



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Essex
District	Essex County Schools of Technology
Principal Name	Mr. Eric Love
Address	498-544 West Market St NEWARK, NJ 07107-1218
Phone Number	973-412-2203
Email Address	elove@essextech.org
Website	http://www.essextech.org
Facebook	https://www.facebook.com/EssexCountySchoolsofTechnology/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	175	197	365
10	163	170	332
11	154	157	279
12	156	146	268
Total	648	670	1,244

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	57.4%	58.1%	56.8%
Male	42.6%	41.9%	43.2%
Economically Disadvantaged Students	87.7%	80.7%	76.9%
Students with Disabilities	16.7%	16.2%	9.6%
English Learners	0.0%	0.0%	4.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.8%	0.7%	0.9%
Hispanic	59.6%	59.7%	57.9%
Black or African American	37.0%	37.2%	37.9%
Asian	1.2%	0.9%	1.0%
Native Hawaiian or Pacific Islander	1.4%	1.2%	0.7%
American Indian or Alaska Native	0.0%	0.1%	0.6%
Two or More Races	0.0%	0.1%	1.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	648	669	1,244
Shared Time Students	0	1	0
Full Time Equivalent	648	670	1,244

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	74.6%
Spanish	24.0%
Other Languages	1.4%



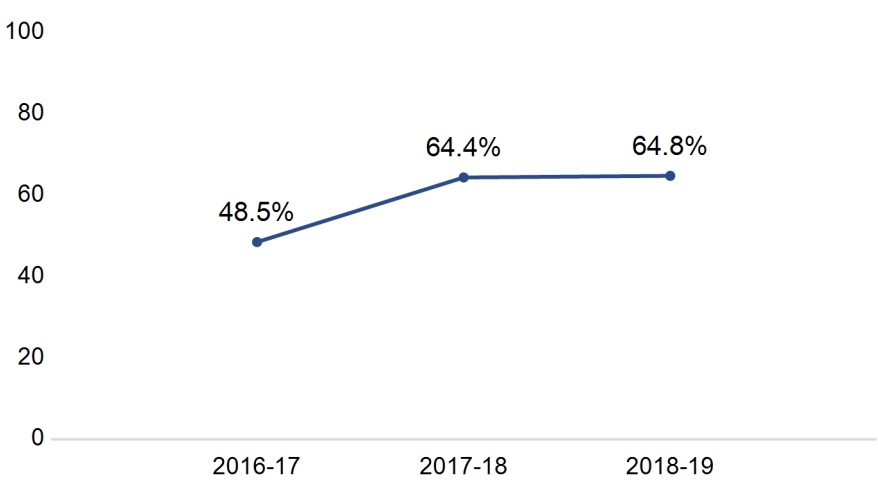
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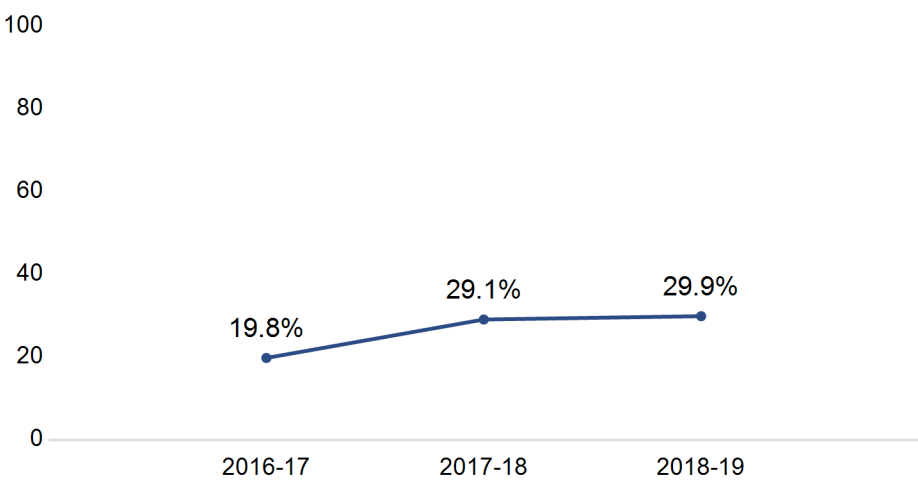
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.5%	99.9%	99.7%	99.5%	99.4%
Proficiency Rate for Federal Accountability	48.5%	64.4%	64.8%	19.8%	29.1%	29.9%
Annual Target	52.9%	54.4%	55.8%	19.4%	22.6%	25.8%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	694	99.9	64.8	64.7	57.9	64.8	55.8	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	397	99.7	61.7	62.1	43.9	61.7	55.8	Met Target
Black or African American	263	100.0	67.7	*	38.5	67.7	56.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	12	100.0	83.3	*	64.4	83.3	**	**
Female	398	99.7	67.8	69.6	64.8	67.8		
Male	296	100.0	60.8	58.8	51.3	60.8		
Economically Disadvantaged Students	520	99.8	64.0	64.8	40.0	64.0	55.3	Met Target
Non-Economically Disadvantaged Students	174	100.0	67.2	64.2	67.9	67.2		
Students with Disabilities	59	100.0	35.6	*	22.7	35.6	23.6	Met Target
Students without Disabilities	635	99.8	67.6	*	65.1	67.6		
English Learners	64	100.0	12.5	30.0	29.3	12.5	N	N
Non-English Learners	630	99.8	70.2	69.2	60.6	70.2		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

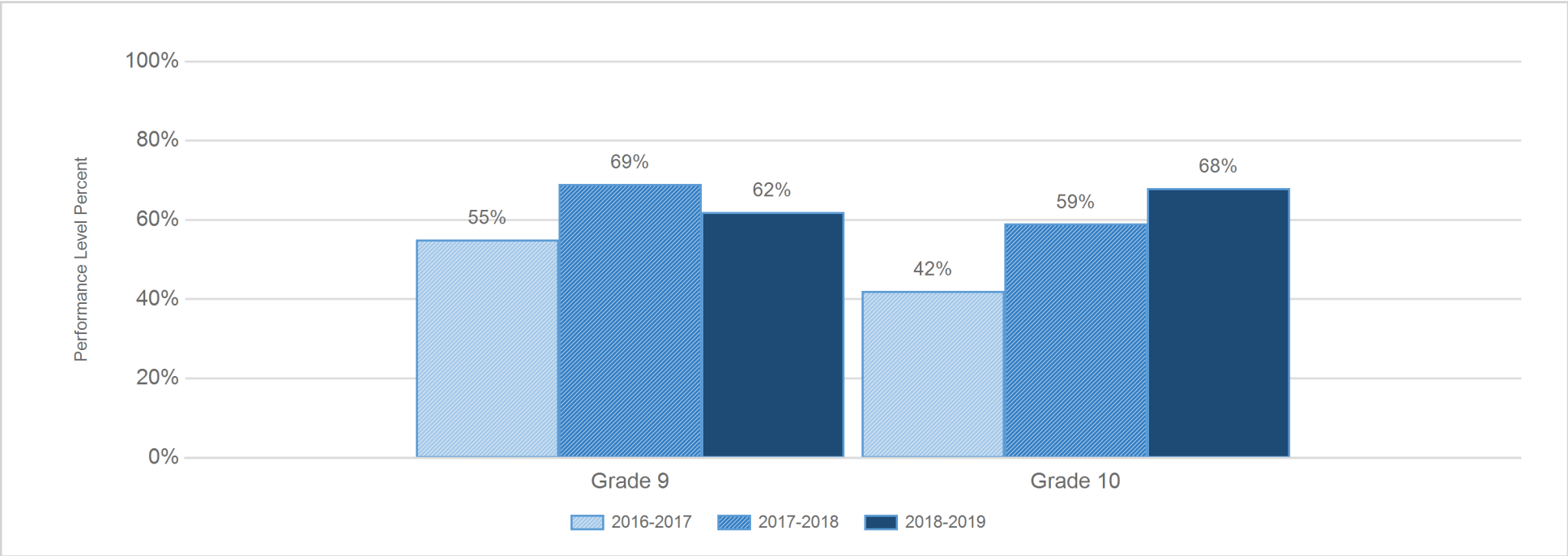


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	365	754	755	753	7%	10%	22%	49%	13%	62%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	208	750	752	737	9%	12%	21%	47%	12%	59%	40%
Black or African American	135	757	*	732	*	*	25%	50%	12%	61%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	11	768	*	761	0%	*	*	*	*	82%	63%
Female	211	756	759	760	5%	9%	23%	50%	14%	64%	63%
Male	154	750	750	746	8%	12%	20%	47%	12%	59%	49%
Economically Disadvantaged Students	287	753	755	734	*	*	21%	48%	12%	61%	36%
Non-Economically Disadvantaged Students	78	758	754	762	*	*	24%	50%	15%	65%	65%
Students with Disabilities	34	721	732	717	*	*	*	*	*	26%	17%
Students without Disabilities	331	757	757	760	*	*	*	*	*	65%	63%
English Learners	40	709	725	693	35%	35%	*	*	*	13%	*
Non-English Learners	325	759	759	755	3%	7%	*	*	*	68%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	332	765	765	757	6%	7%	19%	46%	22%	68%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	190	761	761	738	7%	8%	19%	46%	19%	65%	43%
Black or African American	130	771	771	733	*	*	18%	47%	27%	74%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	187	771	772	766	*	*	18%	45%	27%	73%	66%
Male	145	757	758	749	*	*	20%	47%	16%	63%	51%
Economically Disadvantaged Students	236	766	765	735	*	*	21%	45%	23%	68%	40%
Non-Economically Disadvantaged Students	96	764	764	767	*	*	14%	48%	21%	69%	67%
Students with Disabilities	26	744	*	711	*	*	*	*	*	46%	19%
Students without Disabilities	306	767	*	765	*	*	*	*	*	70%	65%
English Learners	20	703	726	687	*	*	*	*	*	*	*
Non-English Learners	312	769	769	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	692	99.4	29.9	29.2	44.5	29.9	25.8	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	398	99.7	28.6	30.5	28.8	28.6	23.3	Met Target
Black or African American	260	98.9	29.2	*	23.0	29.2	29.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	46.7	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	12	100.0	66.7	*	53.3	66.7	**	**
Female	399	99.5	30.6	30.6	44.9	30.6		
Male	293	99.3	29.0	27.7	44.2	29.0		
Economically Disadvantaged Students	517	99.4	31.3	31.1	26.3	31.3	24.3	Met Target
Non-Economically Disadvantaged Students	175	99.4	25.7	23.0	54.9	25.7		
Students with Disabilities	59	100.0	10.2	*	17.4	10.2	13.4	Met Target†
Students without Disabilities	633	99.4	31.8	*	50.0	31.8		
English Learners	65	100.0	15.4	22.9	25.0	15.4	N	N
Non-English Learners	627	99.4	31.4	30.1	46.5	31.4		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

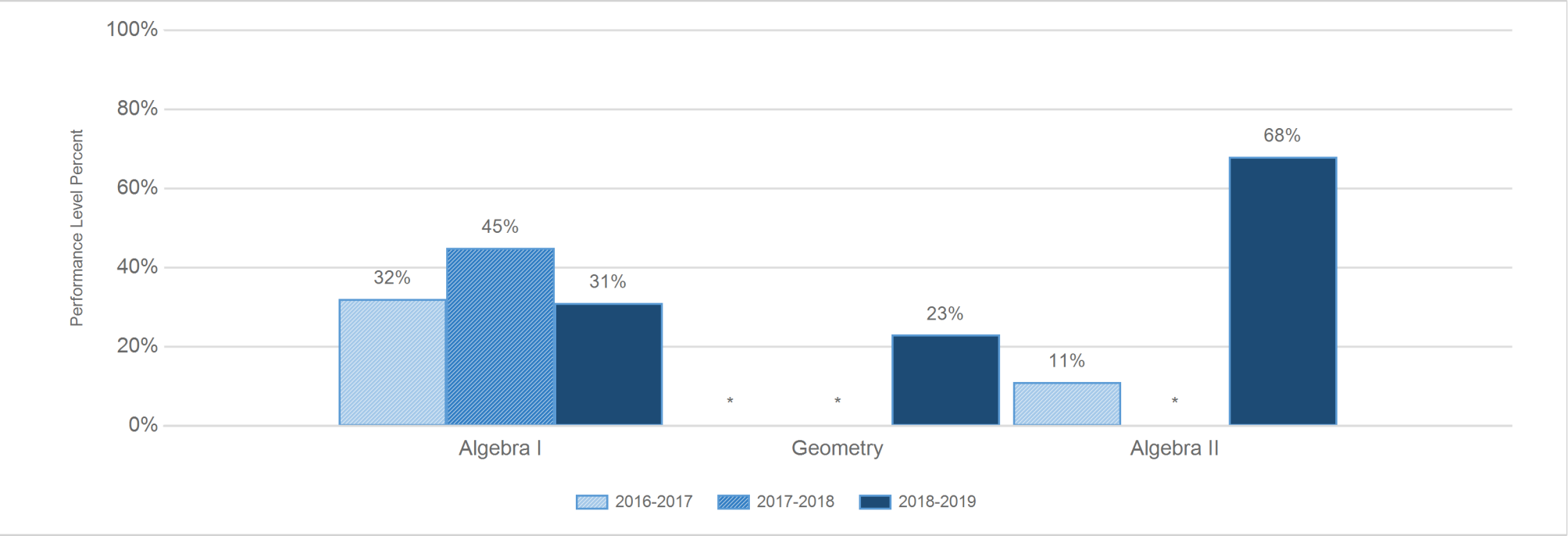


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	476	737	739	744	6%	28%	35%	*	*	31%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	285	738	740	728	6%	28%	36%	*	*	31%	24%
Black or African American	168	735	*	725	*	32%	35%	*	*	28%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	739	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	751	752	*	*	*	*	*	*	51%
Female	265	738	740	745	*	29%	37%	*	*	31%	44%
Male	211	736	738	743	*	27%	33%	*	*	31%	41%
Economically Disadvantaged Students	368	738	741	727	*	29%	32%	*	*	33%	23%
Non-Economically Disadvantaged Students	108	735	733	752	*	25%	45%	*	*	22%	52%
Students with Disabilities	52	719	*	717	*	*	*	*	*	*	12%
Students without Disabilities	424	740	*	748	*	*	*	*	*	*	47%
English Learners	54	724	735	710	*	44%	26%	*	*	17%	*
Non-English Learners	422	739	740	745	*	26%	36%	*	*	33%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	195	735	733	737	5%	20%	52%	*	*	23%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	105	734	732	724	*	23%	49%	*	*	21%	17%
Black or African American	81	736	*	720	*	17%	58%	*	*	22%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	117	734	*	738	*	21%	49%	*	*	24%	36%
Male	78	736	*	736	*	18%	58%	*	*	21%	34%
Economically Disadvantaged Students	135	734	*	722	*	*	54%	*	*	21%	16%
Non-Economically Disadvantaged Students	60	738	*	743	*	*	48%	*	*	27%	43%
Students with Disabilities	*	*	734	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	733	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	25	753	745	755	0%	*	*	68%	0%	68%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	14	756	744	725	0%	*	*	86%	0%	86%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	744	752	*	*	*	*	*	*	55%
Male	*	*	747	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	746	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	25	753	*	756	0%	*	*	68%	0%	68%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	25	753	745	755	0%	*	*	68%	0%	68%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	73.2%	40.9%	<u>Exceeds</u>

† 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	62	75.8%	24.2%
3-4	N	N	N
5 or more	N	N	N



Essex County Donald M. Payne, Sr. School of Technology
(13-1390-050)
Grades Offered: 09-12
2018-2019

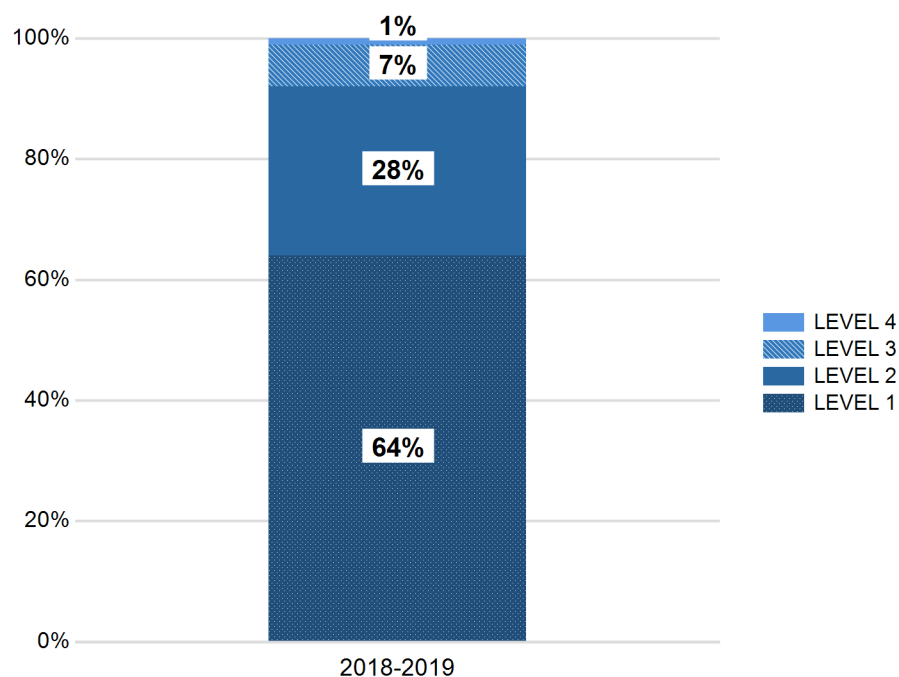
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	64	28	7	1
White	*	*	*	*
Hispanic	66	27	5	2
Black or African American	59	33	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	63	31	4	1
Male	64	25	10	1
Economically Disadvantaged Students	63	29	7	1
Non-Economically Disadvantaged Students	67	27	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	64	28	7	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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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 2018-19. 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 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	77.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

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	432	476	Grade 10: 430 Grade 11: 460	46%	61%
PSAT 10/NMSQT - Math	434	477	Grade 10: 480 Grade 11: 510	20%	43%
SAT - Reading and Writing	469	539	480	45%	70%
SAT - Math	464	541	530	17%	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%



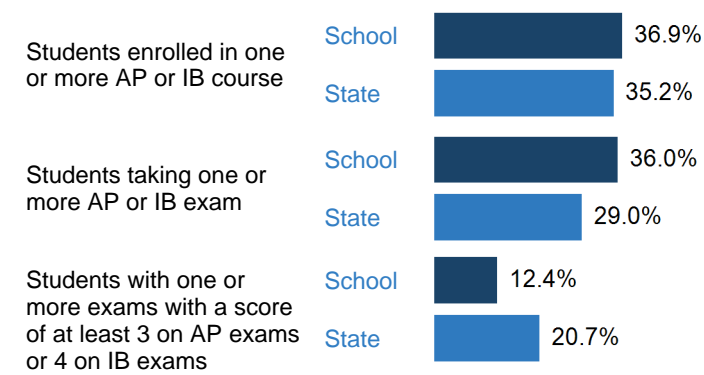
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2018-2019

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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.

