



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-304

HUDSON

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525 Montgomery Street

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2015-2016 School Performance Reports

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

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

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

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

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



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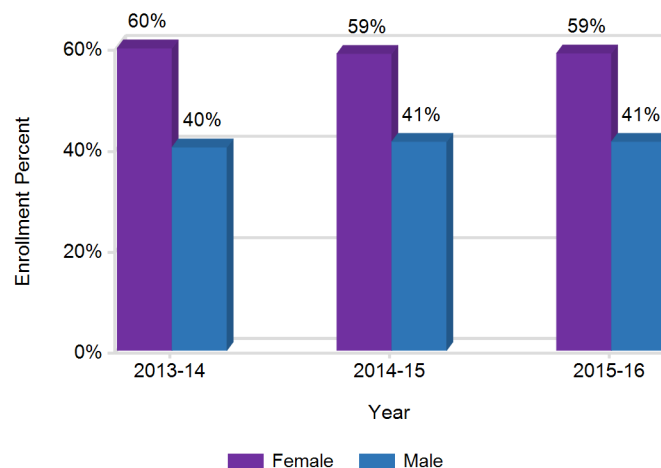
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	37	45	32
Grade 10	33	50	41
Grade 11	33	39	49
Grade 12	24	33	38
UG	0	0	0
Total	127	167	160

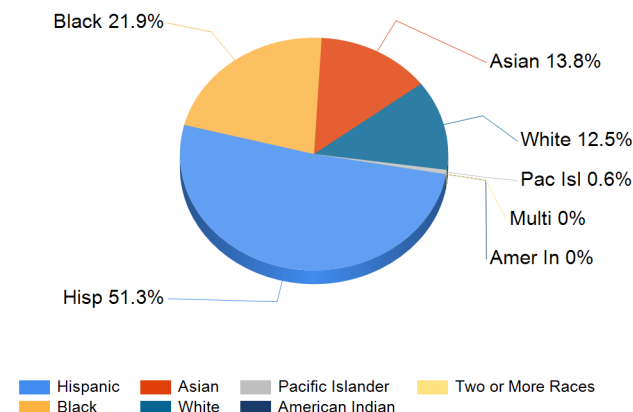
Enrollment by Gender

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



Enrollment by Ethnic/ Racial Subgroup

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



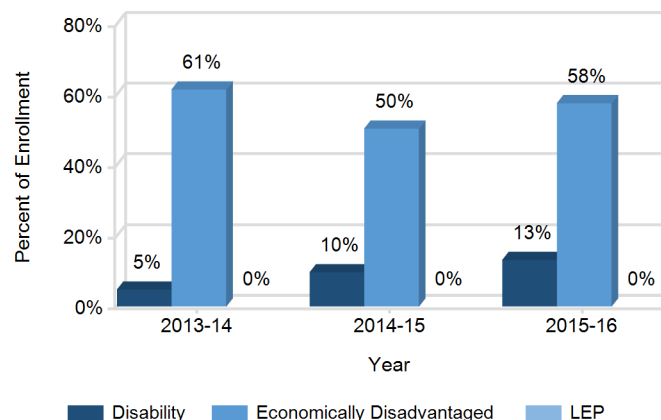
Full Time vs Shared Time

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

	2013-14	2014-15	2015-16
Full Time Equivalent	127	167	160
Full Time Head Count	127	167	160
Shared Time Head Count	0	0	0

Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	84.4%
Spanish	8.8%
Urdu	2.5%
Tagalog	0.6%
Vietnamese	0.6%
Other	3.0%

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	20%	S	18
Mathematics Met or Exceeded Expectations	1%	S	16

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	69	20%	18	97%	✓	69	1%	16	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	37	27%	23	98%	✓	37	3%	17	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	728	766	760	10%	26%	45%	19%	N	19%	49%
White	S	S	771	762	S	S	S	S	S	S	58%
African American	S	S	760	748	S	S	S	S	S	S	30%
Hispanic	17	726	760	751	12%	35%	29%	24%	N	24%	34%
Asian	S	S	774	794	S	S	S	S	S	S	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	S	S	715	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	765	749	S	S	S	S	S	S	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	717	763	756	29%	27%	22%	22%	N	22%	44%
White	S	S	770	758	S	S	S	S	S	S	50%
African American	S	S	746	742	S	S	S	S	S	S	28%
Hispanic	22	714	758	747	41%	9%	23%	27%	N	27%	33%
Asian	S	S	772	792	S	S	S	S	S	S	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	S	S	711	708	S	S	S	S	S	S	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	25	715	760	743	32%	32%	12%	24%	N	24%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	742	766	754	8%	17%	33%	38%	4%	42%	40%
White	S	S	771	755	S	S	S	S	S	S	42%
African American	11	747	751	742	N	18%	46%	27%	9%	36%	30%
Hispanic	22	734	758	748	14%	14%	36%	36%	N	36%	37%
Asian	S	S	778	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	S	S	714	716	S	S	S	S	S	S	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	29	743	762	745	10%	14%	35%	35%	7%	41%	33%

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

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



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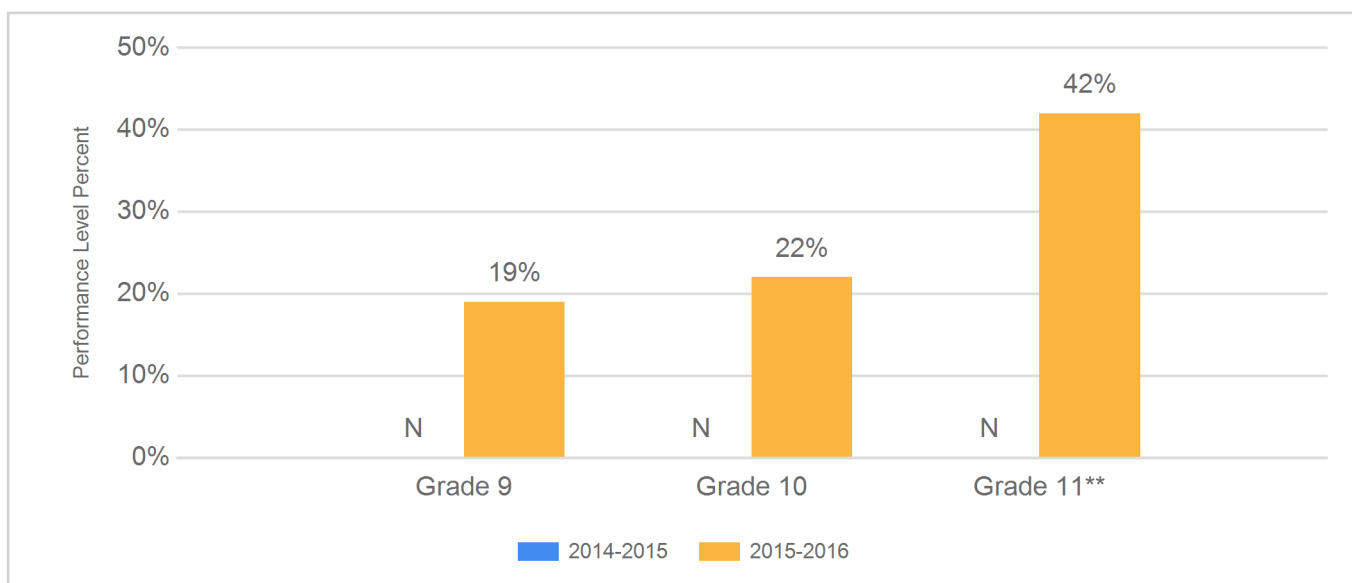
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	743	741	S	S	S	S	S	S	41%
White	S	S	744	743	S	S	S	S	S	S	51%
African American	S	S	739	735	S	S	S	S	S	S	20%
Hispanic	S	S	739	740	S	S	S	S	S	S	25%
Asian	S	S	755	765	S	S	S	S	S	S	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	S	S	709	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	746	738	S	S	S	S	S	S	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	740	736	S	S	S	S	S	S	27%
White	S	S	743	740	S	S	S	S	S	S	34%
African American	S	S	730	727	S	S	S	S	S	S	9%
Hispanic	21	715	737	731	14%	57%	14%	14%	N	14%	13%
Asian	S	S	748	759	S	S	S	S	S	S	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	S	S	717	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	29	720	739	729	7%	52%	31%	10%	N	10%	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	724	735	S	S	S	S	S	S	27%
White	S	S	731	742	S	S	S	S	S	S	31%
African American	S	S	711	712	S	S	S	S	S	S	8%
Hispanic	S	S	716	719	S	S	S	S	S	S	12%
Asian	S	S	739	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	S	S	685	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	722	715	S	S	S	S	S	S	11%

