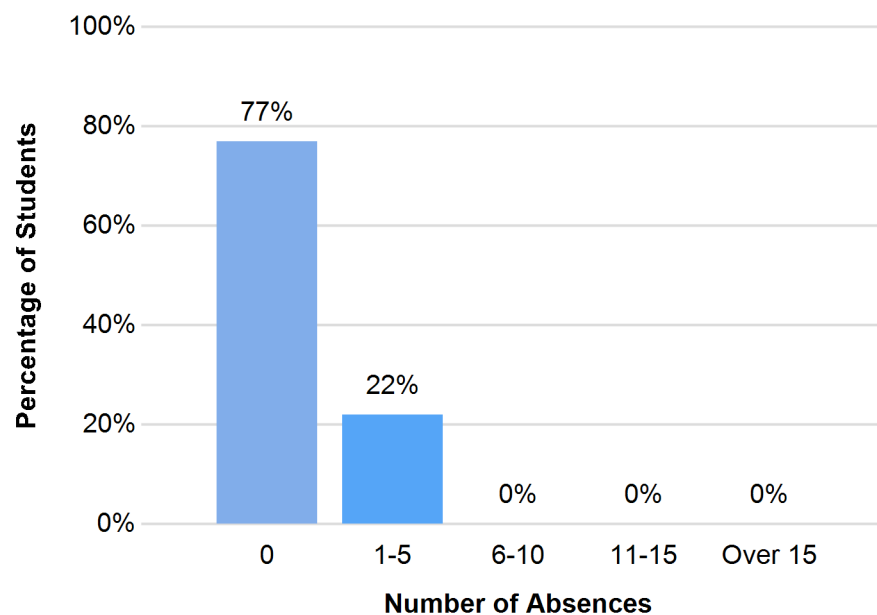
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	0	0	14.9	Met
White	0	0	14.9	Met
Hispanic	0	0	14.9	Met
Black or African American	0	0	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	0	0	14.9	Met
Students with Disabilities	0	0	14.9	Met
English Learners	0	0	**	**

Days Absent

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





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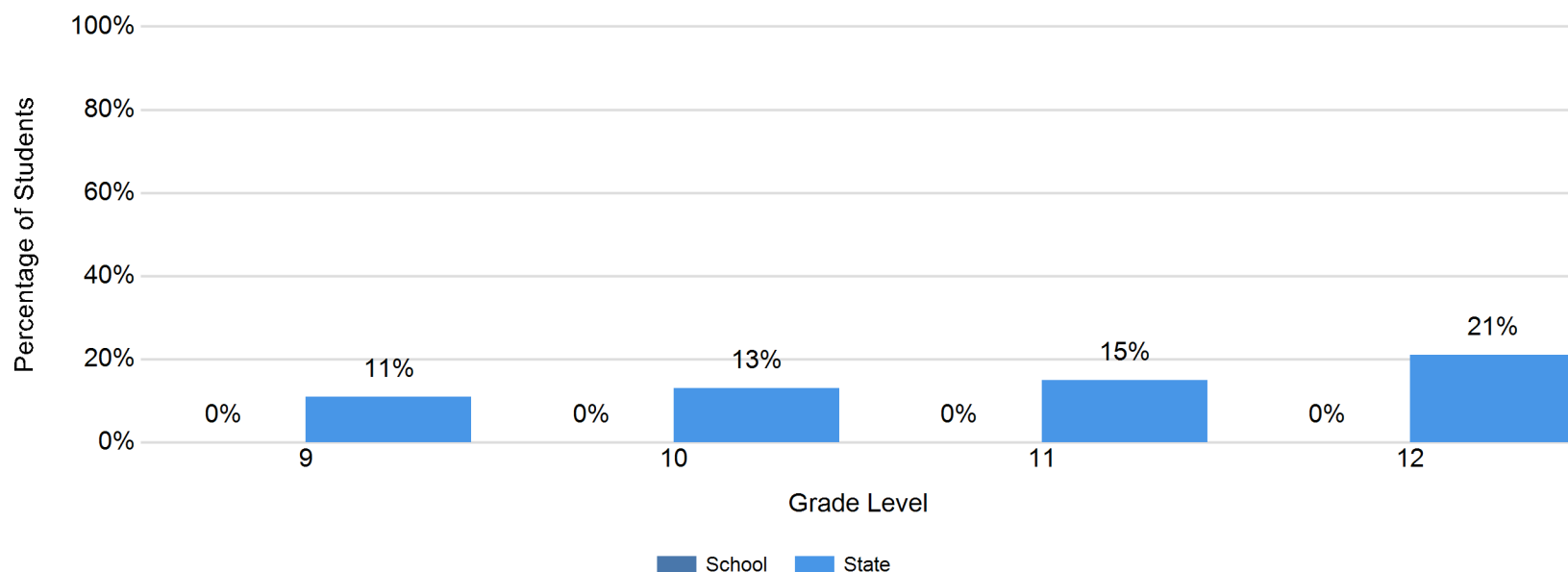
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Weapons	2
Vandalism	3
Substances	4
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	0.99