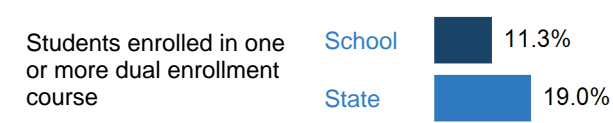
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	67	62
AP Comparative Government and Politics	0	21
AP English Language and Composition	70	68
AP English Literature and Composition	49	45
AP Environmental Science	25	22
AP Music Theory	0	5
AP Spanish Language	60	58
AP Studio Art—Two-Dimensional	0	6
AP U.S. Government and Politics	0	21
AP U.S. History	66	62
AP World History	26	26
Total Exams taken		396
Exams with scores of at least 3 on AP exams or 4 on IB exams		85



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(13-1390-050)
Grades Offered: 09-12
2018-2019

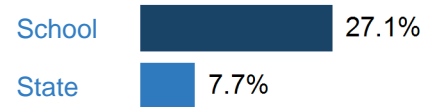
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Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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)



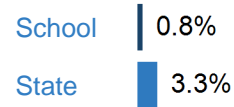
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Essex County Donald M. Payne, Sr. School of Technology
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2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	27.1%	68.4%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	26.0%	68.6%	10.3%	11.3%
Black or African American	27.3%	69.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	81.8%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	83.3%	*	6.8%	12.1%
Female	26.3%	67.1%	7.3%	10.6%
Male	28.1%	70.1%	8.0%	10.1%
Economically Disadvantaged Students	27.6%	67.7%	10.4%	11.8%
Students with Disabilities	23.5%	66.4%	6.6%	9.2%
English Learners	51.7%	34.5%	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	161		
Arts, AV Technology & Communications	261		
Business Management & Administration	171		
Health Science	*		
Hospitality & Tourism	67		
Human Services	68		
Information Technology	147		
Law, Public Safety, Corrections & Security	195		
Science, Technology, Engineering & Mathematics	116		
Total (All Clusters)	1,188	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	354	63	0	0	0	0	0
10	1	305	25	0	0	0	0
11	0	0	221	56	0	0	277
12	0	1	0	181	67	0	13
Total	355	369	246	237	67	0	290
Enrolled in AP/IB Course					67	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	365	0
10	326	3	0	0	2	0
11	0	274	0	0	3	0
12	0	0	0	25	110	0
Total	326	277	0	25	480	0
Enrolled in AP/IB Course	0	0		25	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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	0	365	0	0	0	0
10	0	331	0	0	0	0
11	0	4	0	0	0	0
12	237	7	0	0	0	0
Total	237	707	0	0	0	0
Enrolled in AP/IB Course	26	66	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	3	0	0	0	0	0	0
10	307	0	0	0	0	0	0
11	272	0	0	0	0	0	0
12	18	0	0	0	0	0	0
Total	600	0	0	0	0	0	0
Enrolled in AP/IB Course	60	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	38	0	0	0	0	0
10	14	0	0	0	0	0
11	17	0	0	0	0	0
12	15	0	0	0	0	0
Total	84	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	38
Total	38



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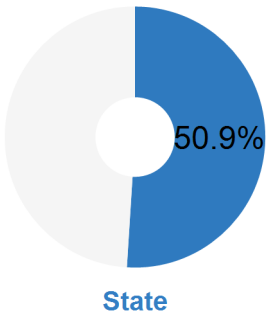
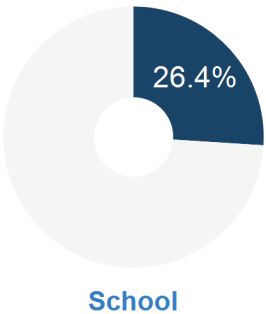
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Visual and Performing Arts – Course Participation

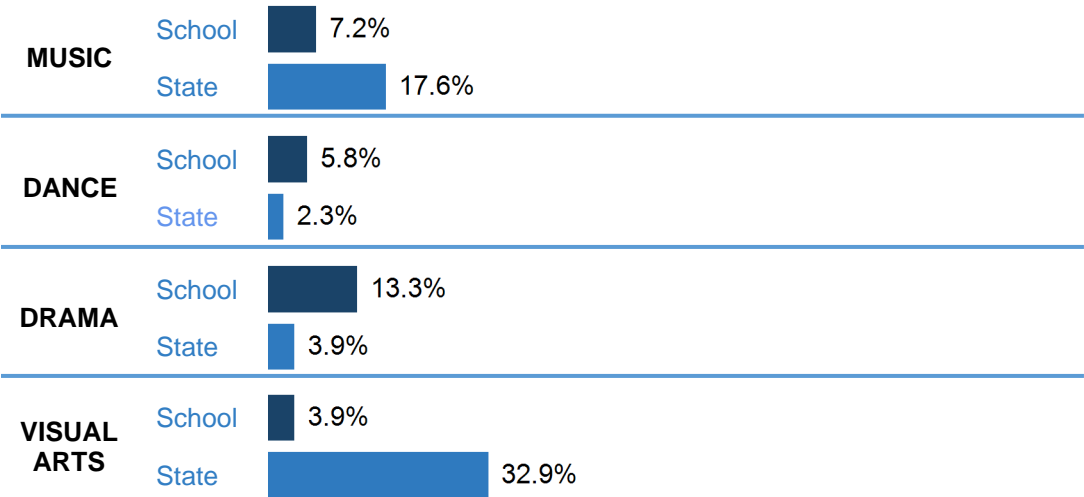
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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





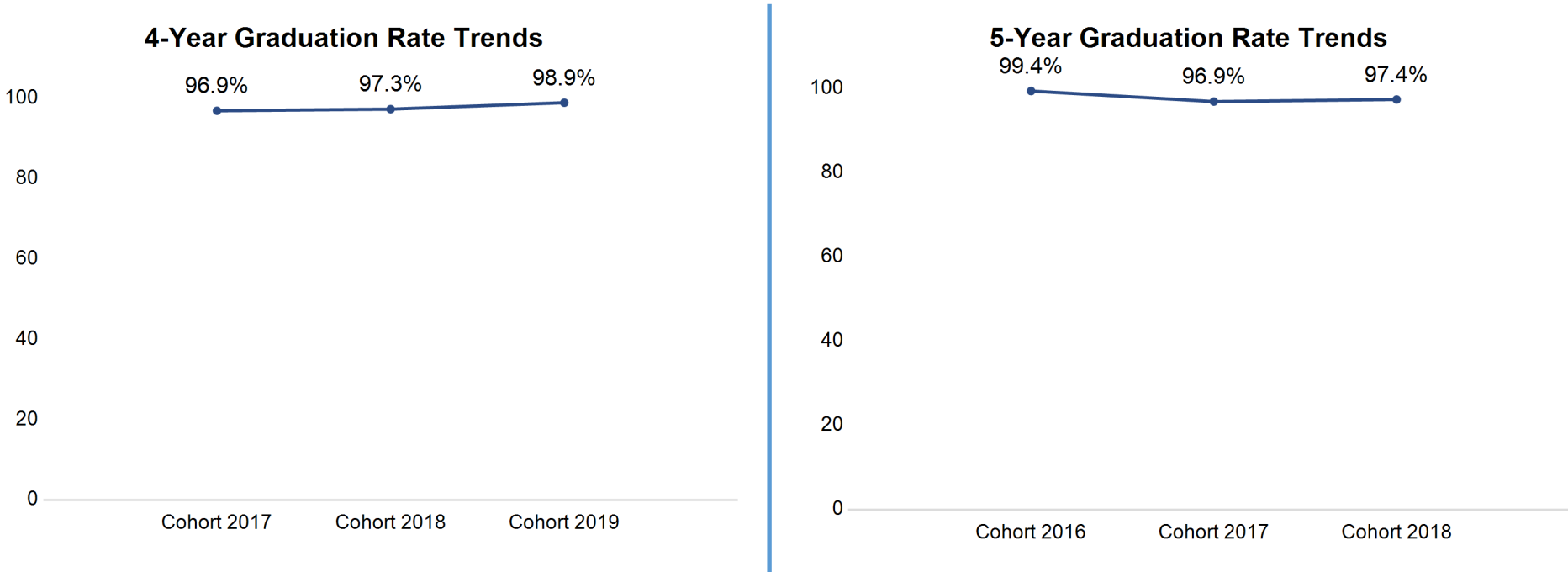
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.9%	97.3%	98.9%	99.4%	96.9%	97.4%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.9%	90.6%	97.4%	92.5%	97.3%	N	Met Goal	96.9%	N	Met Goal
White	*	94.9%	*	95.9%	*	**	**	N	N	N
Hispanic	98.6%	84.5%	97.8%	87.3%	97.8%	N	Met Goal	96.9%	N	Met Goal
Black or African American	99.1%	83.3%	98.2%	87.1%	98.2%	N	Met Goal	96.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	99.3%	92.8%	100.0%	94.4%	98.8%			98.0%		
Male	98.4%	88.5%	94.3%	90.8%	95.6%			95.2%		
Economically Disadvantaged Students	99.1%	84.0%	96.9%	87.3%	96.8%	N	Met Goal	98.5%	N	Met Goal
Students with Disabilities	100.0%	79.2%	100.0%	83.8%	100.0%	N	Met Goal	95.5%	N	Met Goal
English Learners	*	75.4%	*	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Essex County Donald M. Payne, Sr. School of Technology
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Grades Offered: 09-12
2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	92.8%	60.2%
Substitute Competency Test	6.1%	36.0%
Portfolio Appeals Process	0.4%	1.5%
Alternate Requirements specified in IEP	0.8%	2.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%



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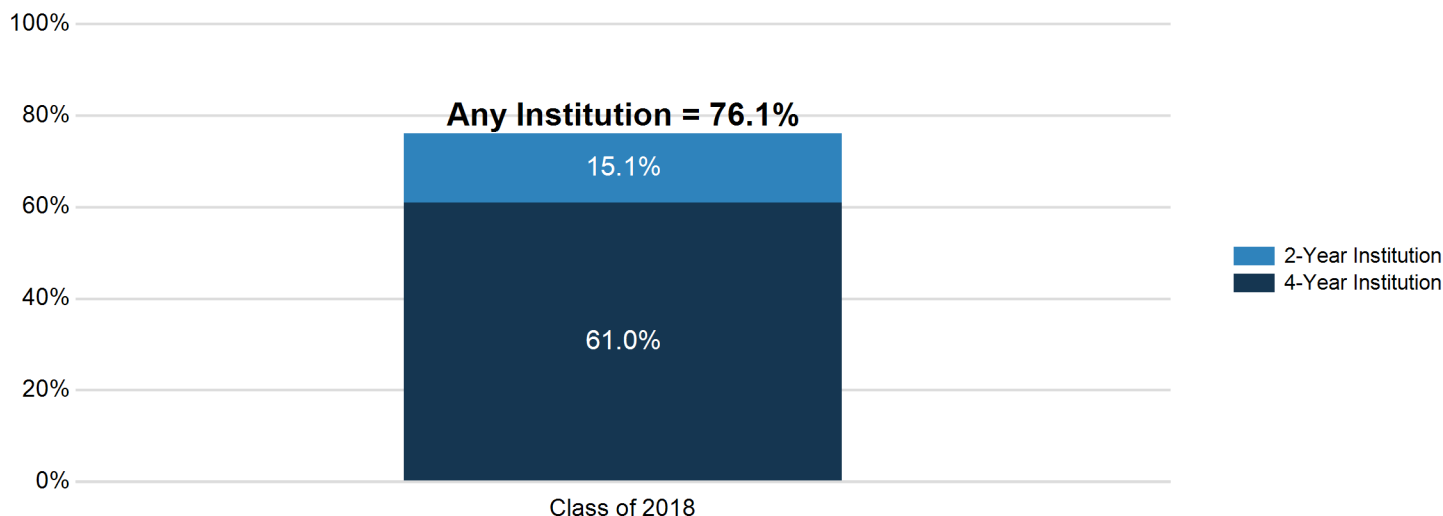
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.1%
% Enrolled in 4-Year Institution	61.0%
% Enrolled in Any Postsecondary Institution	76.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	75.8%	21.5%	78.5%
White	*	*	*
Hispanic	74%	26.9%	73.1%
Black or African American	77.3%	15.3%	84.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	76.5%	22.2%	77.8%
Students with Disabilities	62.1%	27.8%	72.2%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	76%	19.8%	80.2%	74.8%	25.2%	89.2%	10.8%
White	N	N	N	N	N	N	N
Hispanic	72.6%	19.7%	80.3%	72.1%	27.9%	91.8%	8.2%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	74.4%	19.5%	80.5%	73.6%	26.4%	88.5%	11.5%
Students with Disabilities	59.3%	62.5%	37.5%	100%	0%	87.5%	12.5%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

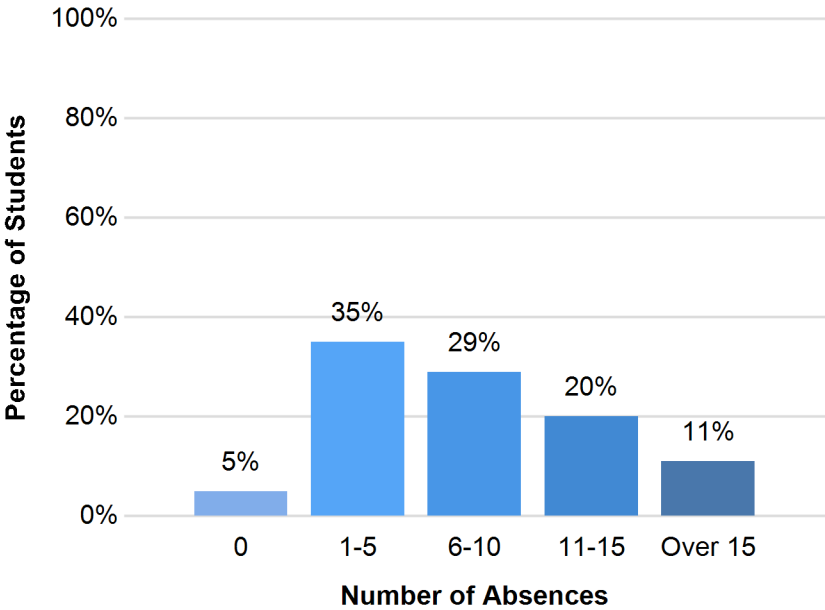
Chronic Absenteeism

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	63	5.1	14.2	Met
White	*	*	**	**
Hispanic	32	4.5	14.2	Met
Black or African American	28	5.9	14.2	Met
Asian, Native Hawaiian, or Pacific	2	9.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	36	5.1		
Male	27	5.0		
Economically Disadvantaged Students	49	5.1	14.2	Met
Students with Disabilities	8	6.8	14.2	Met
English Learners	3	5.2	14.2	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