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



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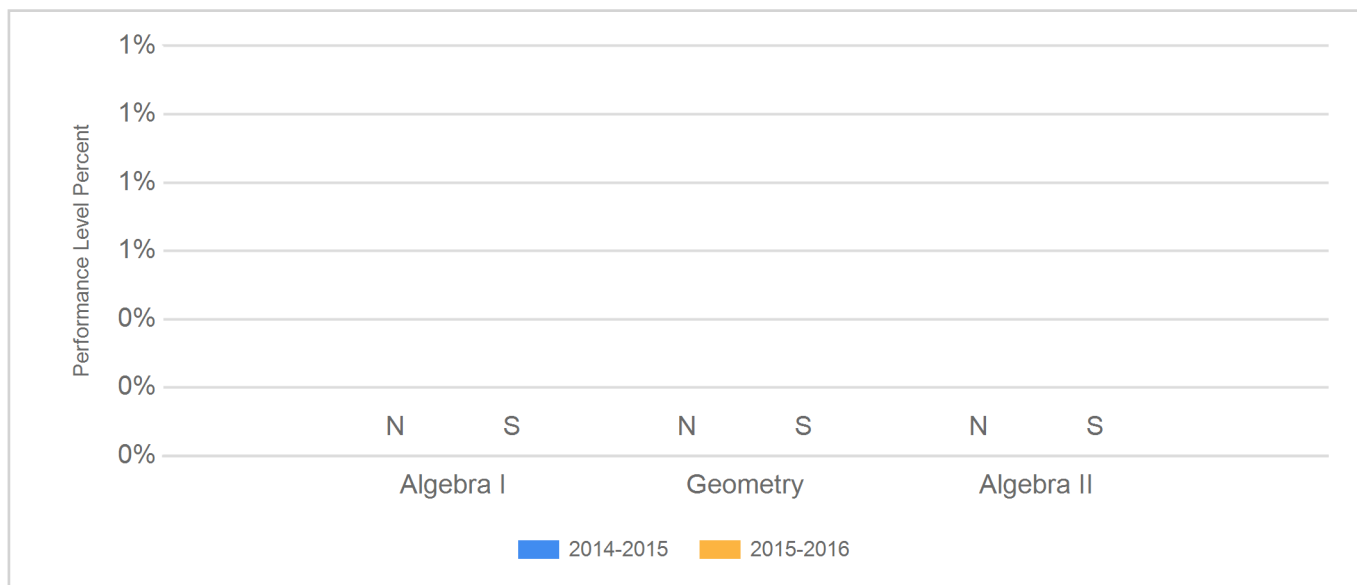
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PARCC Math Performance Trends

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





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

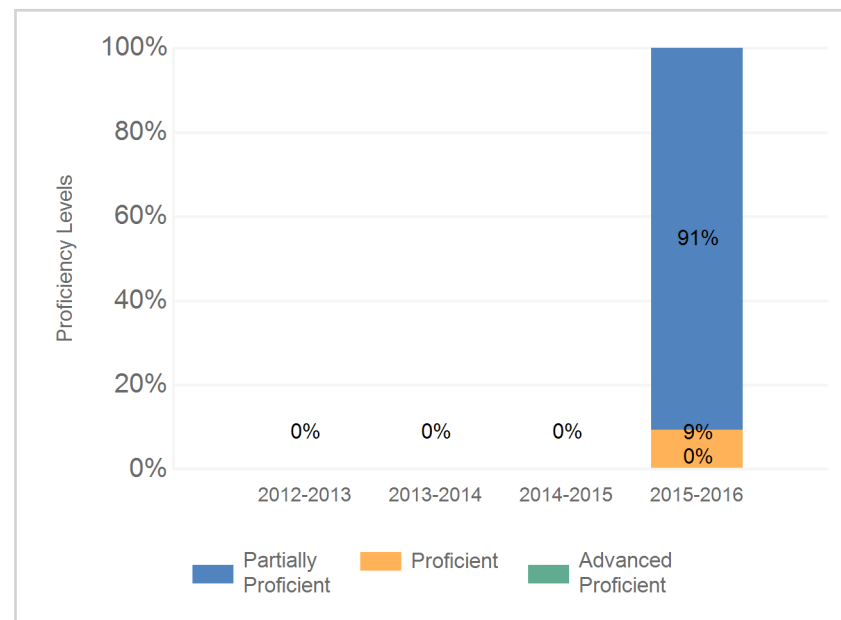
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	9%	91%
White	S	S	S
African American	S	S	S
Hispanic	N	6%	94%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	8.2%	95.5%
Percent of Students Participating in SAT	12.6%	58.0%
Percent of Students Participating in ACT	0.0%	27.6%

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	9%	71%
Math	530	N	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	S	950
SAT	-	-
Reading and Writing	420	537
Math	444	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	S	S	S
SAT	-	-	-
Reading and Writing	450	410	390
Math	490	460	410
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N

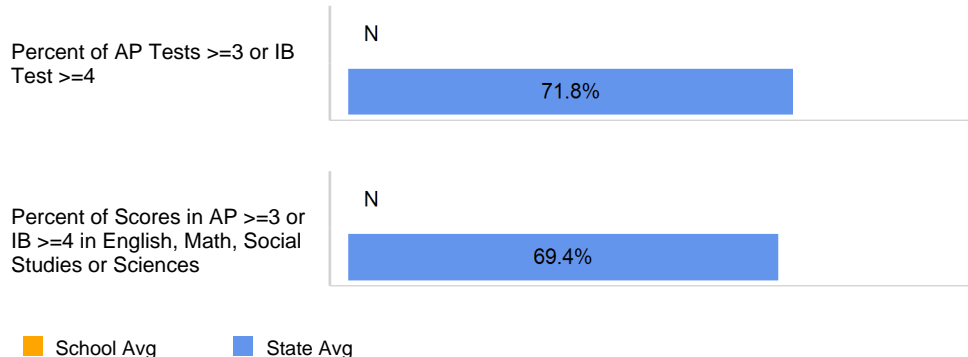


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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

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

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



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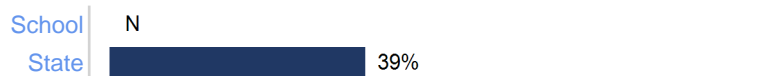
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Visual and Performing Arts