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	3	1	4
Sexual Orientation	5	0	5
Disability	0	2	2
Other	9	6	15
No Identified Nature	13		13

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	580	16.9%
Out-of-School Suspensions	91	2.6%
Any Suspension	608	17.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

671



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 51 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$1,026	\$18,950	\$19,976



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	302	117,464
Average years experience in public schools	11.7	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	83.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	23	9,374
Average years experience in public schools	16.6	16.0
Average years experience in district	14.0	12.0
Administrators in district for 4 or more years	87.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	150:1	150:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		1721:1
Students to Nurses		574:1
Students to Counselors		265:1
Students to Child Study Team		265:1



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Teachers and Administrators - Level of Education

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

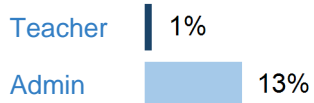
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.3%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.4%



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	52.3%	34.8%
Male	47.7%	65.2%
White	74.2%	73.9%
Hispanic	13.2%	8.7%
Black or African American	9.6%	17.4%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.3%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	70.20	17.5%
Mathematics Proficiency	78.51	17.5%
Graduation Rate - 4-Year	94.56	25.0%
Graduation Rate - 5-Year	88.51	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	100.00	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	86.79	n/a
Summative Rating: Percentile Rank of Summative Score	91.98	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Met Target	Met Goal	Met Goal	**	Met	No
White	75.29	8.94	No	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	91.91	8.94	No	Met Target†	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	93.52	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	85.92	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	94.99	8.94	No	Met Target†	Met Target	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	80.96	8.94	No	Not Met	Not Met	Met Goal	Met Goal	n/a	Met	No
English Learners	**	**	No	**	**	N	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • We offer a 1:1 learning environment for all students and are connected for worldwide research and communication. • Students have the unique opportunity to pursue numerous career paths by enrolling in 1 of 14 specialized Schools and Academies. • PCTI Baseball star, Alpert Cipion, was drafted by the Major Leagues, Milwaukee Brewers, and PCTI was voted in the top 50 High Schools for Athletics!
 <p>Mission, Vision, Theme:</p>	<p>PCTI is the largest CTE high school in the state of New Jersey. PCTI provides a safe, diverse, and progressive learning environment promoting educational excellence. We challenge our students to become knowledgeable, productive and socially conscious members of a global society through quality educational programs delivered by a highly skilled and dedicated staff in a nurturing environment. PCTI is recognized by U.S. News & World Report with a Bronze Star for being "One of the Best High Schools in America."</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PCTI's 14 Academy & Schools programs received national, state & county recognitions. PCTI received the Bronze Award from US News & World Report as one of the Nation's best schools and was the only school in Passaic County to receive this distinction. PCTI student leaders received top award as most outstanding Prevention Action Group in NJ from the Lindsey Meyer Teen Institute Summer Leadership Conference. Engineering students recognized with 1st place win at Nokia Global STEM Challenge. ASL Student won National Gold Award in ASL High School Art Contest. PCTI ProStart Culinary team placed in top 4 of National ProStart Competition. PCTI Yearbook awarded Gold medal for Artisan School Yearbook by Columbia Scholastic Press Association. Video Production received 1st place in NASA Video Challenge competition and other prestigious recognitions at film festivals. PCTI's Director of Curriculum was named CTE Administrator of the Year by the Association for Career and Technical Education.</p>