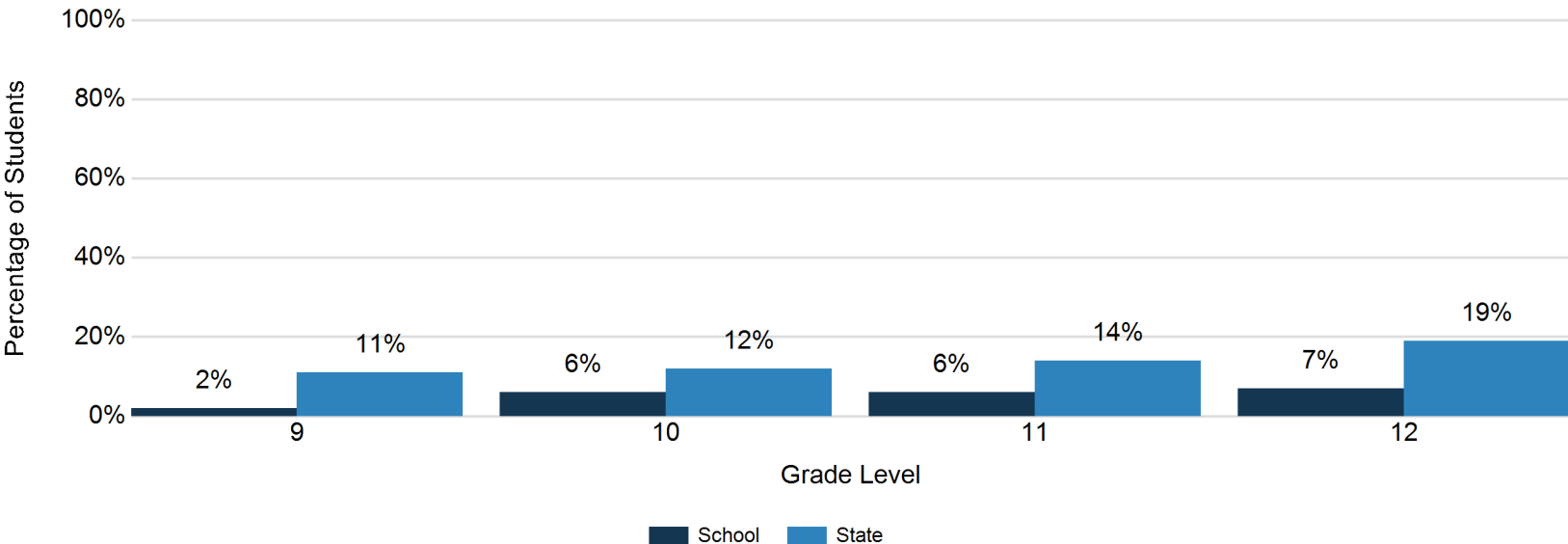
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.05

Police Notifications

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

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

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	6	6
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	17	1.4%
Any Suspension	17	1.4%
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
55



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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	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	85	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	77.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	13.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	76.9%

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	15:1	15:1
Students to Administrators	311:1	137:1
Teachers to Administrators	21:1	9:1
Students to Librarians/Media Specialists		1165:1
Students to Nurses		777:1
Students to Counselors		233:1
Students to Child Study Team Members		466:1



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	56.8%	51.8%	50.0%	48.4%	77.1%	54.9%
Male	43.2%	48.2%	50.0%	51.6%	22.9%	45.1%
White	0.9%	56.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	57.9%	22.4%	25.0%	29.9%	7.3%	7.2%
Black or African American	37.9%	14.1%	25.0%	15.0%	6.6%	13.9%
Asian	1.0%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	1.2%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	1.2%	0.0%	2.1%	0.2%	0.2%



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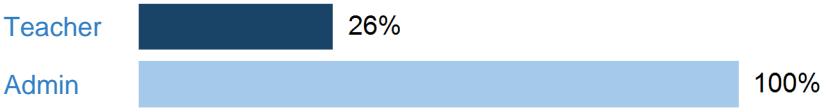
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

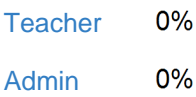
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	83.5%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

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
2018-19	97.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.5%	64.4%	64.8%
Math Proficiency	19.8%	29.1%	29.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.9%	97.3%	98.9%
5-Year Graduation Rate†	99.4%	96.9%	97.4%
Progress toward English Language Proficiency		N	73.2%
Chronic Absenteeism	3.7%	2.2%	5.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Essex County Donald M. Payne, Sr. School of Technology
 (13-1390-050)
 Grades Offered: 09-12
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Goal	Met Goal	Exceeds Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
English Learners	N	N	**	**	**	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Dual college credits in the Payne Scholars program with Seton Hall University Dual college credit program with Essex County College Student apprenticeship and employment through labor Unions Student was NJ delegate to 2019 Global Youth Institute Runner up in Poetry Out Loud state competition Various metal winners in state level Skills USA and FBLA, qualifying for national completion Implemented one to one computer laptop program to accelerate and enhance learning Students gain Industry based credentials Students participate in paid internship with Panasonic Corp
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Donald M. Payne Sr. School of Technology is to provide all of our students with a comprehensive and balanced educational experience that enhances their academic, social, and emotional growth; helps them become college and career ready; and prepares them for participation and success in a highly diverse and ever changing society. The vision of Donald M. Payne Sr. School of Technology community is to become an exemplary school in developing life-long learners in their pursuit of higher education and/or a career.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>US News & World Report Best High School for 9 Consecutive Years. 2017 School of Character by the New Jersey Alliance for Social, Emotional, and Character. One of the first schools in the district to offer AP courses contributing to our district being a 7th Annual AP District Honor Roll Recipient. Recipient of Victoria Foundation grant to enhance Performing Arts program.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Our educational program offers a variety of academic courses and Career and Technical Education (CTE) programs that meet the needs and interests of all of our students, including Honors, English Learners, and Special Education. In addition to college level courses, advanced placement courses are offered in the following areas: AP Language & Composition, AP Literature & Composition, AP Calculus AB, AP Spanish Language & Culture, AP US History, AP World History. Our CTE programs include: Engineering/Robotics, Web/Game Design, Business Organization & Management, Cosmetology, Culinary Arts/Farm to Table, Graphic/Commercial Arts, Music Production, TV Production/Digital Filmmaking, Fashion Design, Law & Public Safety, and Construction Trades. These course offerings coupled with structured learning experiences afford our students a personalized educational experience and prepare them for college and careers. In addition, students take dual credit college courses.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Home of the Lions, Payne Tech's athletics program has made indelible memories for students. Our scholar-athletes demonstrate competitiveness, sportsmanship, and teamwork. Our athletic program promotes outstanding character traits including discipline, respect, hard-work, integrity, and a healthy mind and body. Beyond the display of Lion pride, our athletes engage in community service, service learning, and leadership all while pursuing individual and team academic excellence.</p>
 <div>Clubs and Activities:</div>	<p>Anime Club, Book Club, Choir, Dance Troupe, Drama Club, Fashion Club, FBLA, Girls Who Code, Literary Magazine, Math Circle, Model UN Club, Mock Trials Club, Multicultural Club, Music Club, National Honor Society, Poetry Club, Robotics Club, Senior Class, Skills USA, Student Council, Yearbook Committee</p>






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 <p>Before and After School Programs:</p>	<p>Student progress is continuously monitored throughout the year. Struggling students are identified and assigned to academic support classes either before or after school, where they are provided with focused instruction in mathematics and language arts literacy. Classes are conducted for one hour each day, four days per week. Students assigned to these classes are identified by teachers, guidance counselors or through building based committees such as the Intervention & Referral Committee or the Attendance Committee. The academic support program is funded by the Title I. In addition, there are various clubs that meet after school, which are supported by local funds. The National Honor Society and Senior Mentors also provide peer tutoring for students in need in multiple subjects.</p>
 <p>Staff and Professional Learning:</p>	<p>With the assistance of the School Improvement Panel, the effort is made to offer targeted staff training. The district conducts six half days of PD during the school year in addition to new teacher training and a mentoring program. Payne Tech teachers meet throughout the year in scheduled professional learning communities to analyze student performance data and share best practices and resources. Training is offered on using technology such as Google Apps, EdConnect, and READ180.</p>
 <p>Postsecondary Information:</p>	<p>In 2018-19, over 84% of the graduating students indicated that they will be attending a 4 or 2-year College, including Rutgers, Howard, Norfolk State and Steven institute of Technology. Just over 10% indicated employment, 2.1% technical schools, with 4.9% indicating joining the military. Over 25% indicated that they are the first in their family to attend college. Students attend classes after school, which prepare them for Advanced Placement courses and college entrance examinations. In addition, there is a dual college credit program in which students gain college credits by completing various courses during the day. To further facilitate students in transitioning to post-secondary endeavors, the web based platform Naviance is used. The program allows students to efficiently submit college applications, transcripts, school forms, recommendations and other documents. School counselors can also track the progress of individual students and communicate with students and parents.</p>






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 <p>Student Supports and Services:</p>	<p>Struggling students are identified and their deficiencies addressed with interventions. These students receive support in the summer enrichment program and through after-school enrichment classes. Moreover, students with disabilities are assigned to a member of the child study team who addresses learning, behavior and other social needs they may encounter. The I&RS Team's function is to design and recommend interventions for pupils experiencing academic, emotional and behavioral difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>We are committed to provide students with healthy, nutritious foods. Encouraging the consumption of fresh fruit, vegetables, low fat milk, and whole grains. Supporting healthy eating through nutrition education. Provide students with the opportunity to engage in daily physical activity.</p>
 <p>Parent and Community Involvement:</p>	<p>Payne Tech has an active Parent Teacher Student Association (PTSA), consisting of a president, vice-president, treasurer and secretary. The body meets at least once per month to evaluate initiatives, discuss ways to improve community outreach and identify ways in which to support administrators, staff, and students. Parents support safety protocols, fundraisers, cultural events, extracurricular activities, academic events, and special occurrences such as Teacher Appreciation.</p>






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 <p align="center">Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As part of our needs assessment, climate and culture surveys are conducted in the spring of each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback from most stakeholders: students, parents, and staff. The feedback of the 2018-19 staff survey indicated a positive school culture, with the majority of staff indicating that they feel a sense of ownership and belonging to the school. Over 90% of all stakeholders indicated that there is a safe environment in and around the school, facilitating an environment conducive for learning. The majority of stakeholders also indicated that there are open lines of interpersonal communication, which are honest thus producing healthy, positive outcomes.</p>
 <p align="center">Facilities:</p>	<p>Payne Tech is a brand new state of the art facility that was opened in September 2018. The school accommodates over 1300 students who enjoy a conducive environment for learning. Students benefit from the new specialized facilities such as the media center, culinary arts, construction trades, science and engineering labs, gymnasiums, and classrooms that have ready access to technology.</p>
 <p align="center">School Safety:</p>	<p>Payne Tech has taken multiple measures in ensuring the safety and security of all its students and staff. Some of the policies and procedures implemented are as follows: trained security guards from Gateway Securities, partnering with local Sheriff Department to be present before, during and after school and during any after school functions that draw in large crowds, established a school emergency-crisis planning team to develop procedures on how to respond to emergency-crisis situations, ensure all staff and students are aware of emergency procedures, school administrators are provided with two-way radios to communicate with school security personnel directly, conduct monthly security drills to test the emergency plans, and video surveillance around the school buildings to monitor-supervise common areas</p>




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 <div>Technology and STEM:</div>	<p>A STEM program at Payne Tech was implemented using drones. The program started with 20 drones along with 10 IPODs, which were used to manipulate the drones. After training of select instructors by certificated staff, instructors learned the various ways to manipulate the drones in a fixed space using the controls on their phones or IPOD. They also learned the procedures of taking off and land the drones as well as how to use the cameras to take 3D images. In addition, the training prepared the instructors to take the FAA exam, which they took and passed to become certified Drone Pilot and Instructor. The district also applied for a waiver to use the air space for the drones and was successful in doing so. The STEM curriculum is also being integrated in the Career and Technical Education curriculum so that the curricular content acquired can be addressed in the classes. In addition, study booklets would be provided by the vendor to facilitate learning of the Engineering standards.</p>
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Essex County Newark Tech
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Essex
District	Essex County Schools of Technology
Principal Name	Ms. Carmen Morales
Address	91 WEST MARKET STREET NEWARK, NJ 07103
Phone Number	973-412-2204
Email Address	cmorales@essextech.org
Website	http://www.essextech.org
Facebook	https://www.facebook.com/EssexCountySchoolsofTechnology/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	172	247	210
10	168	173	229
11	180	163	169
12	156	178	153
Total	676	761	761

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	59.9%	57.2%	54.4%
Male	40.1%	42.8%	45.6%
Economically Disadvantaged Students	84.2%	86.2%	80.8%
Students with Disabilities	0.4%	0.8%	0.8%
English Learners	16.9%	18.1%	16.7%
Homeless Students	0.3%	0.3%	0.3%
Students in Foster Care	0.3%	0.3%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.6%	0.8%	0.4%
Hispanic	43.5%	44.3%	49.9%
Black or African American	54.3%	53.5%	47.7%
Asian	0.9%	0.5%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.5%
Two or More Races	0.4%	0.5%	0.4%

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	2016-17	2017-18	2018-19
Full Time Students	676	761	761
Shared Time Students	0	0	0
Full Time Equivalent	676	761	761

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	64.3%
Spanish	31.0%
Uncoded languages	1.2%
Other Languages	3.5%

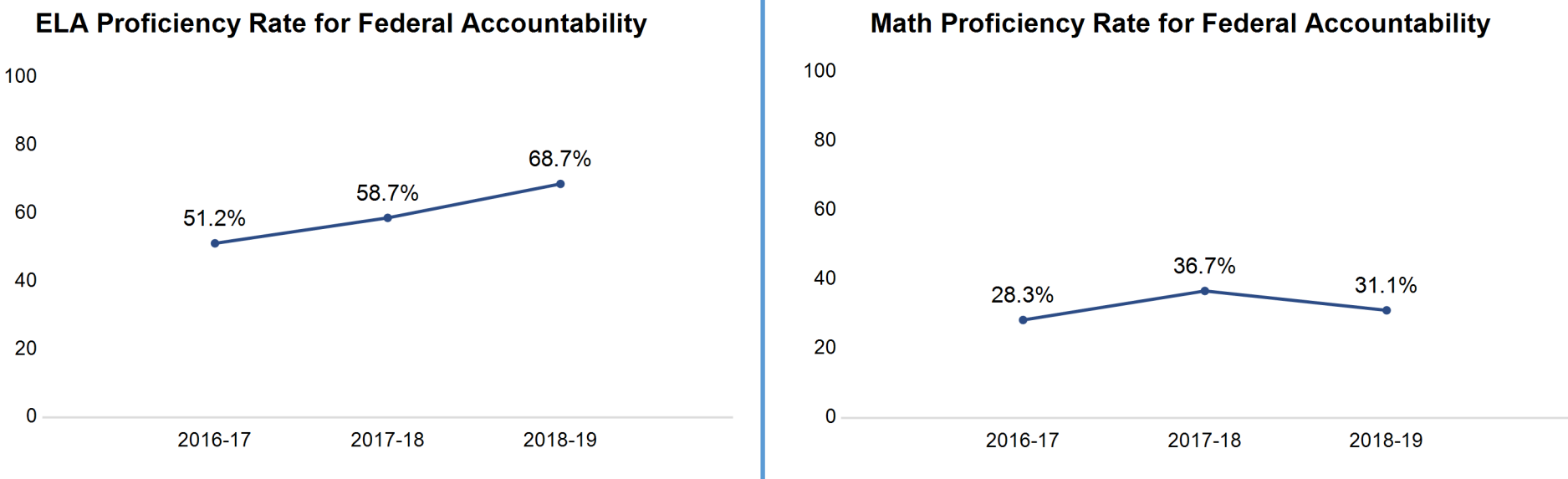


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.8%	100.0%	100.0%	99.0%	99.8%
Proficiency Rate for Federal Accountability	51.2%	58.7%	68.7%	28.3%	36.7%	31.1%
Annual Target	49.1%	50.7%	52.4%	26.8%	29.6%	32.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	438	100.0	68.7	64.7	57.9	68.7	52.4	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	217	100.0	65.0	62.1	43.9	65.0	47.8	Met Target
Black or African American	208	100.0	72.1	*	38.5	72.1	55.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.5	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	218	100.0	76.1	69.6	64.8	76.1		
Male	220	100.0	61.4	58.8	51.3	61.4		
Economically Disadvantaged Students	356	100.0	70.5	64.8	40.0	70.5	50.5	Met Target
Non-Economically Disadvantaged Students	82	100.0	61.0	64.2	67.9	61.0		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	86	100.0	43.0	30.0	29.3	43.0	34.7	Met Target
Non-English Learners	352	100.0	75.0	69.2	60.6	75.0		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