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

MUSIC



DRAMA



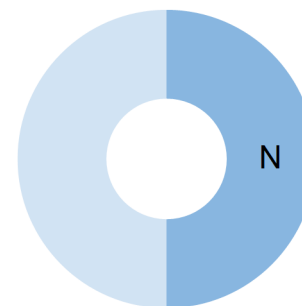
DANCE



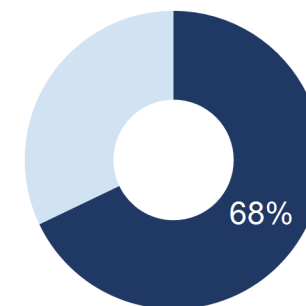
VISUAL ARTS



Any Visual and Performing Arts



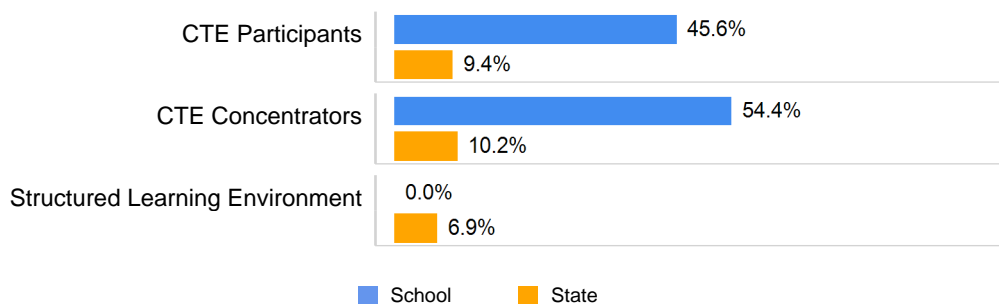
School



State

Career and Technical Education Participation

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



School State



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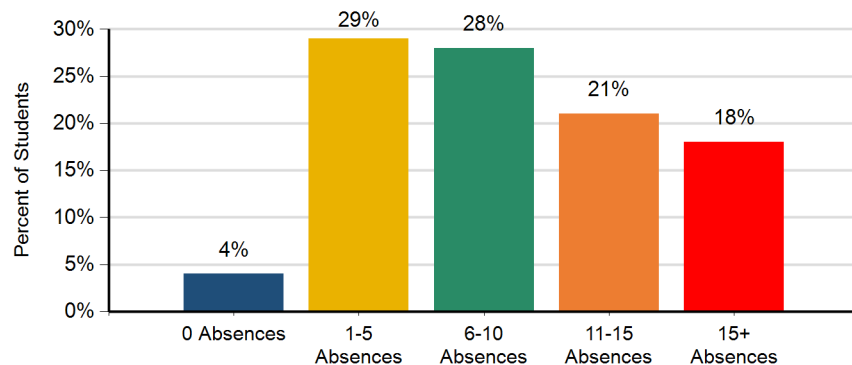
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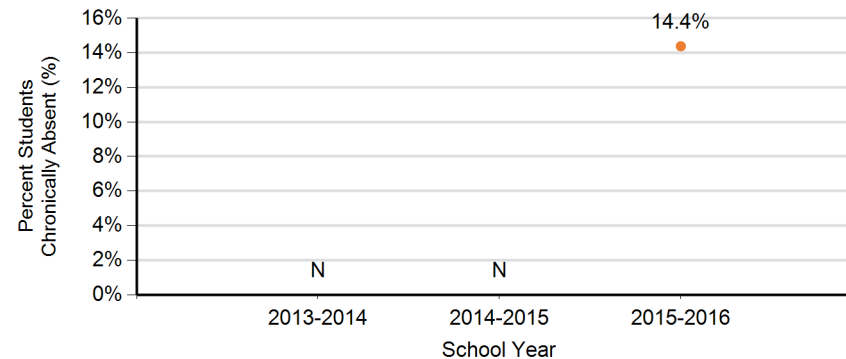
Absenteeism

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



Chronic Absenteeism Trend

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





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Graduation Rate by Subgroup

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

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

Dropout Rate by Subgroup

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

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



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	S	S
2014	S	S
2015	97%	97%
2016	100%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	91.2%	32.3%	67.7%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-304

HUDSON

HUDSON COUNTY VOCATIONAL

Academy of Technology Design

525 Montgomery Street

Jersey City, NJ 07302-3237

Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	56:1
Administrator	160:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



State of New Jersey
2015-2016

17-2295-305
HUDSON
HUDSON COUNTY VOCATIONAL
Bayonne Academy
669 Avenue A
Bayonne, NJ 07002-1851

2015-2016 School Performance Reports

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

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

17-2295-305
HUDSON
HUDSON COUNTY VOCATIONAL
Bayonne Academy
669 Avenue A
Bayonne, NJ 07002-1851

Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	12	2	31
Grade 10	38	10	22
Grade 11	10	29	14
Grade 12	70	10	48
UG	9	4	17
Total	138	53	131

Full Time vs Shared Time

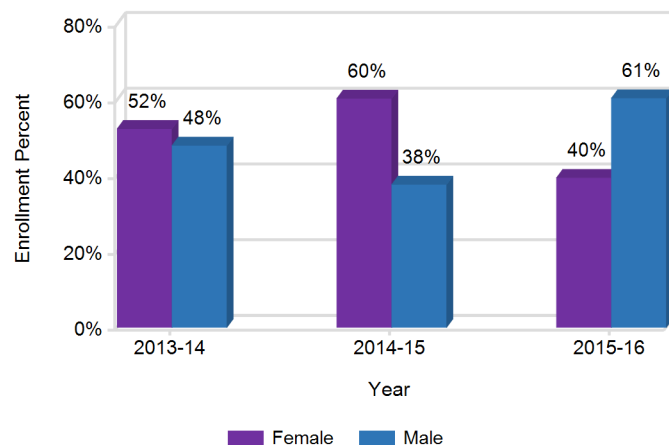
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	138	53	131
Full Time Head Count	1	0	0
Shared Time Head Count	273	106	261

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

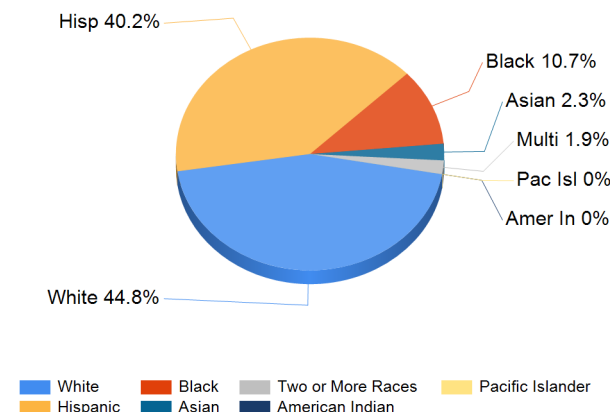
Enrollment by Gender

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



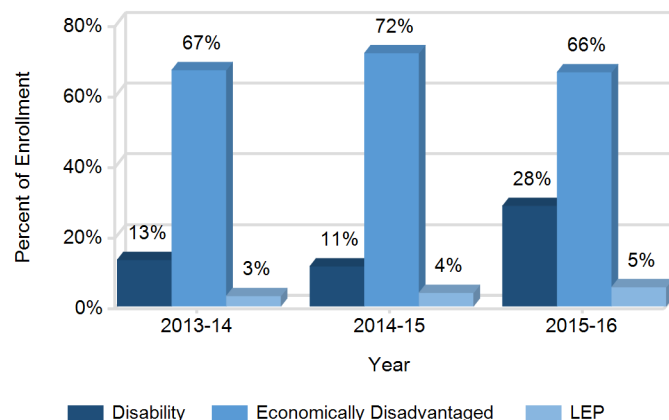
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	69.0%
Spanish	17.2%
Arabic	11.5%
Polish	1.1%
Urdu	0.4%
Other	0.8%



State of New Jersey
2015-2016

17-2295-305
HUDSON
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Bayonne Academy
669 Avenue A
Bayonne, NJ 07002-1851

Length of School Day

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

	School
2015-16	3 Hrs. 0 Mins.

Instructional Time

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

2015-16	School
Full Time	3 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	29:1
Administrator	131:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	100%



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

HUDSON

HUDSON COUNTY VOCATIONAL

County Prep High School

525 MONTGOMERY STREET

JERSEY CITY, NJ 07306-3237

2015-2016 School Performance Reports

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- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

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

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



State of New Jersey 2015-2016

Grade Span 09-12

17-2295-030

HUDSON

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JERSEY CITY, NJ 07306-3237

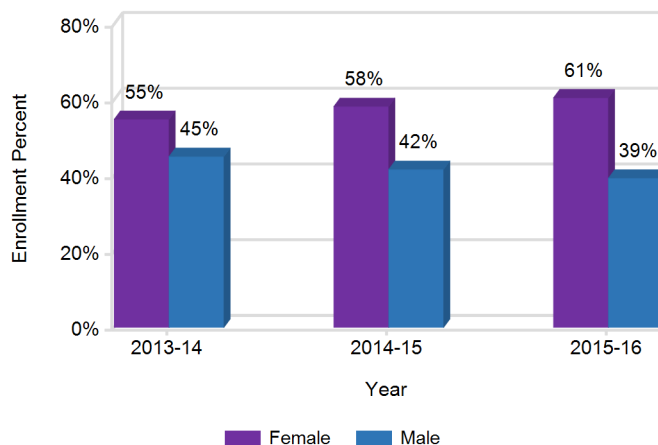
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	172	202	229
Grade 10	178	170	203
Grade 11	157	179	170
Grade 12	150	157	179
UG	0	0	0
Total	657	708	781