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Courses, Curriculum,
Instruction:

PCTI's academic component includes a rigorous academic curriculum preparing students for acceptance at some of the nation's finest four-year colleges and universities. Honors and AP courses are offered in English, Mathematics, Science, and Social Studies. Recognizing the value of preparing our students to succeed in a global society PCTI includes American Sign Language, Japanese, Chinese and Arabic language studies in our curriculum. Through our College Connections Program, Students can receive up to 36 college credits.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Fencing (Boys & Girls), Football (Coed), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)

PCTI Athletic Department was voted one of New Jersey's Top 50 Athletic Programs according to NJ.com/Niche.com. The Bulldogs were ranked #1 in Passaic County, #6 overall in NJ and #78 in the nation. PCTI was State Champions in Boys Swimming- NJSIAA North-1A. The Bulldogs were County Champs in Boys & Girls Swimming. The Bulldogs were Divisional Champs in Girls Volleyball, Girls Basketball, Boys Swim, Wrestling, Baseball and Boys Golf and NJSFC Football Liberty White Division Champions. PCTI was NJTAC Tech Champs in Boys Swim, Boys Track and Baseball. Six Coaches were selected as Big North Conference Coach of the year, three Coaches were selected as Passaic County Coach of the Year!



Clubs and Activities:

Student Government, Student Council Interact, Astronomy, Gifted & Talented, Engineering, Environmental Science, National History, Mock Trial, Future Business Leaders of America, Choir, Color Guard, Concert Band, Dance Club, Jazz Band, Marching Band, Performing Arts/Choreographers, Performing Arts/Directors, Sign Language Club, Martial Arts Club, Sound Chasers (Acapella Club), Techtones (Vocal Group), Book Club, Yearbook, International Thespian Society, National Honor Society, National Honor Society for Dance Arts, Rho Kappa National Social Studies Honor Society, Tri-M Music Honor Society, World Language Honor Society, Christian Student Association (CSA), Muslim Student Association (MSA)






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 <p>Before and After School Programs:</p>	<p>ProStart Competition, Future Education Association, Health Occupations Students of America, SkillsUSA, End Racism and Sexism Everywhere, Gay-Straight Alliance, Leaders Emerging Among Peers, Lindsey Meyer Teen Institute, Reserve Officer's Training Corps</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Development for our staff includes ongoing, teacher-led support in various areas: flipped classroom, maximizing the use of Canvas and Google Classroom, PowerSchool Teacher Pro, Lynda courses, Project Based Learning, and Standards Based Grading. We also use the FrontLine platform to provide targeted online professional development modules to our staff. Our CTE teachers use an industry advisory board to remain current on industry trends.</p>
 <p>Postsecondary Information:</p>	<p>PCTI graduates are well prepared for their post-secondary education ambitions. 62% of our graduates planned to enroll in a four-year college or a university. 18 % of our graduates elected to continue their studies at a 2 year-college, while the remainder of our graduates proceeded directly to full-time employment or enlisted in a branch of the United States Armed Forces.</p>



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School Narrative

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Student Supports and Services:

The academic program supports English Language Learners by providing specialized instruction in English for grades 9, 10, and 11. Students with disabilities are supported by a child study team which consists of a psychologist, a social worker, a transition coordinator, and a learning disability teacher consultant. Supplemental Educational Services (SES) and an Academic Assistance Program support students that struggle academically. PCTI hosts a School Based Youth Services Program (SBYSP) with free services such as Learning Support, Tutoring, Mentoring, Counseling, Health Education, Employment Services, Recreational Activities, and After-School Opportunities.