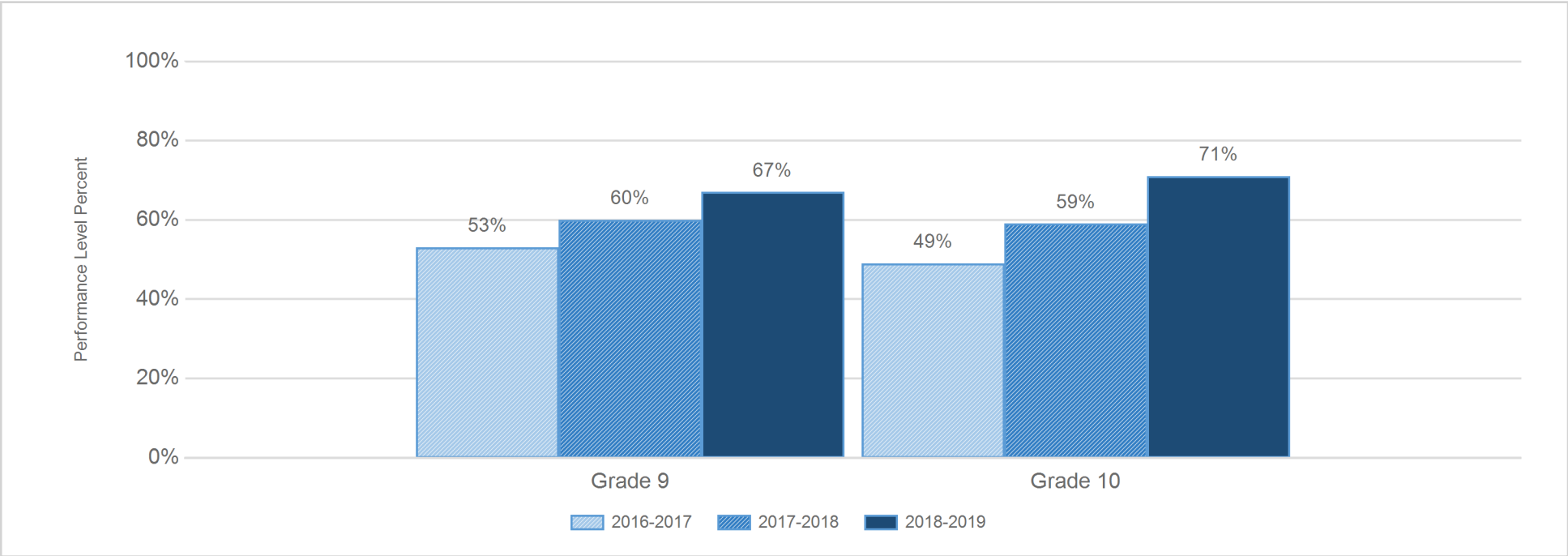


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	210	759	755	753	*	*	25%	58%	9%	67%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	114	758	752	737	*	10%	20%	*	*	68%	40%
Black or African American	89	760	*	732	*	*	34%	*	*	63%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	111	765	759	760	*	*	23%	*	*	74%	63%
Male	99	753	750	746	*	*	28%	*	*	59%	49%
Economically Disadvantaged Students	176	761	755	734	*	*	24%	*	*	70%	36%
Non-Economically Disadvantaged Students	34	749	754	762	*	*	32%	*	*	50%	65%
Students with Disabilities	N	N	732	717	N	N	N	N	N	N	17%
Students without Disabilities	210	759	757	760	*	*	25%	58%	9%	67%	63%
English Learners	41	740	725	693	*	*	32%	*	*	39%	*
Non-English Learners	169	763	759	755	*	*	24%	*	*	73%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Essex County Newark Tech
(13-1390-070)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	228	768	765	757	*	*	21%	49%	21%	71%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	103	760	761	738	*	*	23%	49%	14%	62%	43%
Black or African American	119	776	771	733	0%	*	*	50%	29%	79%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	107	777	772	766	*	*	*	48%	31%	79%	66%
Male	121	761	758	749	*	*	*	50%	13%	64%	51%
Economically Disadvantaged Students	180	768	765	735	*	*	18%	*	*	71%	40%
Non-Economically Disadvantaged Students	48	769	764	767	*	*	29%	*	*	69%	67%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	765	*	*	*	*	*	*	65%
English Learners	33	740	726	687	*	*	36%	*	*	36%	*
Non-English Learners	195	773	769	760	*	*	18%	*	*	76%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	431	99.8	31.1	29.2	44.5	31.1	32.4	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	214	100.0	36.9	30.5	28.8	36.9	27.7	Met Target
Black or African American	204	100.0	25.5	*	23.0	25.5	35.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	46.7	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	214	100.0	35.0	30.6	44.9	35.0		
Male	217	99.5	27.2	27.7	44.2	27.2		
Economically Disadvantaged Students	351	99.7	33.3	31.1	26.3	33.3	30.9	Met Target
Non-Economically Disadvantaged Students	80	100.0	21.3	23.0	54.9	21.3		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	88	100.0	28.4	22.9	25.0	28.4	26	Met Target
Non-English Learners	343	99.7	31.8	30.1	46.5	31.8		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

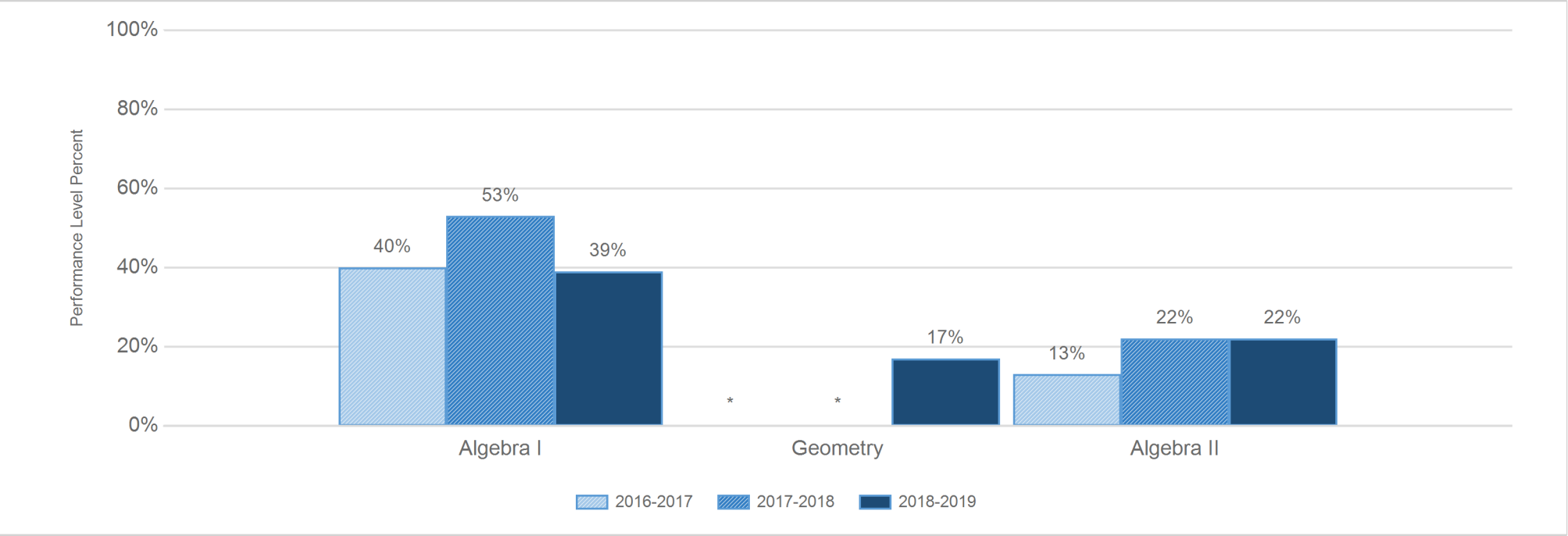


Essex County Newark Tech
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	270	746	739	744	*	16%	43%	*	*	39%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	151	748	740	728	*	10%	44%	*	*	42%	24%
Black or African American	108	743	*	725	0%	23%	42%	35%	0%	35%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	739	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	751	752	*	*	*	*	*	*	51%
Female	138	746	740	745	*	16%	38%	*	*	43%	44%
Male	132	745	738	743	*	15%	49%	*	*	34%	41%
Economically Disadvantaged Students	223	748	741	727	*	13%	42%	*	*	43%	23%
Non-Economically Disadvantaged Students	47	735	733	752	*	26%	49%	*	*	21%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	62	744	735	710	*	19%	35%	*	*	37%	*
Non-English Learners	208	746	740	745	*	14%	46%	*	*	39%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Essex County Newark Tech
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	144	731	733	737	*	31%	47%	*	*	17%	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	*	*	732	724	*	*	*	*	*	*	17%
Black or African American	82	730	*	720	*	29%	49%	*	*	16%	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	71	730	*	738	*	27%	46%	*	*	18%	36%
Male	73	732	*	736	*	34%	48%	*	*	16%	34%
Economically Disadvantaged Students	115	732	*	722	*	30%	*	*	*	16%	16%
Non-Economically Disadvantaged Students	29	725	*	743	*	34%	*	*	*	24%	43%
Students with Disabilities	N	N	734	712	N	N	N	N	N	N	*
Students without Disabilities	144	731	733	741	*	31%	47%	*	*	17%	*
English Learners	13	724	*	708	*	*	*	*	*	*	*
Non-English Learners	131	732	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	18	738	745	755	*	*	*	*	*	22%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	744	752	*	*	*	*	*	*	55%
Male	*	*	747	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	746	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	18	738	745	755	*	*	*	*	*	22%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	62.9%	40.9%	<u>Exceeds</u>

† 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	80	63.8%	36.3%
3-4	45	64.4%	35.6%
5 or more	N	N	N



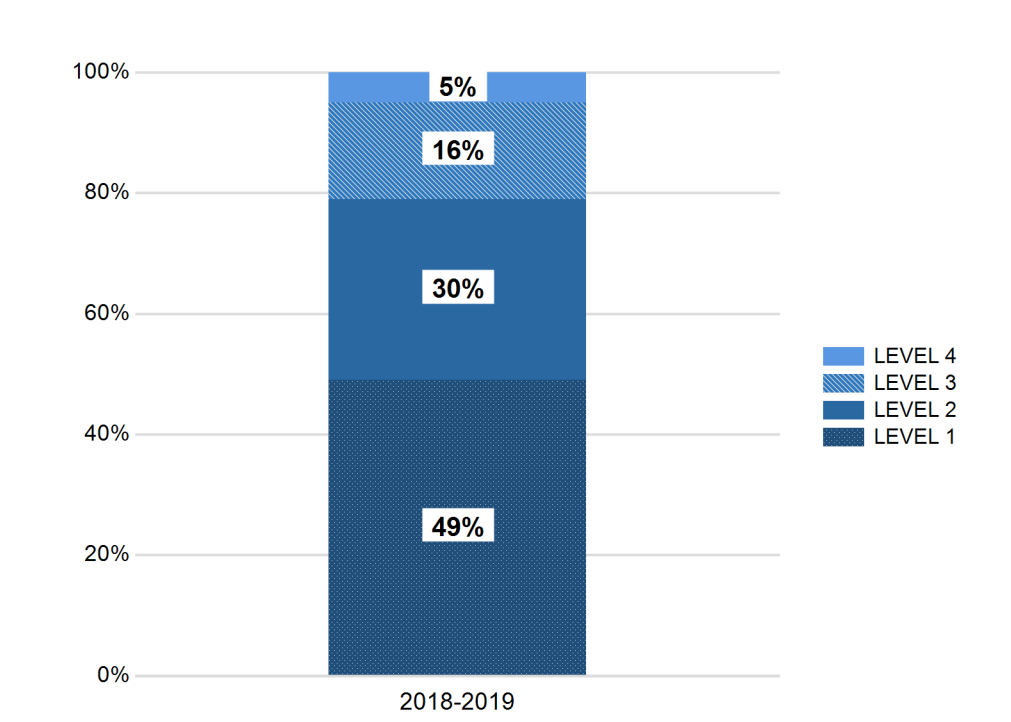
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	30	16	5
White	N	N	N	N
Hispanic	69	22	8	1
Black or African American	30	37	24	9
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	48	31	16	4
Male	49	29	16	7
Economically Disadvantaged Students	46	30	17	7
Non-Economically Disadvantaged Students	58	29	13	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

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	446	476	Grade 10: 430 Grade 11: 460	54%	61%
PSAT 10/NMSQT - Math	455	477	Grade 10: 480 Grade 11: 510	33%	43%
SAT - Reading and Writing	466	539	480	46%	70%
SAT - Math	480	541	530	27%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



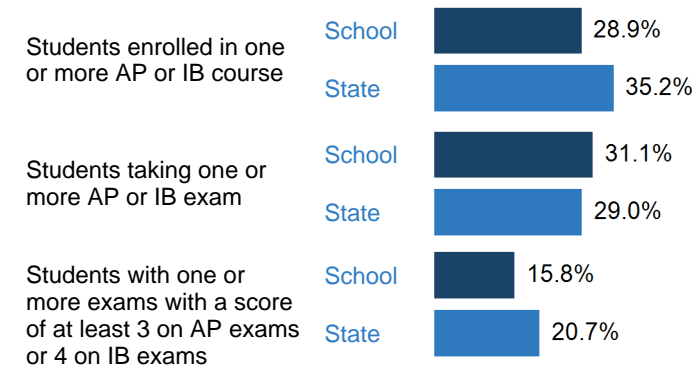
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

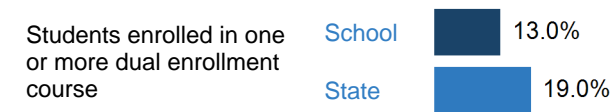
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	10	10
AP English Language and Composition	37	37
AP Spanish Language	39	44
AP U.S. History	17	15
AP World History	12	12
Total Exams taken		118
Exams with scores of at least 3 on AP exams or 4 on IB exams		55



Essex County Newark Tech
(13-1390-070)
Grades Offered: 09-12
2018-2019

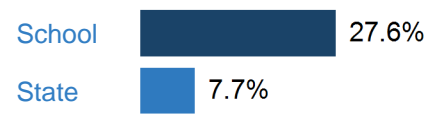
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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 in grades 9 through 12 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)



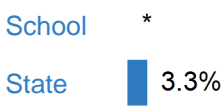
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





Essex County Newark Tech
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	27.6%	72.3%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	30.0%	70.0%	10.3%	11.3%
Black or African American	24.5%	75.2%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	26.8%	72.9%	7.3%	10.6%
Male	28.5%	71.5%	8.0%	10.1%
Economically Disadvantaged Students	28.9%	70.9%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	32.3%	67.7%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Essex County Newark Tech
(13-1390-070)
Grades Offered: 09-12
2018-2019

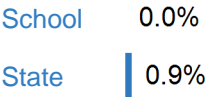
Report Key:
* Data is not displayed in order to protect student privacy
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

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	*		
Business Management & Administration	150		
Health Science	234		
Manufacturing	93		
Science, Technology, Engineering & Mathematics	215		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	760	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	210	26	0	0	0	0	152
10	0	209	20	0	0	0	0
11	0	3	143	23	0	0	156
12	0	0	0	0	26	0	85
Total	210	238	163	23	26	0	393
Enrolled in AP/IB Course					10	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	210	0
10	222	0	0	0	6	0
11	3	167	0	0	2	0
12	39	2	0	0	62	0
Total	264	169	0	0	280	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	64	0	0	0	0	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	0	210	0	0	0	0
10	0	228	0	0	0	0
11	0	11	0	0	0	0
12	148	3	0	0	0	130
Total	148	452	0	0	0	130
Enrolled in AP/IB Course	12	17	0	0		0
Enrolled in Dual Enrollment Course	0	25	0	0	0	20

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	N	N	N	N	N	N	N
10	106	0	0	0	0	0	0
11	116	0	0	0	0	0	0
12	38	0	0	0	0	0	0
Total	260	0	0	0	0	0	0
Enrolled in AP/IB Course	39	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	61	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