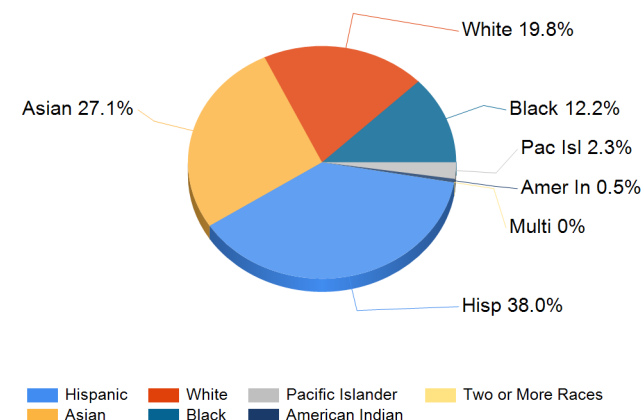
Enrollment by Gender

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



Enrollment by Ethnic/ Racial Subgroup

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



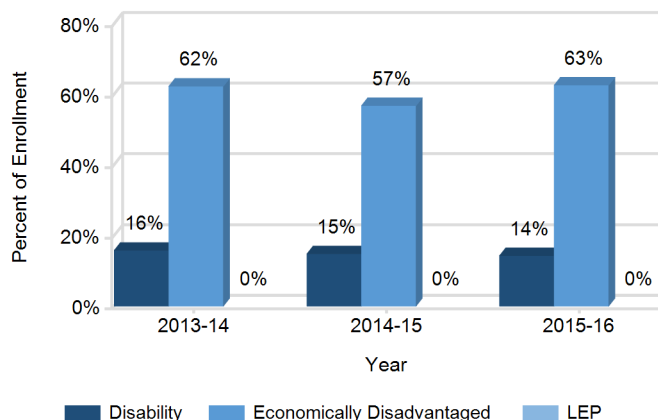
Full Time vs Shared Time

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

	2013-14	2014-15	2015-16
Full Time Equivalent	657	708	781
Full Time Head Count	657	708	781
Shared Time Head Count	0	0	0

Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	65.0%
Spanish	14.9%
Arabic	4.2%
Gujarati	2.8%
Tagalog	2.3%
Other	10.5%

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



State of New Jersey
2015-2016

Grade Span 09-12

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	71%	S	59
Mathematics Met or Exceeded Expectations	30%	S	53

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	421	71%	59	98%	✓	421	30%	53	98%	✓
White	86	79%	53	97%	✓	86	24%	45	97%	✓
African American	61	69%	57	95%	✓	61	30%	53	95%	✓
Hispanic	167	60%	60	100%	✓	167	25%	55	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	104	81%	51	100%	✓	104	42%	34	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	56	9%	43	97%	✓	56	2%	38	97%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	265	73%	66	99%	✓	265	33%	64	99%	✓



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

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County Prep High School

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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	225	762	766	760	4%	5%	14%	70%	7%	77%	49%
White	53	764	771	762	6%	N	11%	76%	8%	83%	58%
African American	S	S	760	748	S	S	S	S	S	S	30%
Hispanic	85	755	760	751	4%	11%	20%	62%	4%	66%	34%
Asian	50	768	774	794	N	2%	12%	76%	10%	86%	78%
American Indian	S	S	S	777	S	S	S	S	S	S	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	S	S	S	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	149	763	765	749	3%	6%	11%	74%	7%	81%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

HUDSON

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County Prep High School

525 MONTGOMERY STREET

JERSEY CITY, NJ 07306-3237

PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	198	753	763	756	8%	7%	22%	52%	11%	63%	44%
White	34	755	770	758	9%	3%	15%	65%	9%	74%	50%
African American	S	S	746	742	S	S	S	S	S	S	28%
Hispanic	83	751	758	747	8%	10%	29%	42%	11%	53%	33%
Asian	54	758	772	792	6%	2%	17%	67%	9%	76%	69%
American Indian	S	S	743	756	S	S	S	S	S	S	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	S	S	711	708	S	S	S	S	S	S	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	117	755	760	743	7%	10%	20%	51%	12%	63%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

HUDSON

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County Prep High School

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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	164	765	766	754	6%	7%	15%	52%	21%	73%	40%
White	26	758	771	755	N	12%	27%	54%	8%	62%	42%
African American	14	751	751	742	21%	7%	N	50%	21%	71%	30%
Hispanic	68	757	758	748	9%	7%	24%	46%	15%	60%	37%
Asian	56	781	778	783	N	5%	2%	59%	34%	93%	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	S	S	714	716	S	S	S	S	S	S	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	98	762	762	745	3%	10%	17%	59%	10%	69%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

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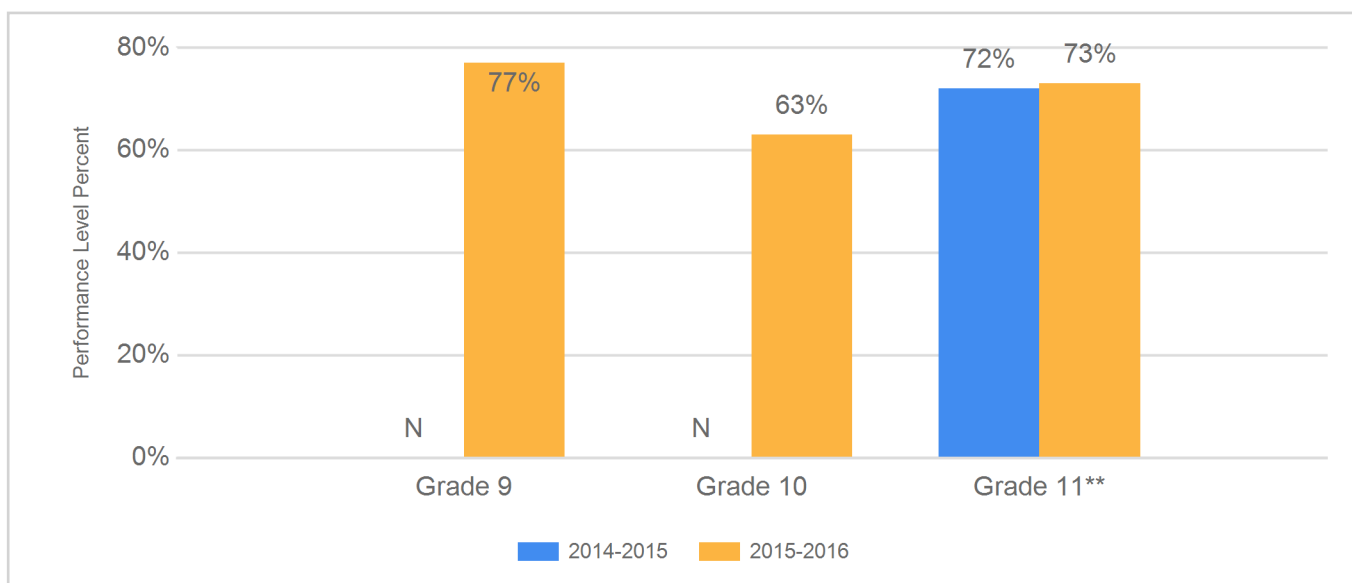
County Prep High School

525 MONTGOMERY STREET

JERSEY CITY, NJ 07306-3237

PARCC ELA Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 09-12

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County Prep High School

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	132	746	743	741	8%	14%	28%	51%	N	51%	41%
White	25	735	744	743	12%	20%	32%	36%	N	36%	51%
African American	S	S	739	735	S	S	S	S	S	S	20%
Hispanic	58	742	739	740	10%	17%	28%	45%	N	45%	25%
Asian	25	761	755	765	N	N	24%	76%	N	76%	76%
American Indian	S	S	S	751	S	S	S	S	S	S	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	S	S	S	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	84	748	746	738	6%	14%	23%	57%	N	57%	23%

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



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

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County Prep High School

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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	170	745	740	736	1%	16%	36%	47%	1%	47%	27%
White	32	747	743	740	3%	3%	44%	50%	N	50%	34%
African American	S	S	730	727	S	S	S	S	S	S	9%
Hispanic	69	743	737	731	N	22%	35%	44%	N	44%	13%
Asian	52	750	748	759	N	12%	31%	56%	2%	58%	61%
American Indian	S	S	729	732	S	S	S	S	S	S	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	S	S	717	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	95	745	739	729	1%	14%	38%	47%	N	47%	12%