Student Health and Wellness:

PCTI is staffed with seven full-time nurses. Free and Reduced fee breakfast and lunch are served to eligible students. Students are enrolled in a physical education class that meets for three-quarters of the year (5 days weekly), and a health class that meets for one quarter of the year (5 days weekly). The school employs two student assistance coordinators for students who need assistance in developing coping skills, making positive life-style choices, avoiding risky behaviors, and succeeding in attaining their personal goals.



Parent and Community Involvement:

The PTSO meets five times a year and addresses topics like; student activities and services, self-esteem, positive motivation, and planning for college success. A parent portal is available through our student information system. All parents receive username/passwords to access students' academic progress. PCTI employs a community liaison who facilitates communication between the school, the community, and students. A Title I Parents meeting is held to discuss the purpose behind Title I and to explain how the district utilizes Title I funding. Three separate cultural appreciation assemblies are held throughout the year for parents; 1) Hispanic Heritage Assembly, 2) African-American History Celebration, 3) Asian-Pacific Heritage Assembly. Various corporate and trade organizations serve on advisory committees for each of our vocational areas. The Passaic County Education Foundation contributes tens of thousands of dollars in scholarships for the district's graduates.



PASSAIC COUNTY TECHNICAL INSTITUTE

(31-3995-050)

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Facilities:

In addition to Career and Technical education areas that incorporate innovative equipment and technology that meets industry needs and standards, the high school also includes a contemporary black box theater, four cafeterias, two Media Centers, a theater-size auditorium, a restaurant "Chez Technique", and a fully functional bank. The athletic facilities include fields (baseball, football, soccer), a track, basketball courts, an indoor competition size pool, a weight room, and an indoor running track. At the end of the 17-18 school year, construction of the Diana C. Lobosco STEM building was completed. This building will house a dedicated STEM program that will serve approximately 1200 students.



School Safety:

The campus security utilizes inside and outside personnel and the campus is outfitted with security cameras. With the addition of the new STEM building in the 18-19 school year, a third School Resource Officer will be added. Additionally, six other security personnel (retired law enforcement officers) will be armed. Extensive training in School Shooter Response has been provided, and additional training is on going on a regular basis, including two weeks during the summer.



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**Technology and
STEM:**

PCTI is a 1:1 student to laptop campus. Most instructors use Canvas or Google Classroom as their Learning Management System. Classrooms are outfitted with smartboards. State of the Art equipment is used in all Career and Technical Education programs. A dedicated CTE STEM program in school year 18-19 will offer instruction in Biomedical and Life Science, Computer Science, and Engineering. Students participate in Career Technical Student Organizations; SkillsUSA National and NJ Chapter, Health Occupations Students of America, Future Business Leaders of America. A Saturday Academy and Saturday and Summer STEM Academy are run for prospective students run by faculty and current CTE students.



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Other Information:

Due to our rigorous Career & Technical as well as Academic programs, PCTI students graduate with a total of 167.5 credits (more than is required by the NJDOE). The school day starts at 8:10 am and ends at 2:56 pm and consists of nine forty-minute periods. The district uses an Affirmative Action officer to oversee compliance with state and federal laws, including, but not limited to, N.J.A.C. 6A:7, Managing for Equality and Equity in Educational Programs and Title IX of the Educational Amendments of 1972 (sex/gender equity in the field of education). The communications office produces a seasonal newsletter, the Technician, which embraces the many achievements and recognitions of both students, alumni and staff. The Technician is sent to each student's household, faculty, staff, retirees, alumni, business partners and county agencies. Information is also disseminated through the District's comprehensive website as well as through social media outlets. Students apply to PCTI through an online application process. Applicants are accepted to their chosen CTE program via a review of their discipline, attendance, academic, and standardized test scores records. A school uniform policy is outlined on the school website and is strictly enforced. Students are provided with a handbook to assist them with compliance to the code of conduct. Transportation is provided by the sending school districts.