Essex County Newark Tech
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 2018-2019

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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Portuguese	*
Spanish	48
Total	52



Essex County Newark Tech
(13-1390-070)
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2018-2019

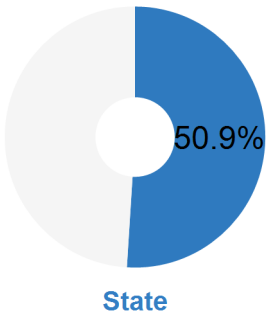
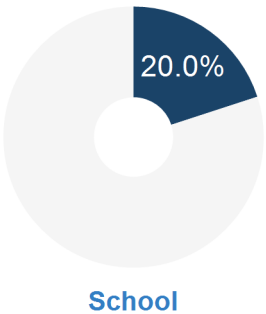
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Visual and Performing Arts – Course Participation

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:

MUSIC	School	20.0%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	0.0%
	State	32.9%



Essex County Newark Tech

(13-1390-070)

Grades Offered: 09-12

2018-2019

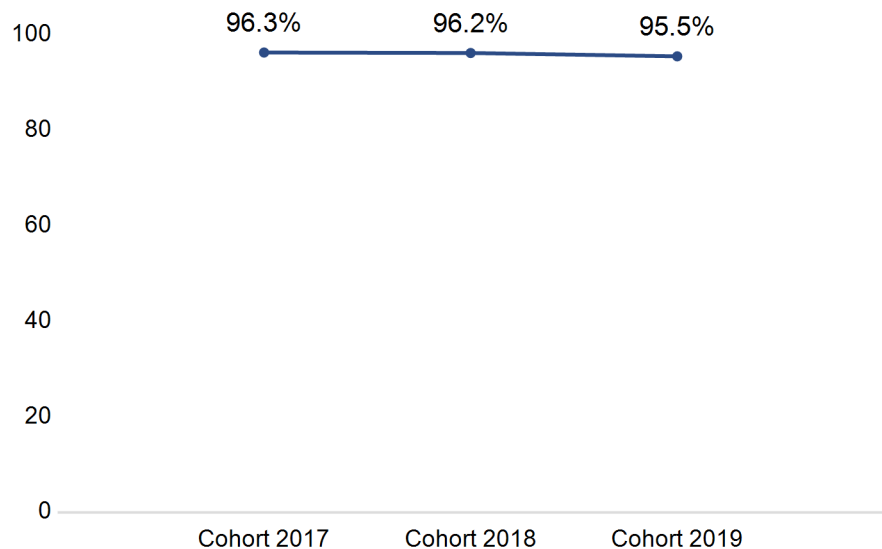
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

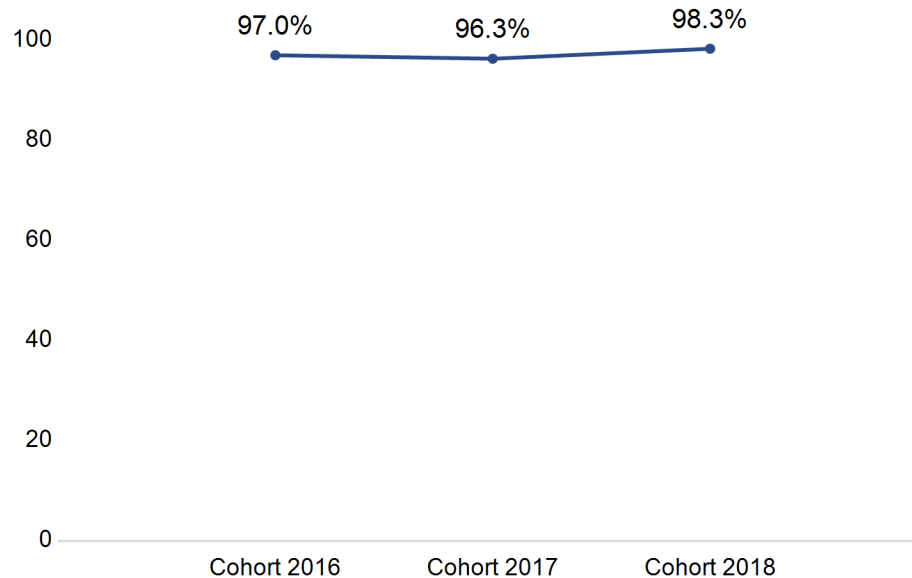
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.3%	96.2%	95.5%	97.0%	96.3%	98.3%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.5%	90.6%	98.3%	92.5%	96.2%	N	Met Goal	96.3%	N	Met Goal
White	N	94.9%	*	95.9%	*	**	**	N	N	N
Hispanic	*	84.5%	96.1%	87.3%	92.4%	90.0%	Met Target	92.6%	96.0%	Not Met
Black or African American	96.2%	83.3%	100.0%	87.1%	99.0%	N	Met Goal	98.9%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	97.0%	92.8%	98.1%	94.4%	97.2%			98.9%		
Male	93.0%	88.5%	98.6%	90.8%	94.5%			93.2%		
Economically Disadvantaged Students	95.3%	84.0%	98.6%	87.3%	96.0%	N	Met Goal	96.3%	N	Met Goal
Students with Disabilities	*	79.2%	N	83.8%	N	N	N	*	**	**
English Learners	98.0%	75.4%	94.9%	80.1%	87.8%	91.8%	Not Met	89.5%	94.4%	Not Met
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	87.9%	69.1%
Substitute Competency Test	10.7%	27.5%
Portfolio Appeals Process	1.3%	3.4%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.0%	1.1%



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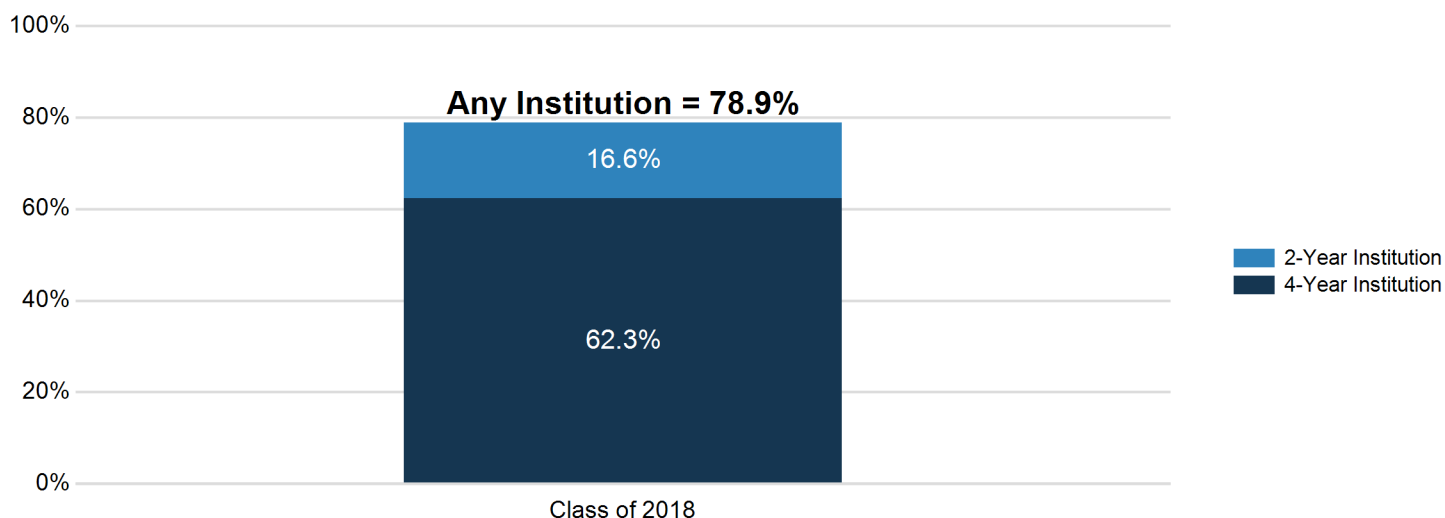
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	16.6%
% Enrolled in 4-Year Institution	62.3%
% Enrolled in Any Postsecondary Institution	78.9%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	70.7%	25.5%	74.5%
White	*	*	*
Hispanic	63.9%	47.8%	52.2%
Black or African American	77.3%	6.9%	93.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	70.8%	25.9%	74.1%
Students with Disabilities	*	*	*
English Learners	41.7%	70%	30%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	78.9%	21%	79%	75.4%	24.6%	88.4%	11.6%
White	*	*	*	*	*	*	*
Hispanic	68.1%	26.5%	73.5%	73.5%	26.5%	98%	2%
Black or African American	85.7%	19%	81%	75%	25%	82.1%	17.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	79.2%	22.8%	77.2%	73.7%	26.3%	88.6%	11.4%
Students with Disabilities	N	N	N	N	N	N	N
English Learners	38.5%	40%	60%	60%	40%	100%	0%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

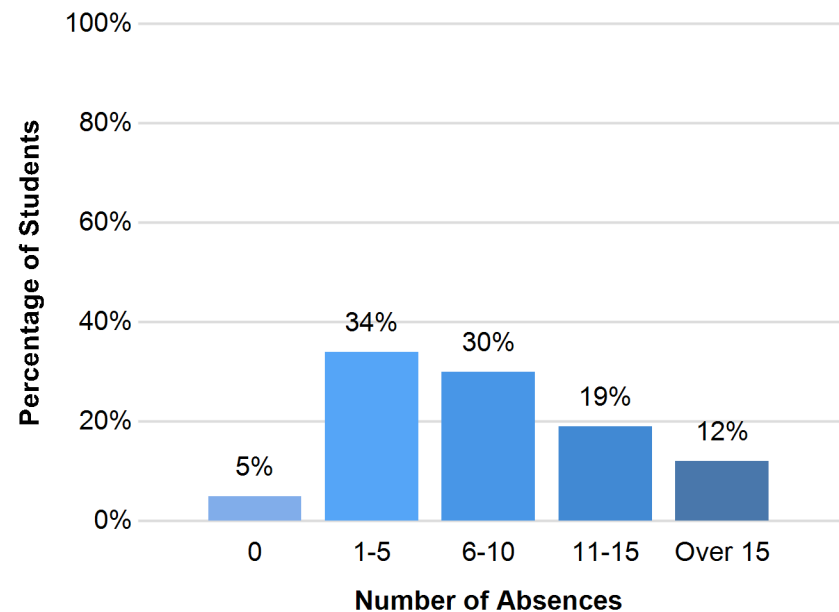
Chronic Absenteeism

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	61	8.0	14.2	Met
White	*	*	**	**
Hispanic	33	8.7	14.2	Met
Black or African American	25	6.9	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	32	7.7		
Male	29	8.4		
Economically Disadvantaged Students	46	7.5	14.2	Met
Students with Disabilities	*	*	**	**
English Learners	11	8.7	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Essex County Newark Tech

(13-1390-070)

Grades Offered: 09-12

2018-2019

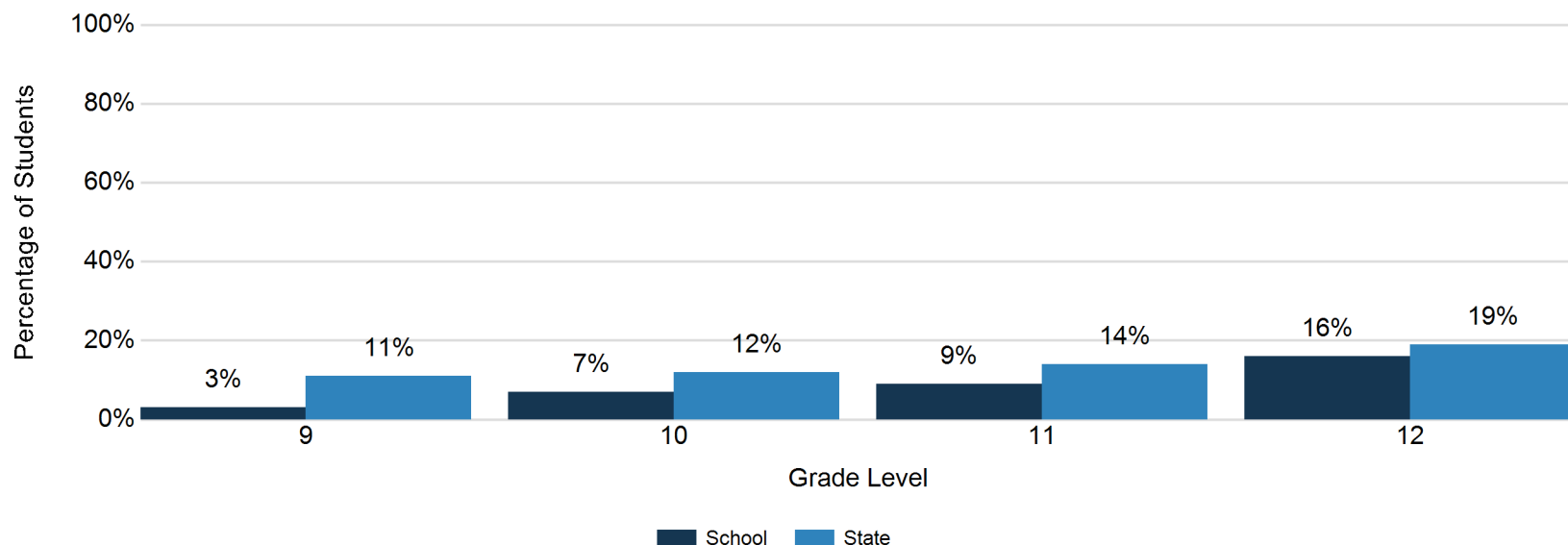
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Chronic Absenteeism by Grade

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





Essex County Newark Tech
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.39

Police Notifications

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

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

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
15



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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	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Essex County Newark Tech
(13-1390-070)
Grades Offered: 09-12
2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	84.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	13.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	76.9%

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	17:1	15:1
Students to Administrators	254:1	137:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		1165:1
Students to Nurses		777:1
Students to Counselors		233:1
Students to Child Study Team Members		466:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.4%	54.5%	33.3%	48.4%	77.1%	54.9%
Male	45.6%	45.5%	66.7%	51.6%	22.9%	45.1%
White	0.4%	40.9%	33.3%	42.4%	83.6%	77.4%
Hispanic	49.9%	18.2%	66.7%	29.9%	7.3%	7.2%
Black or African American	47.7%	31.8%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	6.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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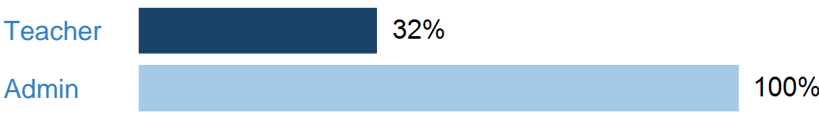
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	83.5%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

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
2018-19	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.2%	58.7%	68.7%
Math Proficiency	28.3%	36.7%	31.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.3%	96.2%	95.5%
5-Year Graduation Rate†	97.0%	96.3%	98.3%
Progress toward English Language Proficiency		63.1%	62.9%
Chronic Absenteeism	4.6%	3.2%	8.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Goal	Met Goal	Exceeds Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Black or African American	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	Met Target	Met Target	Not Met	Not Met	**	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Essex County Newark Tech recognized by NJ DOE as a National Blue Ribbon School. Also, recognized as a Title 1 Distinguished School in 2013, high performing Reward School in 2013, 2014, 2015, and 2016. College Dual Enrollment with students earning college credits and an Associates Degree Curriculum includes CTE Certifications in various programs including Certified Nursing Assistants
 <p>Mission, Vision, Theme:</p>	<p>MISSION STATEMENT: To ensure that every student strive to achieve excellence. VISION STATEMENT: Newark Tech will remain a national model of educational excellence. Theme: The Pursuit of Excellence!!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Essex County Newark Tech recognized by NJ DOE as a National Blue Ribbon School. Also, recognized as a Title 1 Distinguish School in 2013 and as a high performing Reward School in 2013, 2014, 2015, and 2016. Recipient of Victoria Grant to enhance college access and transition of students</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our educational program offers a variety of academic courses and Career and Technical Education (CTE) programs that meet the needs and interests of all of our students, including Honors, English Learners, and Special Education. In addition to college level courses, advanced placement courses are offered in the following areas: AP Language & Composition, AP Literature & Composition, AP Calculus AB, AP Spanish Language & Culture, AP US History, AP World History. Our CTE programs include: Advanced Manufacturing, Engineering/Robotics, Automotive Technology, Business Organization & Management, and Allied Health. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers. Additionally, an Associate's degree program is offered to selected students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Girls Basketball County Champs The Newark Tech Girls Basketball Team played University HS in a rematch from the 2017 Essex County Final, we were victorious again with a 71-62 win.</p>
 <p>Clubs and Activities:</p>	<p>Co-curricular and extra-curricular activities offered: Robotics, Debate, Fashion, FBLA, HOSA, Skills USA, Book Club, Technology, Cheerleading, National Honor Society, Music, Yearbook, Newsletter, Student Council, Girls Who Code and Work Study opportunities.</p>