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



State of New Jersey
2015-2016

Grade Span 09-12

17-2295-030

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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	231	719	724	735	26%	27%	35%	13%	N	13%	27%
White	47	722	731	742	19%	26%	45%	11%	N	11%	31%
African American	S	S	711	712	S	S	S	S	S	S	8%
Hispanic	S	S	716	719	S	S	S	S	S	S	12%
Asian	55	729	739	778	16%	15%	49%	20%	N	20%	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	S	S	685	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	149	721	722	715	24%	28%	36%	13%	N	13%	11%

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



State of New Jersey
2015-2016

Grade Span 09-12

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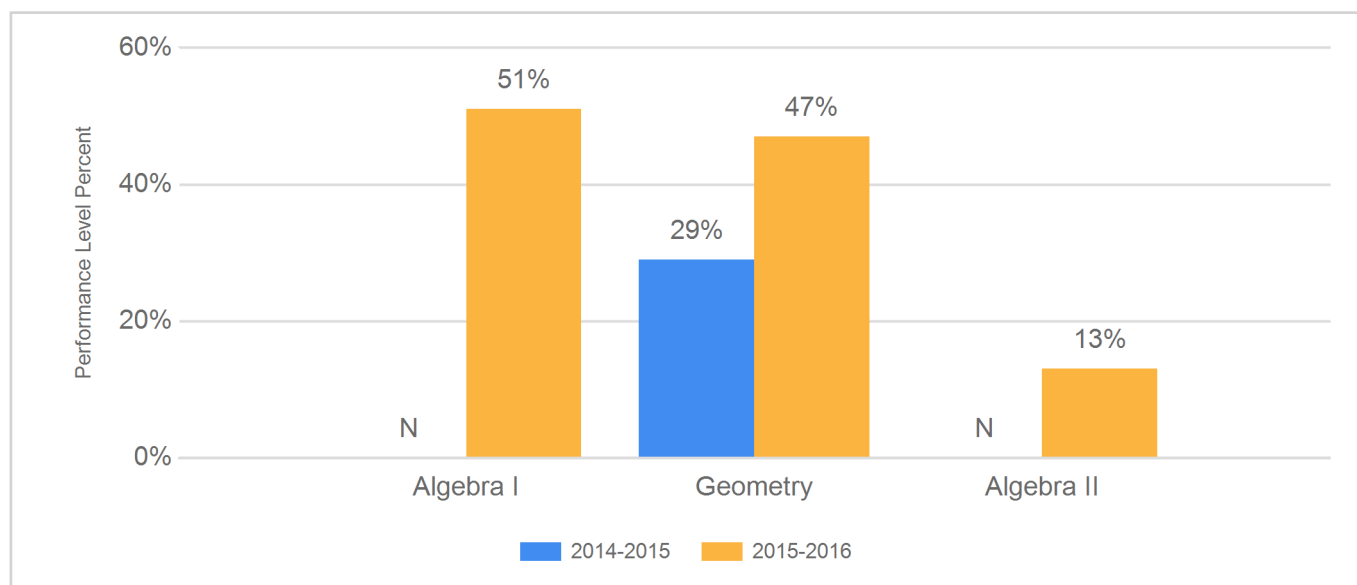
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 09-12

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

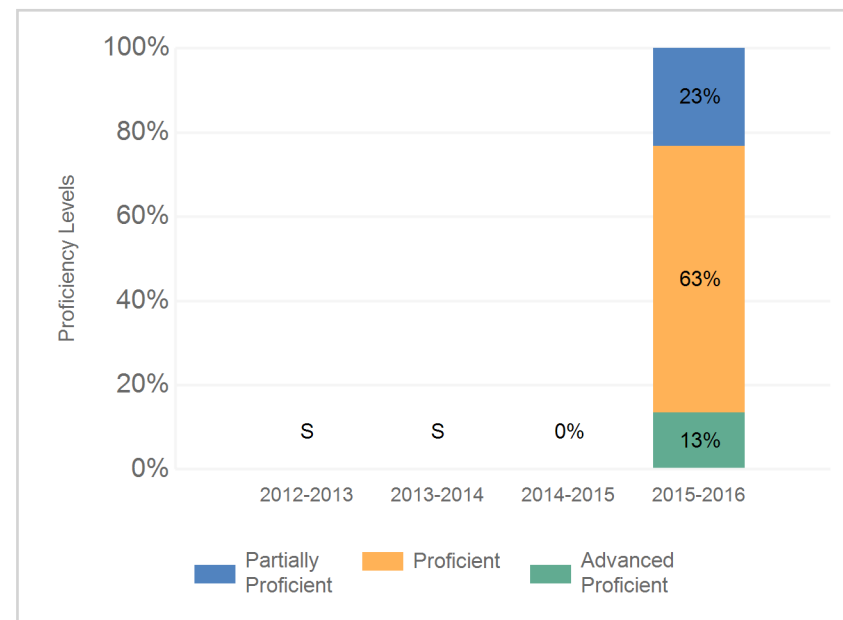
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	13%	63%	23%
White	21%	56%	23%
African American	19%	53%	28%
Hispanic	7%	62%	31%
American Indian	S	S	S
Asian	10%	81%	10%
Two or More Races	N	N	N
Students with Disability	N	20%	80%
English Language Learners	N	N	N
Economically Disadvantaged Students	17%	64%	19%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	95.4%	58.0%
Percent of Students Participating in ACT	16.8%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	923	950
SAT	-	-
Reading and Writing	527	537
Math	532	538
ACT	-	-
Reading	22	23
English	20	22
Math	22	23
Science	21	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	74%	71%
Math	530	54%	53%
ACT	-	-	-
Reading	22	47%	58%
English	18	63%	74%
Math	22	57%	61%
Science	23	43%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1020	930	830
SAT	-	-	-
Reading and Writing	590	520	470
Math	590	530	480
ACT	-	-	-
Reading	27	21	16
English	24	21	16
Math	27	23	17
Science	24	22	16

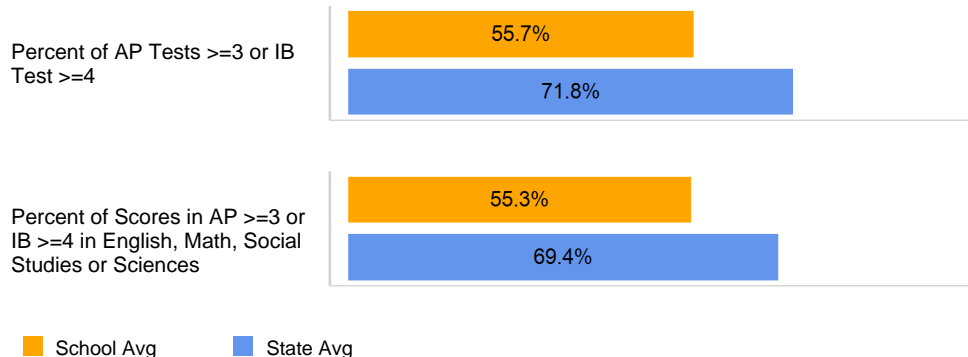


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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	48.7%	39.1%
One of More Test	17.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	13.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	16
AP Calculus AB	9	3
AP Calculus BC	0	2
AP Chemistry	9	7
AP Computer Science A	12	6
AP English Literature and Composition	18	13
AP Human Geography	15	5
AP Physics 1	0	4
AP Physics B	19	0
AP Spanish Language	4	4
AP Spanish Literature	0	4
AP Studio Art—General Portfolio	0	3
AP U.S. Government and Politics	23	4
AP U.S. History	24	7
IB Psychology	62	0
Student AP Tests ≥ 3 and IB Tests ≥ 4		34



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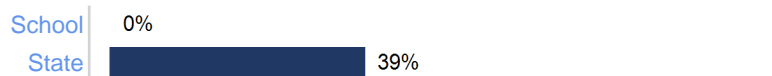
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Visual and Performing Arts