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 <p>Before and After School Programs:</p>	<p>SAT prep, ESL Enrichment, Academic Enrichment, Peer mentoring and Teens Networking with Teens Counseling (TNT)</p>
 <p>Staff and Professional Learning:</p>	<p>In addition to NJ mandated training, the school district offers a number of opportunities and resources to support continuous learning and professional growth. Professional learning is offered using a combination of online and in-person workshops, including Safe Schools, in-district workshops, tuition reimbursement courses/programs, and out-of-district conferences and workshop opportunities for the various content area teachers and school/district leadership. Workshops offered are geared towards enhancing teaching and learning and addressing the social and emotional needs of students.</p>
 <p>Postsecondary Information:</p>	<p>In 2018-19, over 80% of the graduating students indicated that they will be attending a 4 or 2-year College, including Rutgers, Howard University and NJ Institute of Technology. Just over 9% indicated employment, 6.6% technical schools, with 2.0% indicating joining the military. Over 30% indicated that they are the first in their family to attend college. Students attend classes before and after school, which prepare them for Ad Placement courses and college entrance examinations. In addition, there is a robust dual college credit program in which students gain college credits by completing various courses during the day. To further facilitate students in transitioning to post-secondary endeavors, the web-based platform Naviance is used. The program allows students to efficiently submit college applications, transcripts, school forms, recommendations and other documents. School counselors can also track the progress of individual students and communicate with students and parents.</p>






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






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As part of our needs assessment, climate and culture surveys are conducted in the spring of each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback from most stakeholders: students, parents, and staff. The feedback of the 2018-19 staff survey indicated a positive school culture, with the majority of staff indicating that they feel a sense of ownership and belonging to the school. Over 90% of all stakeholders indicated that there is a safe environment in and around the school, facilitating an environment conducive for learning. The majority of stakeholders also indicated that there are open lines of interpersonal communication, which are honest thus producing healthy, positive outcomes.</p>
 <p>Facilities:</p>	<p>Essex County Newark Tech was constructed in 1970. A new gymnasium was added in 2003. In 2014 the Technology Enhanced Active Learning Center (TEALC) wing was added to the main structure of the building. The school has central air conditioning and will undergo major renovations in 2019 in order to enhance the educational facilities in the Career and Technical Education (CTE) areas.</p>
 <p>School Safety:</p>	<p>Newark Tech has taken multiple measures in ensuring the safety and security of all its students and staff. Some of the policies and procedures implemented are as follows: Trained security guards from Gateway Securities, Partnering with local Sheriff Department to be present before during and after school and during any afterschool functions that draw in large crowds, established a school emergency/crisis planning team to develop procedures on how to respond to emergency/crisis situations, ensure all staff and students are aware of emergency procedures, school administrators are provided with two-way radios to communicate with school security personnel directly, conduct monthly security drills to test the emergency plans, videos surveillance around the school buildings to monitor/supervise common areas.</p>




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 <div>Technology and STEM:</div>	<p>Various STEM programs were implemented in the 2018-19 school year. Instructors collaborated in having students design motion scenarios that were viewed from multiple perspectives. Using the Pro cameras students worked hard to perfect and capture their scenarios. Students were particularly creative and showed a lot of enthusiasm at being able to use the cameras. The career and technical instructor also engaged students in Biomedical/Bio-mechanical research and assembling prosthetics. Students made finger and toe joints using a 3D printer and plan to scale the program for larger components. In addition, ZSpace laptop stations, which combine elements of virtual reality (VR) and augmented reality (AR) to create lifelike experiences that inspire curiosity, create engagement, and deepen understanding were used. Students were introduced to the world of 3D, looking at body parts using 3D glasses and exploring parts of the human body.</p>
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Essex County West Caldwell Tech
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Essex County West Caldwell Tech

(13-1390-080)

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School Contact Information

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

Type	Contact Information
County	Essex
District	Essex County Schools of Technology
Principal Name	Ms. Ayisha Robinson
Address	209 Franklin Street Bloomfield, NJ 07003
Phone Number	973-412-2205
Email Address	arobinson@essextech.org
Website	http://www.essextech.org
Facebook	https://www.facebook.com/WestCaldwellTech-ECVTS
Twitter	https://twitter.com/WCaldwellTech



Essex County West Caldwell Tech
(13-1390-080)
Grades Offered: 09-12
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	102	97	90
10	73	94	89
11	78	65	91
12	65	71	57
Total	318	327	327

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.6%	53.8%	52.8%
Male	48.4%	46.2%	47.2%
Economically Disadvantaged Students	74.5%	76.0%	72.0%
Students with Disabilities	42.6%	40.1%	38.7%
English Learners	0.3%	0.0%	0.0%
Homeless Students	0.2%	0.0%	0.0%
Students in Foster Care	0.5%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	6.9%	5.4%	5.1%
Hispanic	45.9%	48.1%	49.0%
Black or African American	44.7%	44.7%	44.9%
Asian	1.6%	1.2%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.6%	0.5%

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	2016-17	2017-18	2018-19
Full Time Students	282	297	305
Shared Time Students	72	59	41
Full Time Equivalent	318	327	326

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	85.6%
Spanish	12.6%
Other Languages	1.8%

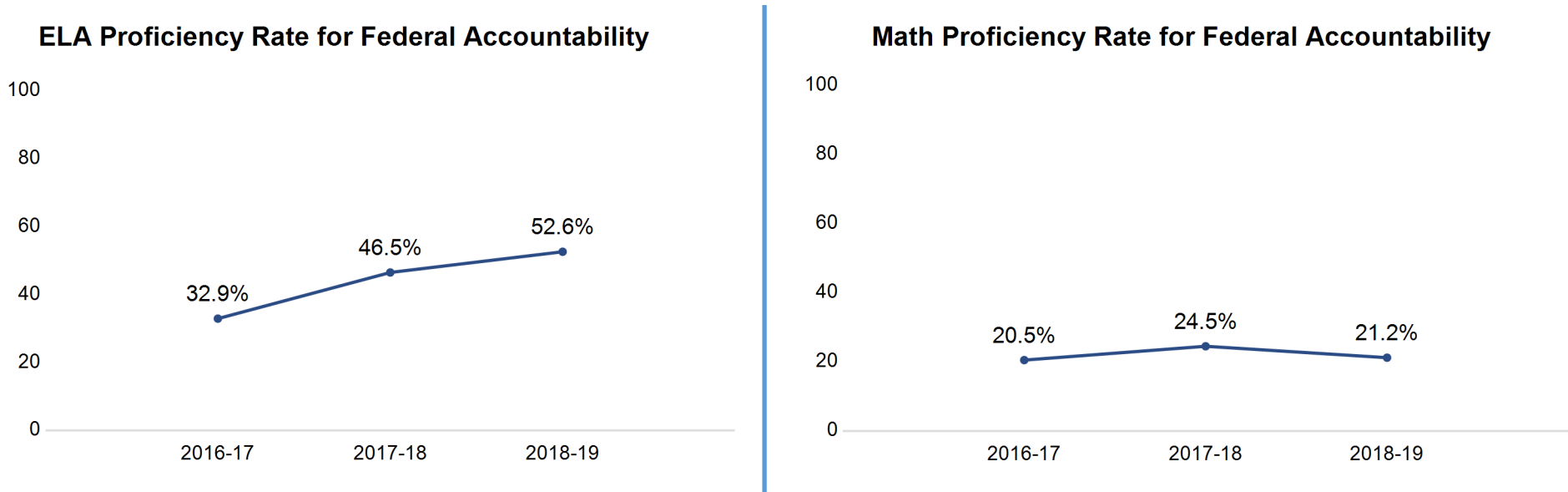


Essex County West Caldwell Tech
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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.4%	100.0%	99.3%	99.4%	100.0%
Proficiency Rate for Federal Accountability	32.9%	46.5%	52.6%	20.5%	24.5%	21.2%
Annual Target	51.5%	53.0%	54.5%	18.8%	22.0%	25.3%
Met Annual Target?	Not Met	Met Target†	Met Target†	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	156	100.0	52.6	64.7	57.9	52.6	54.5	Met Target†
White	N	N	N	*	66.9	N	**	**
Hispanic	87	100.0	56.3	62.1	43.9	56.3	60	Met Target†
Black or African American	*	*	*	*	38.5	*	46.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	87.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	84	100.0	60.7	69.6	64.8	60.7		
Male	72	100.0	43.1	58.8	51.3	43.1		
Economically Disadvantaged Students	119	100.0	51.3	64.8	40.0	51.3	56.7	Met Target†
Non-Economically Disadvantaged Students	37	100.0	56.8	64.2	67.9	56.8		
Students with Disabilities	52	100.0	36.5	*	22.7	36.5	42.3	Met Target†
Students without Disabilities	104	100.0	60.6	*	65.1	60.6		
English Learners	N	N	N	30.0	29.3	N	**	**
Non-English Learners	156	100.0	52.6	69.2	60.6	52.6		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

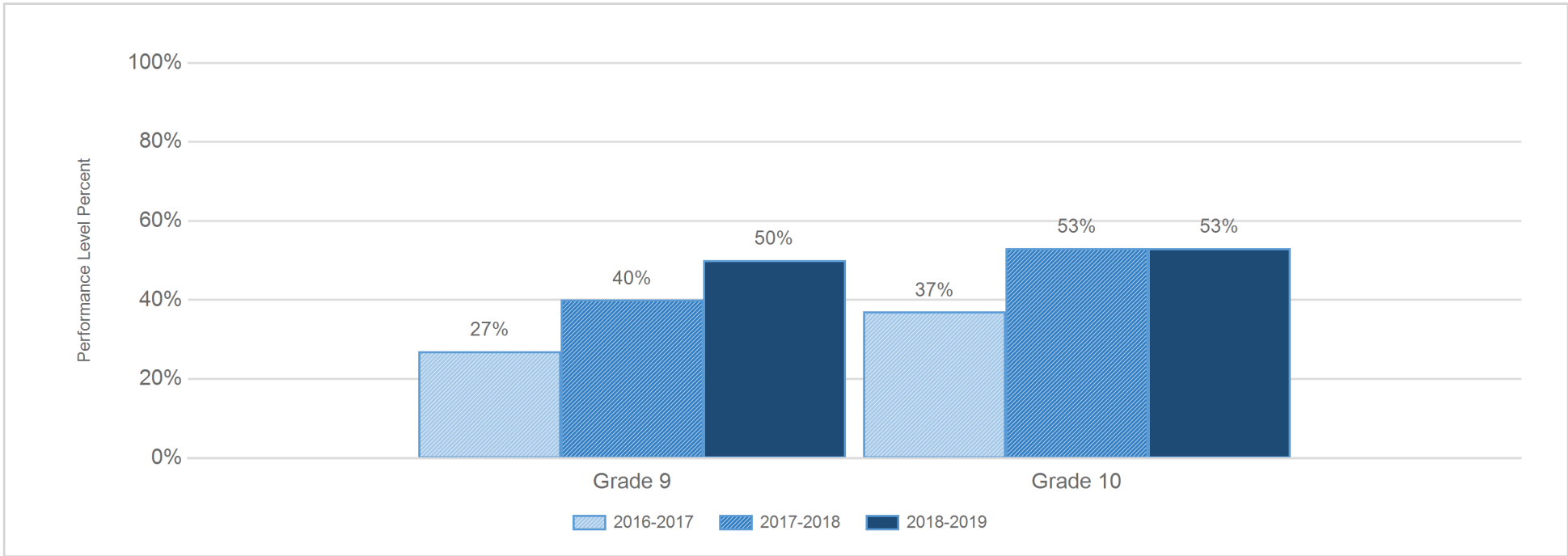


Essex County West Caldwell Tech
(13-1390-080)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	750	755	753	*	*	38%	*	*	50%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	42	749	752	737	*	*	31%	*	*	55%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	N	N	*	761	N	N	N	N	N	N	63%
Female	41	756	759	760	*	*	29%	*	*	66%	63%
Male	37	744	750	746	*	*	49%	*	*	32%	49%
Economically Disadvantaged Students	62	750	755	734	*	*	*	*	*	48%	36%
Non-Economically Disadvantaged Students	16	750	754	762	*	*	*	*	*	56%	65%
Students with Disabilities	25	746	732	717	*	*	52%	*	*	36%	17%
Students without Disabilities	53	752	757	760	*	*	32%	*	*	57%	63%
English Learners	N	N	725	693	N	N	N	N	N	N	*
Non-English Learners	78	750	759	755	*	*	38%	*	*	50%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	755	765	757	*	20%	25%	*	*	53%	58%
White	N	N	*	767	N	N	N	N	N	N	67%
Hispanic	44	759	761	738	*	*	*	*	*	59%	43%
Black or African American	31	749	771	733	*	*	*	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	42	759	772	766	*	*	*	*	*	55%	66%
Male	33	750	758	749	*	*	*	*	*	52%	51%
Economically Disadvantaged Students	56	756	765	735	*	*	*	*	*	54%	40%
Non-Economically Disadvantaged Students	19	751	764	767	*	*	*	*	*	53%	67%
Students with Disabilities	23	737	*	711	*	*	*	*	*	30%	19%
Students without Disabilities	52	763	*	765	*	*	*	*	*	63%	65%
English Learners	N	N	726	687	N	N	N	N	N	N	*
Non-English Learners	75	755	769	760	*	20%	25%	*	*	53%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	156	100.0	21.2	29.2	44.5	21.2	25.3	Met Target†
White	N	N	N	*	54.1	N	**	**
Hispanic	87	100.0	23.0	30.5	28.8	23.0	29.3	Met Target†
Black or African American	*	*	*	*	23.0	*	17	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	46.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	84	100.0	19.0	30.6	44.9	19.0		
Male	72	100.0	23.6	27.7	44.2	23.6		
Economically Disadvantaged Students	120	100.0	23.3	31.1	26.3	23.3	26.9	Met Target†
Non-Economically Disadvantaged Students	36	100.0	13.9	23.0	54.9	13.9		
Students with Disabilities	52	100.0	11.5	*	17.4	11.5	16.1	Met Target†
Students without Disabilities	104	100.0	26.0	*	50.0	26.0		
English Learners	N	N	N	22.9	25.0	N	**	**
Non-English Learners	156	100.0	21.2	30.1	46.5	21.2		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

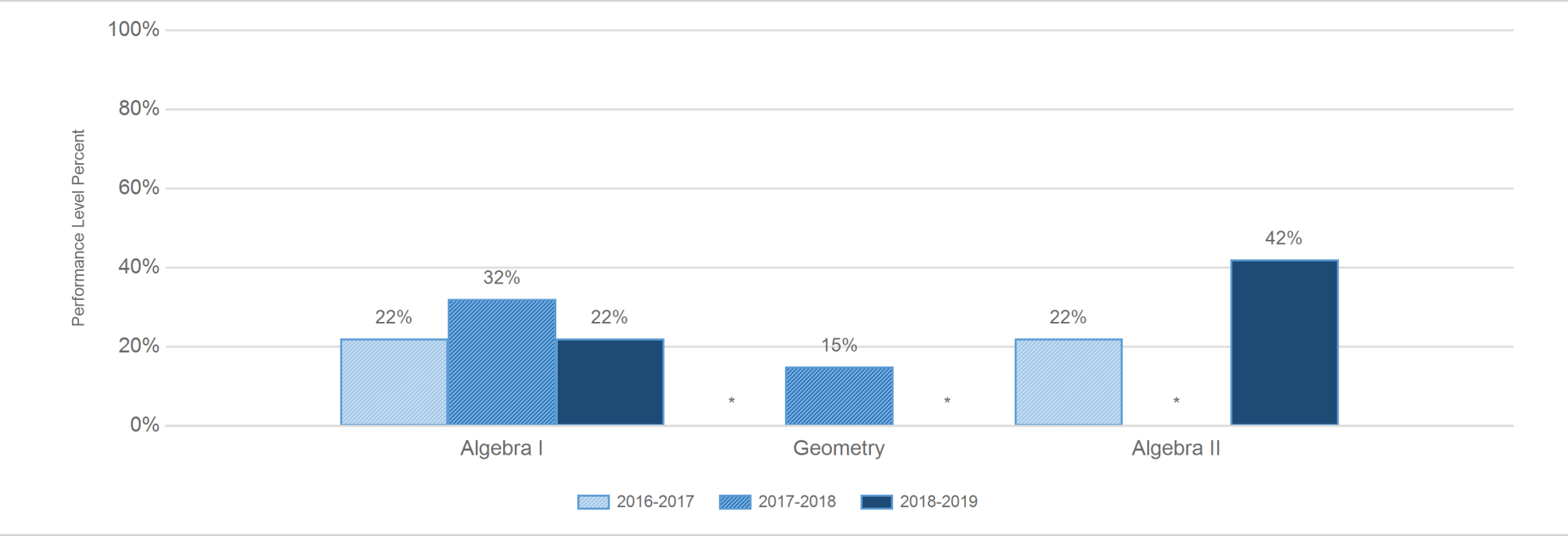


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	113	731	739	744	*	33%	37%	*	*	22%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	57	734	740	728	*	33%	35%	*	*	25%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	739	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	751	752	N	N	N	N	N	N	51%
Female	59	731	740	745	*	39%	36%	*	*	20%	44%
Male	54	730	738	743	*	26%	39%	*	*	24%	41%
Economically Disadvantaged Students	84	734	741	727	*	*	36%	*	*	25%	23%
Non-Economically Disadvantaged Students	29	721	733	752	*	*	41%	*	*	14%	52%
Students with Disabilities	43	723	*	717	*	35%	40%	*	*	12%	12%
Students without Disabilities	70	736	*	748	*	31%	36%	*	*	29%	47%
English Learners	N	N	735	710	N	N	N	N	N	N	*
Non-English Learners	113	731	740	745	*	33%	37%	*	*	22%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	21	722	733	737	*	*	*	*	*	*	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	*	*	732	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	734	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	733	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	21	722	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	19	741	745	755	*	*	*	*	*	42%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	744	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	744	752	*	*	*	*	*	*	55%
Male	*	*	747	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	746	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	19	741	745	755	*	*	*	*	*	42%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Essex County West Caldwell Tech
(13-1390-080)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