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

MUSIC



DRAMA



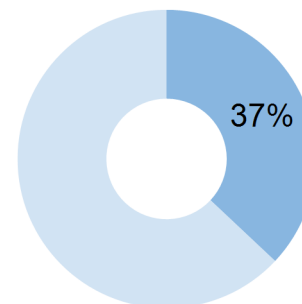
DANCE



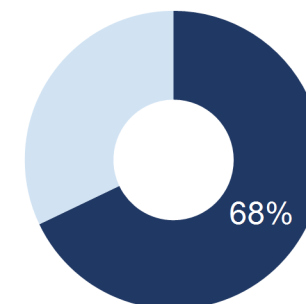
VISUAL ARTS



Any Visual and Performing Arts



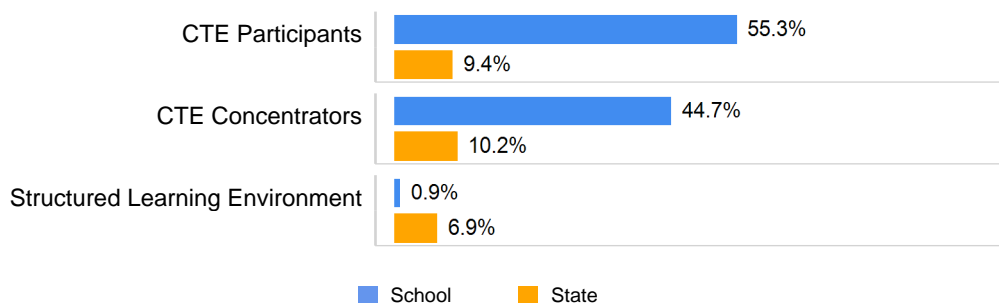
School



State

Career and Technical Education Participation

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



School State



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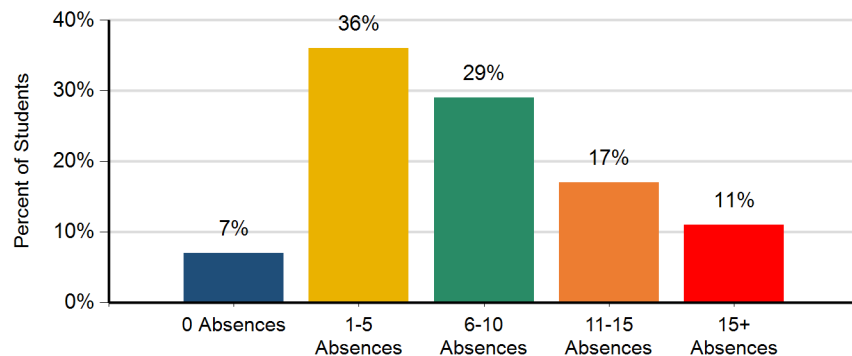
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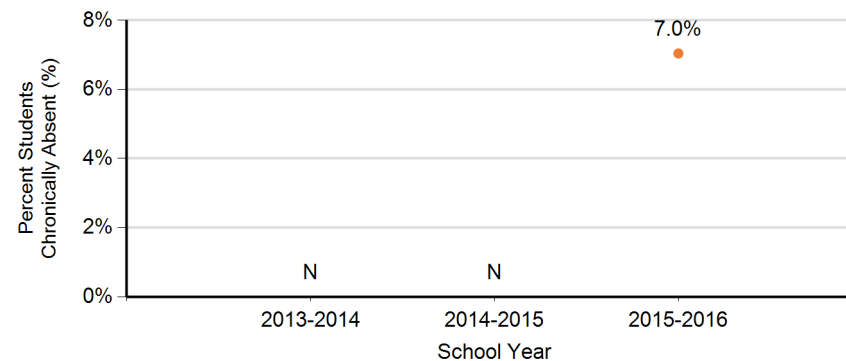
Absenteeism

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



Chronic Absenteeism Trend

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





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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	99.4%	66	81%
White	100%	100	
African American	S	S	
Hispanic	98.3%	38	
American Indian	S	S	
Asian	100%	100	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	99.1%	52	

Dropout Rate by Subgroup

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

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



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	100%	100%
2014	100%	99%
2015	100%	100%
2016	99%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	89.7%	22.9%	77.1%
White	91.2%	22.6%	77.4%
African American	S	S	S
Hispanic	90.6%	35.4%	64.6%
American Indian	0.0%	0.0%	0.0%
Asian	83.3%	5.0%	95.0%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	91.0%	22.2%	77.8%



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	8:1
Administrator	196:1

Student Suspension Rate

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

	School
2015-16	0.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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2015-2016 School Performance Reports

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

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

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

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

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



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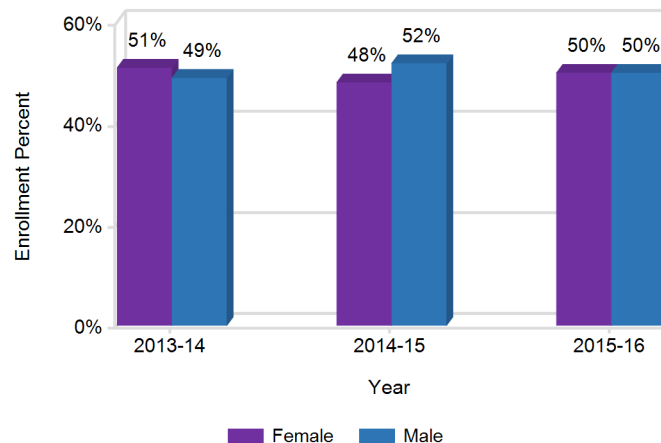
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	12	17	47
Grade 07	18	17	15
Grade 08	19	18	16
UG	0	0	0
Total	49	52	78

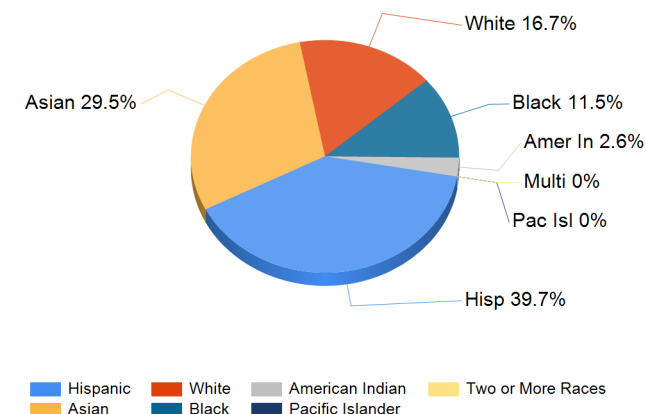
Enrollment by Gender

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



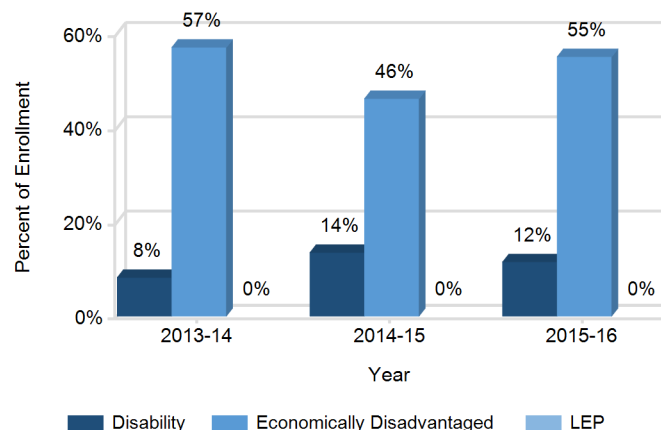
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	82.1%
Spanish	10.3%
Urdu	3.8%
Ukrainian	2.6%
Arabic	1.3%

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



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

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	S	77
Mathematics Met or Exceeded Expectations	41%	S	36

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	74	70%	77	97%	✓	74	41%	36	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	42	74%	96	100%	✓	42	41%	75	100%	✓



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	759	759	750	4%	2%	24%	61%	9%	70%	52%
White	S	S	S	756	S	S	S	S	S	S	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	20	748	748	738	10%	5%	30%	55%	N	55%	37%
Asian	14	769	769	772	N	N	21%	64%	14%	79%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	31	760	760	735	3%	N	26%	65%	7%	71%	33%
PARCC MATH											
Schoolwide	46	744	744	743	7%	13%	33%	44%	4%	48%	43%
White	S	S	S	750	S	S	S	S	S	S	53%
African American	S	S	S	724	S	S	S	S	S	S	20%
Hispanic	20	731	731	730	15%	15%	40%	30%	N	30%	26%
Asian	14	758	758	768	N	7%	21%	64%	7%	71%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	31	743	743	728	3%	16%	39%	39%	3%	42%	23%