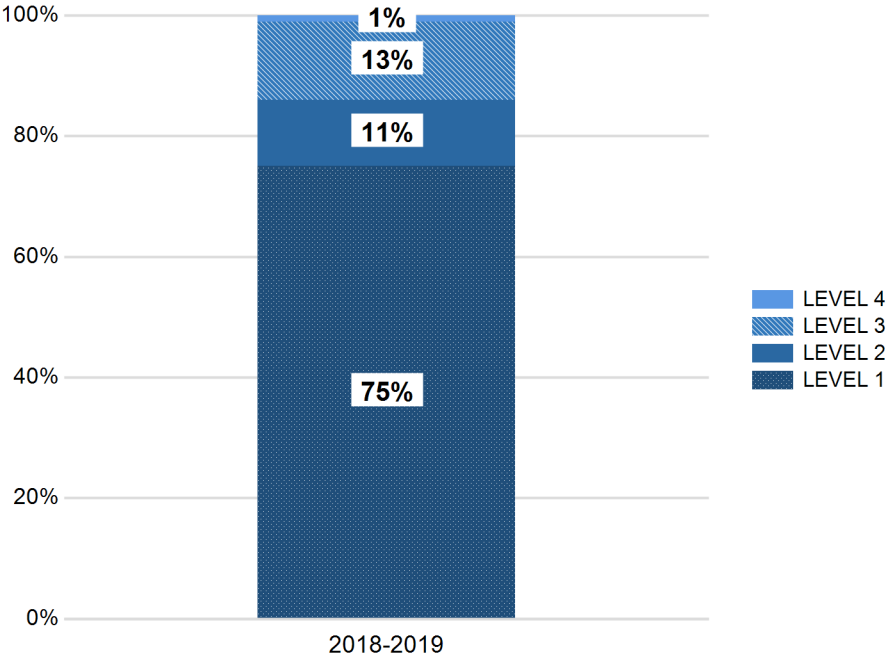
Essex County West Caldwell Tech
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	75	11	13	1
White	*	*	*	*
Hispanic	81	3	14	3
Black or African American	74	18	9	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	13	15	2
Male	83	7	10	0
Economically Disadvantaged Students	72	13	13	2
Non-Economically Disadvantaged Students	83	4	13	0
Students with Disabilities	90	10	0	0
Students without Disabilities	70	11	18	2
English Learners	N	N	N	N
Non-English Learners	75	11	13	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Essex County West Caldwell Tech
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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 in2018-19. 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 2018-19	84.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	97.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

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	422	476	Grade 10: 430 Grade 11: 460	34%	61%
PSAT 10/NMSQT - Math	424	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	470	539	480	49%	70%
SAT - Math	454	541	530	24%	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%



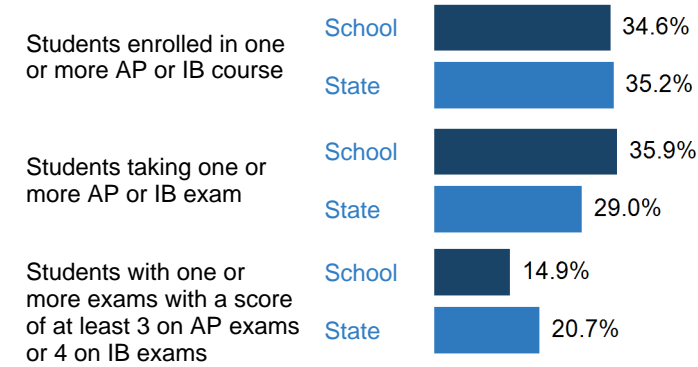
Essex County West Caldwell Tech
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Grades Offered: 09-12
2018-2019

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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.

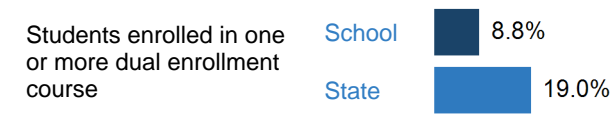
AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	10	10
AP English Language and Composition	23	23
AP English Literature and Composition	18	17
AP Spanish Language	15	15
AP Studio Art—Two-Demensional	0	11
AP U.S. History	15	15
AP World History	8	8
Total Exams taken		99
Exams with scores of at least 3 on AP exams or 4 on IB exams		26



Essex County West Caldwell Tech
(13-1390-080)
Grades Offered: 09-12
2018-2019

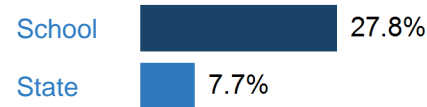
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education 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 in grades 9 through 12 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 in grades 9 through 12 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





Essex County West Caldwell Tech
(13-1390-080)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	27.8%	72.0%	7.7%	10.3%
White	*	84.8%	6.1%	9.6%
Hispanic	28.8%	71.2%	10.3%	11.3%
Black or African American	28.1%	71.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	23.8%	76.2%	7.3%	10.6%
Male	32.2%	67.4%	8.0%	10.1%
Economically Disadvantaged Students	29.6%	70.1%	10.4%	11.8%
Students with Disabilities	29.0%	69.4%	6.6%	9.2%
English Learners	N	N	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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
Agriculture, Food & Natural Resources	32		
Architecture & Construction	46		
Arts, AV Technology & Communications	48		
Business Management & Administration	12		
Hospitality & Tourism	65		
Human Services	23		
Marketing	48		
Science, Technology, Engineering & Mathematics	26		
Transportation, Distribution & Logistics	44		
Total (All Clusters)	344	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	77	0	0	0	0	0	5
10	1	56	19	0	0	0	6
11	0	0	57	21	0	0	17
12	0	1	1	0	10	0	23
Total	78	57	77	21	10	0	51
Enrolled in AP/IB Course					10	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	0	4	77	0
10	75	0	0	4	3	0
11	5	77	0	1	43	0
12	N	N	N	N	N	N
Total	81	77	0	9	123	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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	0	81	0	0	0	0
10	0	80	0	0	0	0
11	0	4	0	0	0	0
12	46	0	0	11	12	0
Total	46	165	0	11	12	0
Enrolled in AP/IB Course	8	15	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	11	12	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	1	0	0	0	0	0	0
10	67	0	0	0	0	0	0
11	79	0	0	0	0	0	0
12	47	0	0	0	0	0	0
Total	194	0	0	0	0	0	0
Enrolled in AP/IB Course	15	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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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.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



Essex County West Caldwell Tech
(13-1390-080)
Grades Offered: 09-12
2018-2019

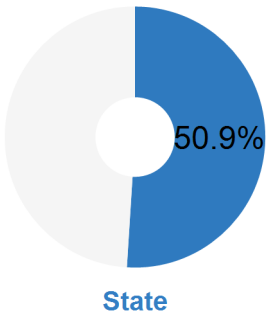
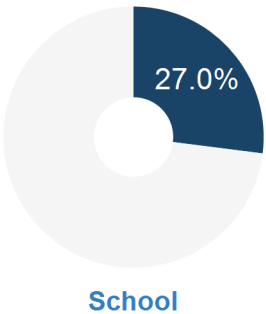
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Visual and Performing Arts – Course Participation

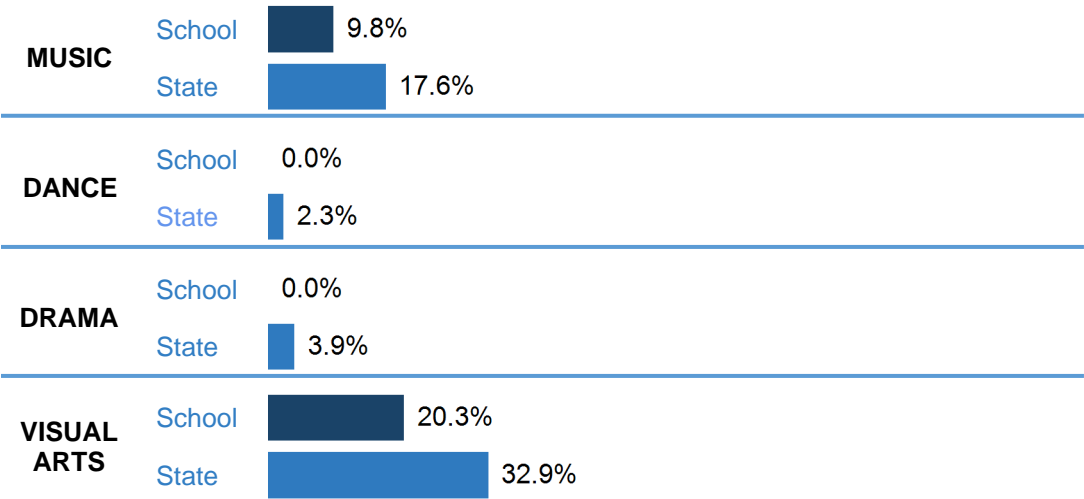
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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





Essex County West Caldwell Tech

(13-1390-080)

Grades Offered: 09-12

2018-2019

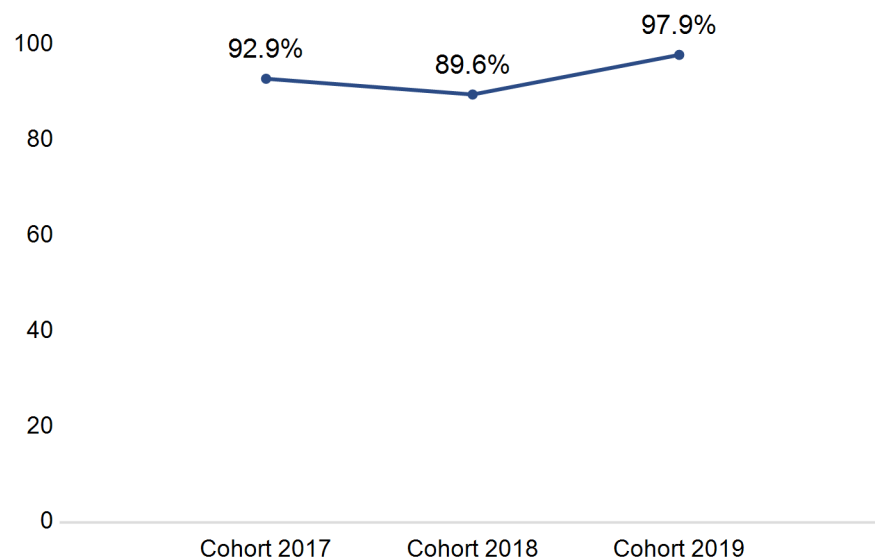
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

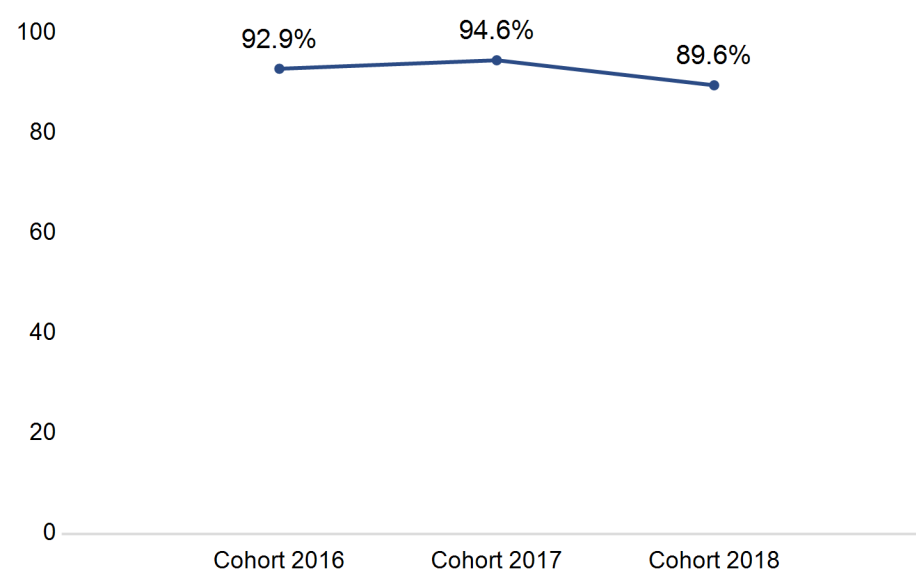
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.9%	89.6%	97.9%	92.9%	94.6%	89.6%
Annual Target	90.7%	90.9%		85.6%	86.1%	
Met Annual Target?	Met Target	Not Met		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.9%	90.6%	89.6%	92.5%	89.6%	90.9%	Not Met	94.6%	86.1%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	100.0%	84.5%	96.8%	87.3%	96.8%	N	Met Goal	97.1%	N	Met Goal
Black or African American	95.2%	83.3%	83.3%	87.1%	83.3%	86.5%	Not Met	*	82.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	100.0%	92.8%	89.5%	94.4%	89.5%			93.3%		
Male	95.0%	88.5%	89.7%	90.8%	89.7%			96.2%		
Economically Disadvantaged Students	97.2%	84.0%	93.5%	87.3%	93.5%	90.2%	Met Target	95.7%	N	Met Goal
Students with Disabilities	*	79.2%	74.1%	83.8%	74.1%	86.7%	Not Met	87.5%	79.2%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Essex County West Caldwell Tech

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	87.0%	54.3%
Substitute Competency Test	8.7%	32.6%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	4.3%	13.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.0%	1.1%



Essex County West Caldwell Tech
 (13-1390-080)
 Grades Offered: 09-12
 2018-2019

Report Key:

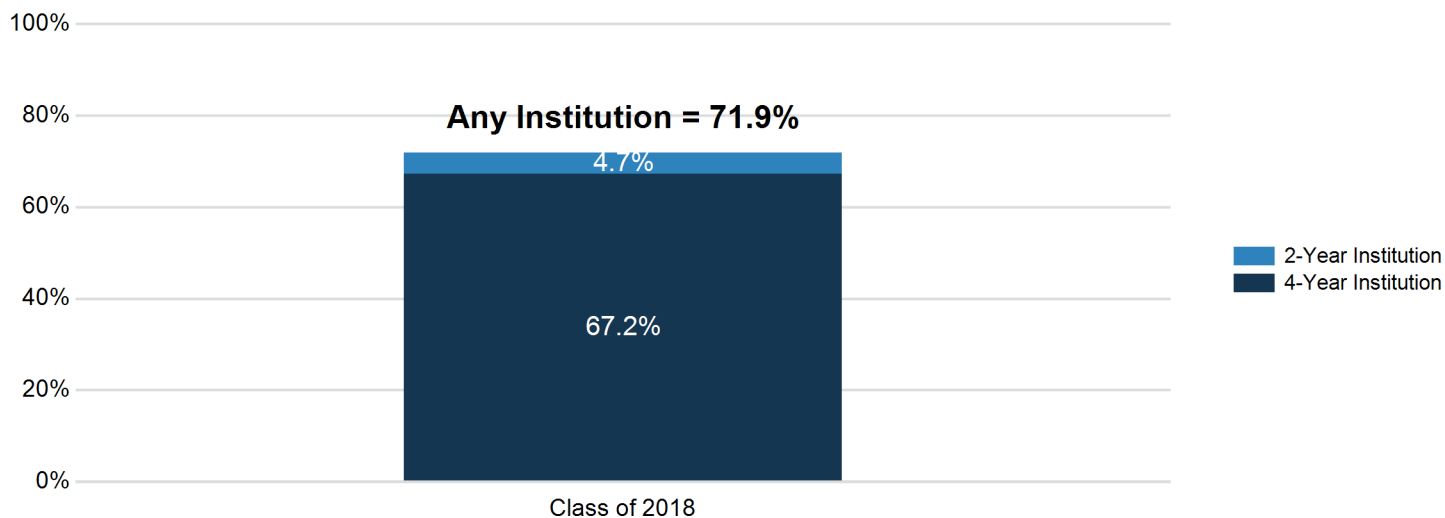
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	4.7%
% Enrolled in 4-Year Institution	67.2%
% Enrolled in Any Postsecondary Institution	71.9%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	57.1%	7.1%	92.9%
White	*	*	*
Hispanic	52%	7.7%	92.3%
Black or African American	63.6%	7.1%	92.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	63.6%	9.5%	90.5%
Students with Disabilities	33.3%	25%	75%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.9%	6.5%	93.5%	58.7%	41.3%	91.3%	8.7%
White	*	*	*	*	*	*	*
Hispanic	76.7%	8.7%	91.3%	56.5%	43.5%	100%	0%
Black or African American	72.4%	4.8%	95.2%	61.9%	38.1%	81%	19%
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	70.8%	5.9%	94.1%	61.8%	38.2%	91.2%	8.8%
Students with Disabilities	50%	7.7%	92.3%	53.8%	46.2%	100%	0%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

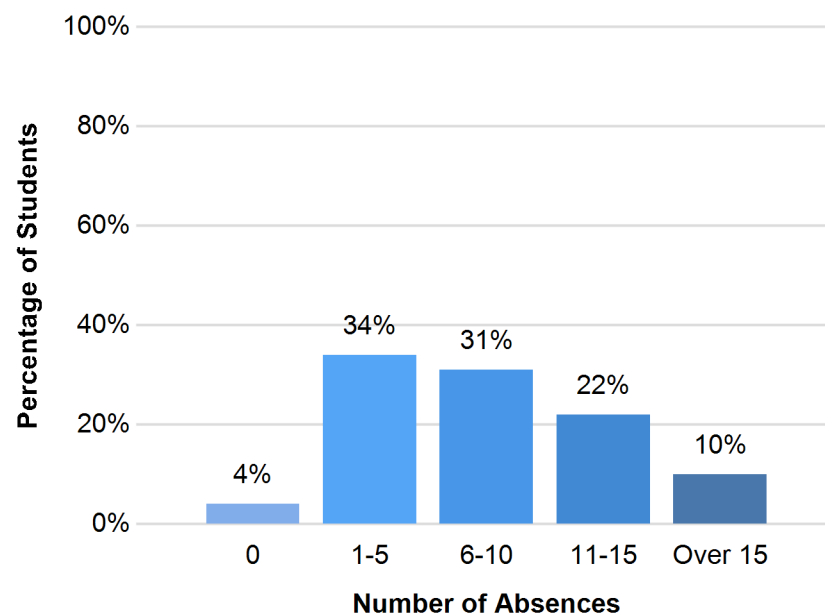
Chronic Absenteeism

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	15	5.0	14.2	Met
White	*	*	**	**
Hispanic	7	4.5	14.2	Met
Black or African American	7	5.1	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	3.6		
Male	9	6.7		
Economically Disadvantaged Students	10	4.4	14.2	Met
Students with Disabilities	6	5.8	14.2	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





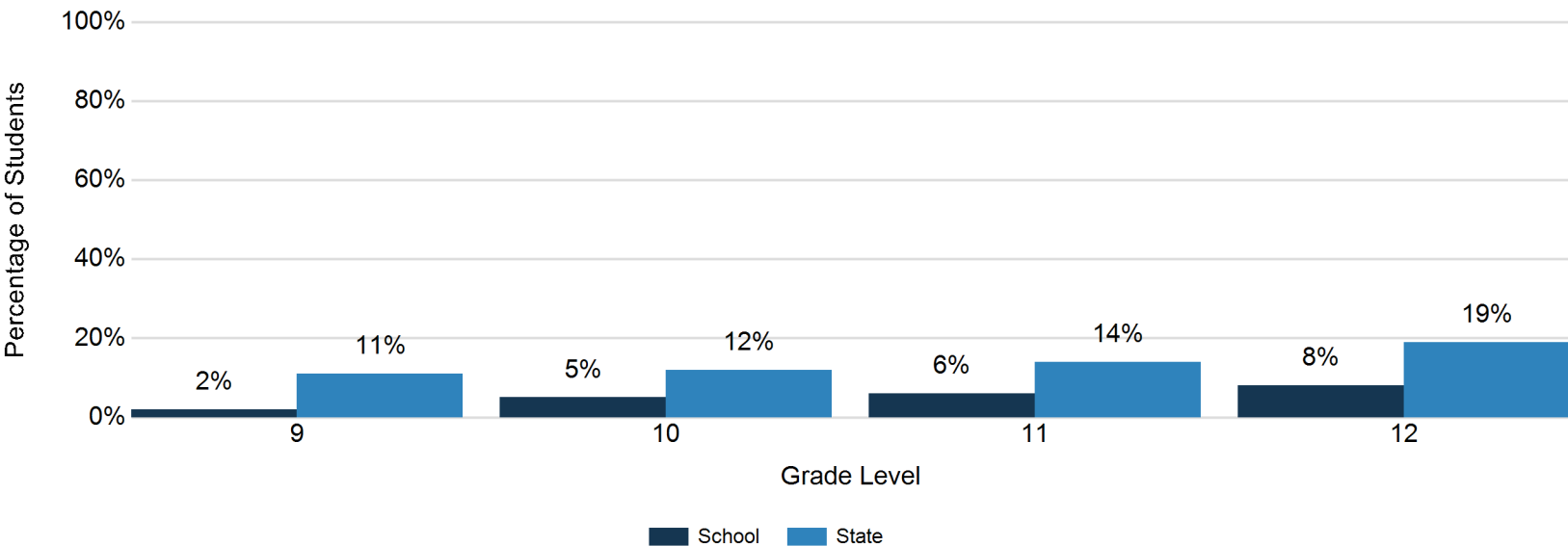
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

Police Notifications

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

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

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

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

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



Essex County West Caldwell Tech
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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	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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 (13-1390-080)
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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	84.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	13.9	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	15:1
Students to Administrators	163:1	137:1
Teachers to Administrators	13:1	9:1
Students to Librarians/Media Specialists		1165:1
Students to Nurses		777:1
Students to Counselors		233:1
Students to Child Study Team Members		466:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.8%	52.0%	50.0%	48.4%	77.1%	54.9%
Male	47.2%	48.0%	50.0%	51.6%	22.9%	45.1%
White	5.1%	88.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	49.0%	8.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	44.9%	4.0%	50.0%	15.0%	6.6%	13.9%
Asian	0.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

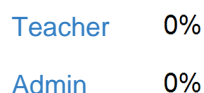
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	83.5%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

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
2018-19	97.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	32.9%	46.5%	52.6%
Math Proficiency	20.5%	24.5%	21.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.9%	89.6%	97.9%
5-Year Graduation Rate†	92.9%	94.6%	89.6%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.3%	2.0%	5.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target†	Not Met	Met Target	N	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Target	Met Goal	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Met Target	n/a	Met	No
English Learners	**	**	**	**	**	**	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

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 <p>Highlights:</p>	<ul style="list-style-type: none"> West Caldwell Tech received "Green Ribbon Schools" recognition in 2016 from New Jersey Department of Education. Sustainable Jersey for Schools - Bronze. West Caldwell Tech increased the number of Advanced Placement (AP) classes offered. West Caldwell Tech maintains a 1:1 device program. Technology is a key component in meeting the needs of our students.
 <p>Mission, Vision, Theme:</p>	<p>MISSION STATEMENT: To create a safe and supportive learning environment where everyone feels valued and respected. Equip students with the necessary knowledge and skills required to excel in a complex, interconnected ever changing world.</p> <p>VISION STATEMENT: Essex County Schools of Technology - West Caldwell will be an exemplary 21st Century learning community where graduates are empowered to be innovative engaged citizens and agents of change and continued growth.</p> <p>MOTTO: The Fearless Pursuit of Excellence!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>ECVTS West Caldwell Tech, was one of five New Jersey schools to win the US Department of Education's prestigious "Green Ribbon School" award in 2016. We were also recognized by the New Jersey Audubon (NJA), New Jersey Department of Environmental Protection (NJDEP), New Jersey School Boards Association (NJSBA), New Jersey Association of School Administrators (NJASA) and the New Jersey Sustainable Jersey for Schools - Bronze.</p>






Essex County West Caldwell Tech
 (13-1390-080)
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 2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our educational program offers a variety of academic courses and Career and Technical Education (CTE) programs that meet the needs and interests of all of our students, including Honors, English Learners, and Special Education. In addition to college level courses, advanced placement courses are offered in the following areas: AP Language & Composition, AP Literature & Composition, AP Calculus AB, AP Spanish Language & Culture, AP US History, AP World History. Our CTE programs include: Culinary Arts, Cosmetology, Animal Science, Commercial Arts, Building Trades, Music Production, Engineering/Robotics, Automotive Technology, and Business Organization & Management. These course offerings coupled with structured learning experiences afford our students a personalized educational experience that extends beyond the classroom walls and prepare them for college and careers. In addition, students take dual college credit courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Soccer (Boys), Softball (Girls), Volleyball (Boys & Girls)</p> <p>ECVTS West Caldwell Tech increased its Interscholastic sports offerings. The goal is to promote citizenship and sportsmanship. Ultimately, instill school pride, a sense of community, teach lifelong lessons of teamwork and perseverance, while promoting the physical and emotional development of our students. One highlight was the Boys Volleyball NJ Tech League Champs (back to back) in the one day event at the PowerZone Volleyball Center in Denville, NJ.</p>
 <p>Clubs and Activities:</p>	<p>In addition to our sports program offerings, our students enjoy a number of extracurricular activities enhance their learning experience. Some of these include: Girls Who Code, National Honor Society, Robotics Club, Senior Class Advisor, Skills USA, Yearbook, Technology Student Association, DECA, FFA, Internet Radio Advisor, and Student Council, Key Club, and FCCLA</p>






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 <p>Before and After School Programs:</p>	<p>Student progress is continuously monitored. Despite transportation issues struggling students, grades 9 -12 are assigned to after school classes for up to four days per week. The English Learner students also attend after school classes for an hour a day for four days in which they are offered targeted instruction in mathematics and language arts.</p>
 <p>Staff and Professional Learning:</p>	<p>In addition to NJ mandated training, the school district offers a number of opportunities and resources to support continuous learning and professional growth. Professional learning is offered using a combination of online and in-person workshops, including Safe Schools, in-district workshops, tuition reimbursement courses/programs, and out-of-district conferences and workshop opportunities for the various content area teachers and school/district leadership. Workshops offered are geared towards enhancing teaching and learning and addressing the social and emotional needs of students.</p>
 <p>Postsecondary Information:</p>	<p>In 2018-19, over 69% of the graduating students indicated that they will be attending a 4 or 2-year College, including Rutgers, Seton Hall and Johnson and Wales Universities. Just over 13% indicated employment and 1.9% for joining the military. Twenty five percent of students indicated that they are the first in their family to attend college. Students are supported by attending classes after school, which prepare them for college entrance examinations such as SAT, ACT and Advanced Placement courses. In addition, there is a robust dual college credit program in which students gain college credits by completing various courses. To further facilitate students in transitioning to post-secondary endeavors, the web based platform Naviance is used. The program allows students to efficiently submit college applications, transcripts, school forms, recommendations and other documents. School counselors can also track the progress of individual students and communicate with students and parents</p>






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 <p>Student Supports and Services:</p>	<p>Student performance is continuously monitored. Students who are struggling are quickly identified and their deficiencies are addressed with timely interventions. Students with disabilities are assigned to a member of the child study team who addresses learning, behavior and other social needs they may encounter. Meetings are scheduled with other stakeholders – instructors, counselors, parents on an as needed basis so that the welfare of students are addressed.</p>
 <p>Student Health and Wellness:</p>	<p>The district is committed to providing students with healthy and nutritious foods. Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains. Supporting healthy eating through nutrition education. Encouraging students to select and consume all components of the school meal; and Providing students with the opportunity to engage in daily physical activity.</p>
 <p>Parent and Community Involvement:</p>	<p>West Caldwell Tech has a functional Parent Teacher Student Association (PTSA) and Special Education Parent Advisory Group (SEPAG), consisting of a president, vice-president, treasurer and secretary. The body meets at least once per month to evaluate initiatives and discuss ways to improve community outreach and parental involvement. Parents take an active role in their children's education by following and monitor their progress using the web-based PowerSchool portal. They are provided with training in various areas such as using the Power School Parent Portal, HIB, Financial Aid, and state assessments. There is also a District Parent Advisory Council consisting of an executive member of each school, which meets at least three times a year. In addition, there are partnerships with businesses and community organizations such as Dorson Community Foundation that provide students and parents with educational and summer programs.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As part of our needs assessment, climate and culture surveys are conducted in the spring of each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback from most stakeholders: students, parents, and staff. The feedback of the 2018-19 staff survey indicated a positive school culture, with the majority of staff indicating that they feel a sense of ownership and belonging to the school. Over 90% of all stakeholders indicated that there is a safe environment in and around the school, facilitating an environment conducive for learning. The majority of stakeholders also indicated that there are open lines of interpersonal communication, which are honest thus producing healthy, positive outcomes.</p>
 <p>Facilities:</p>	<p>ECVTS West Caldwell Tech was constructed in 1970. A new gymnasium was added in 2003. The school has central air conditioning and is currently undergoing major renovations to enhance the educational facilities in the Career and Technical Education (CTE) areas (e.g. Auto Tech, Cosmetology, Culinary Arts, Carpentry, Masonry, and Greenhouse). To facilitate the renovations, the school is temporarily located at 209 Franklin St, Bloomfield, Nj 07003 for the 2019-20 school year.</p>
 <p>School Safety:</p>	<p>West Caldwell Tech has taken multiple measures in ensuring the safety and security of all its students and staff. Some of the policies and procedures implemented are as follows; trained security guards from Gateway Securities, partnering with local Sheriff Department to be present before, during and after school and during any afterschool functions that draw in large crowds, established a school emergency/crisis planning team to develop procedures on how to respond to emergency/crisis situations, ensure all staff and students are aware of emergency procedures, school administrators are provided with two-way radios to communicate with school security personnel directly, conduct monthly security drills to test the emergency plans and video surveillance around the school buildings to monitor/supervise common areas.</p>




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 <p>Technology and STEM:</p>	<p>The STEM curriculum was anchored around building and programing the Raspberry Pi Robot. This was done using the GoPiGo Raspberry Pi Robot Advanced Classroom Package, which includes Advanced Starter Kits. The Starter Kit includes a GoPiGo3, a Raspberry Pi 3, a GoPiGo Servo Package, a Distance Sensor, a microSD Card (with our software), Rechargeable Battery Pack and Smart Charger, Storage Bins, Sensor Mounts, Ethernet Cable, and Power Supply. The project engaged students in hands-on building and programming of a robot based on the Raspberry Pi platform. Students built the robots and programmed them to respond to various stimuli such as judge distance and colors. The program also allowed students to enhance their skills learned in their scheduled robotics classes and prepare them for completion.</p>
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 <p>Other Information</p>	<p>ECVTS West Caldwell Tech school day begins at 8:15am and ends at 2:49pm. The school takes proactive measures to protect the safety and security of all our students and staff members. ECVTS West Caldwell Tech is to have a school safety and security plan. The plan is designed with the help of law enforcement, emergency management, public health officials and all other key stakeholders. Effective communication is essential to creating a teacher-parent relationship. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication from parent conferences to the use of internet technology. Communications are conducted via E-mail from the district/school, online parent portal, district/school e-newsletters, district/school website, and telephone/voice messaging system. We evaluate all applicants equally. Our admissions process consists of completing an application. Students take an assessment in Reading, Language and Mathematics. Next, School personnel schedule and conduct interviews. Finally, the School Admission Committee reviews all student records. ECVTS West Caldwell Tech Uniform Policy was implemented to maintain a safe, respectful, and positive learning environment, to model good citizenship, and promote school pride.</p>
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