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



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	759	759	753	N	21%	14%	36%	29%	64%	56%
White	S	S	S	760	S	S	S	S	S	S	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	S	S	S	739	S	S	S	S	S	S	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	14	740	740	740	N	36%	21%	36%	7%	43%	39%
White	S	S	S	747	S	S	S	S	S	S	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	S	727	S	S	S	S	S	S	21%

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



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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	759	759	753	7%	7%	13%	67%	7%	73%	55%
White	S	S	S	759	S	S	S	S	S	S	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	S	S	S	740	S	S	S	S	S	S	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	S	726	S	S	S	S	S	S	26%
White	S	S	S	732	S	S	S	S	S	S	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	718	S	S	S	S	S	S	18%

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

**Grade 8 does not include students who took an Algebra test.

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



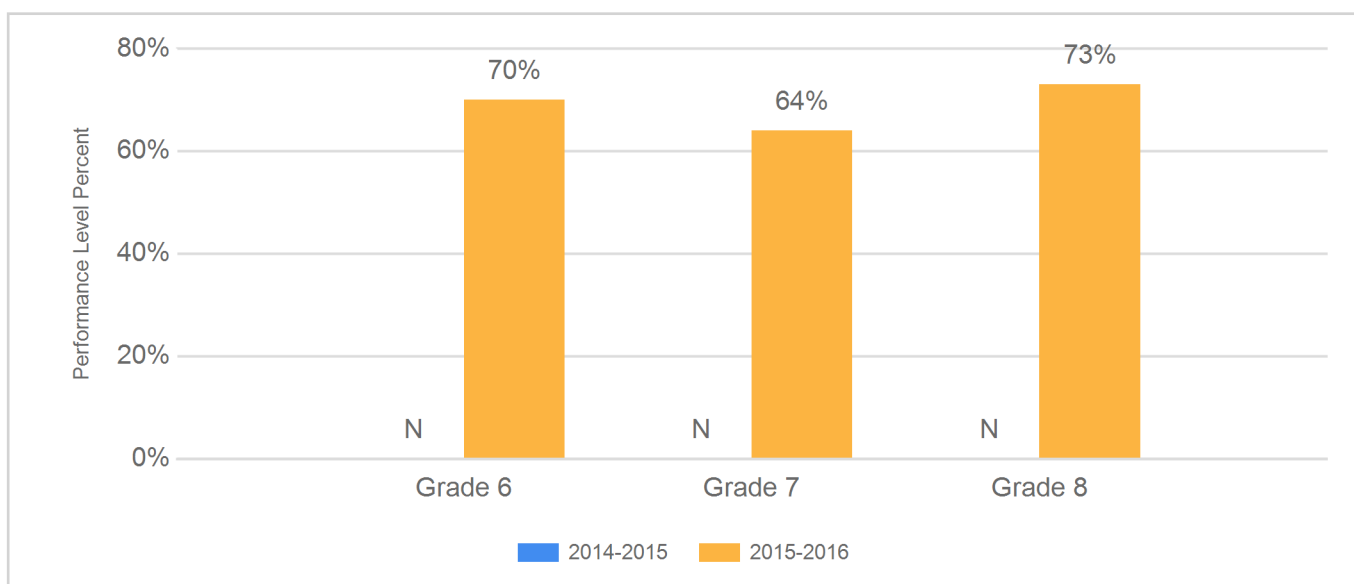
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PARCC ELA Performance Trends

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





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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	769	S	S	S	S	S	S	41%
White	S	S	S	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	746	S	S	S	S	S	S	23%

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



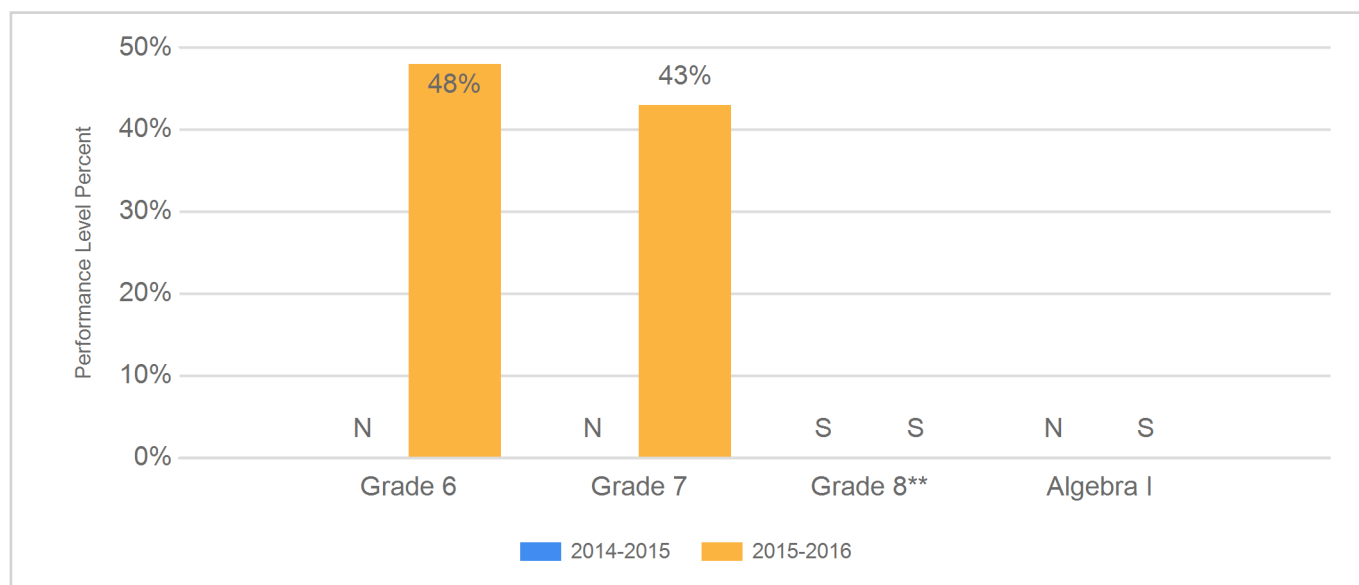
State of New Jersey
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PARCC Math Performance Trends

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



**Grade 8 does not include students who took an Algebra test.

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



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

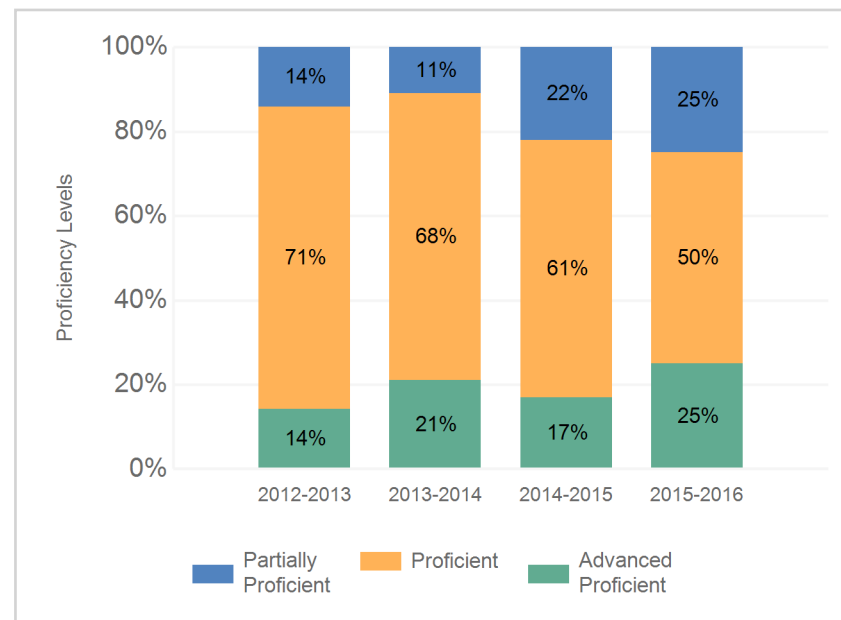
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	25%	50%	25%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	S	50
Student Growth on Math	16	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	6%	1%	0%
Approached (L3)	10%	6%	3%
Met (L4)	19%	19%	20%
Exceeded (L5)	0%	3%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	0%	0%
Partially Met (L2)	19%	0%	2%
Approached (L3)	20%	5%	3%
Met (L4)	19%	9%	6%
Exceeded (L5)	0%	5%	0%



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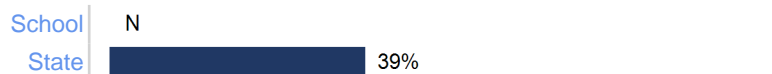
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Visual and Performing Arts

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

MUSIC



DRAMA



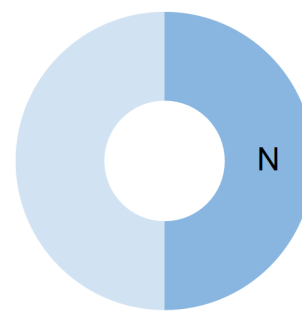
DANCE



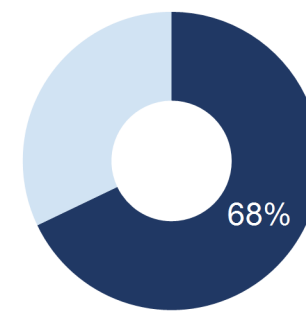
VISUAL ARTS



Any Visual and Performing Arts



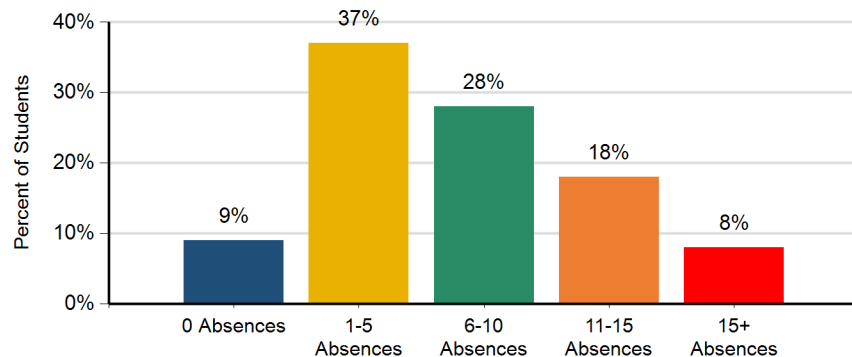
School



State

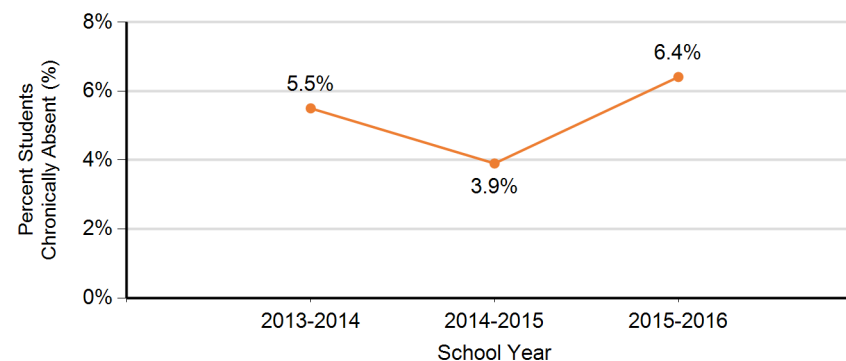
Absenteeism

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



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	8:1
Administrator	78:1

Student Suspension Rate

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

	School
2015-16	1.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

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



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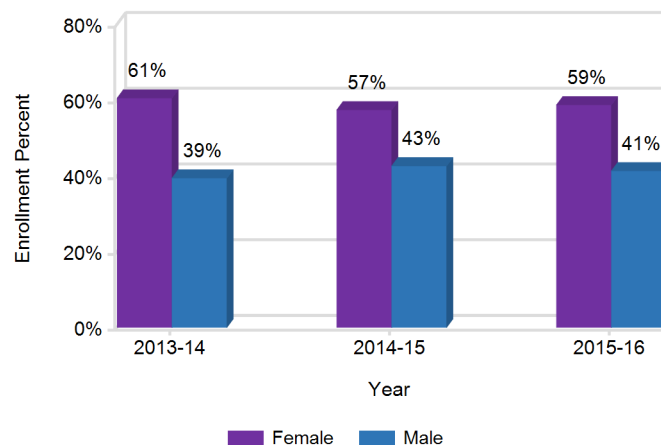
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	176	264	271
Grade 10	164	215	272
Grade 11	157	182	207
Grade 12	157	173	184
UG	1	1	0
Total	655	835	934

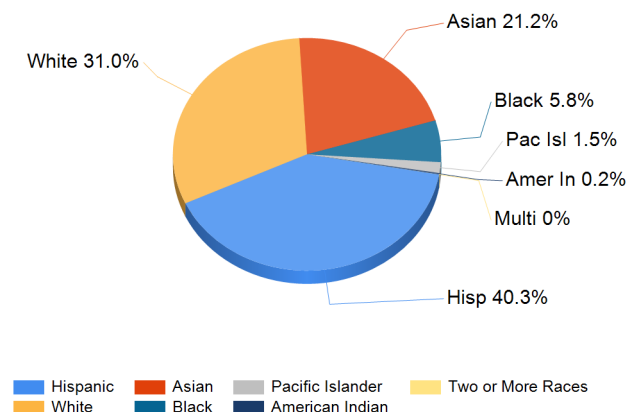
Enrollment by Gender

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



Enrollment by Ethnic/ Racial Subgroup

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



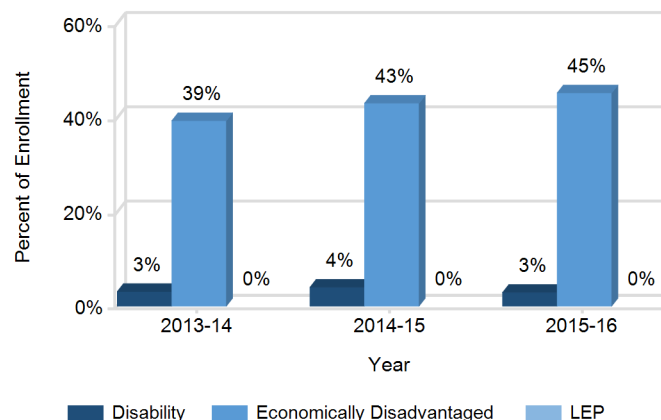
Full Time vs Shared Time

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

	2013-14	2014-15	2015-16
Full Time Equivalent	655	835	934
Full Time Head Count	654	834	934
Shared Time Head Count	1	1	0

Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	64.5%
Spanish	17.1%
Arabic	3.3%
Gujarati	2.9%
Chinese	2.5%
Other	9.3%

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



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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	81%	S	61
Mathematics Met or Exceeded Expectations	44%	S	59

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	525	81%	61	98%	✓	492	44%	59	98%	✓
White	157	82%	57	98%	✓	148	47%	55	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	216	78%	66	99%	✓	217	38%	57	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	120	90%	57	98%	✓	98	61%	47	98%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	241	80%	72	98%	✓	221	44%	68	99%	✓



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	269	775	766	760	0%	1%	15%	56%	28%	84%	49%
White	91	776	771	762	1%	N	13%	60%	25%	86%	58%
African American	13	768	760	748	N	N	23%	69%	8%	77%	30%
Hispanic	107	771	760	751	N	2%	19%	57%	22%	79%	34%
Asian	58	783	774	794	N	2%	9%	43%	47%	90%	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	S	S	715	718	S	S	S	S	S	S	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	111	773	765	749	N	1%	15%	59%	25%	84%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	262	777	763	756	1%	4%	16%	49%	30%	79%	44%
White	68	780	770	758	N	2%	22%	44%	32%	77%	50%
African American	S	S	746	742	S	S	S	S	S	S	28%
Hispanic	113	773	758	747	1%	6%	16%	51%	26%	77%	33%
Asian	62	789	772	792	N	3%	7%	47%	44%	90%	69%
American Indian	S	S	743	756	S	S	S	S	S	S	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	S	S	711	708	S	S	S	S	S	S	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	133	775	760	743	2%	5%	17%	51%	26%	77%	30%

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



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	197	773	766	754	2%	7%	15%	46%	31%	77%	40%
White	61	778	771	755	3%	7%	10%	39%	41%	80%	42%
African American	S	S	751	742	S	S	S	S	S	S	30%
Hispanic	83	768	758	748	1%	8%	18%	52%	21%	72%	37%
Asian	S	S	778	783	S	S	S	S	S	S	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	S	S	714	716	S	S	S	S	S	S	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	86	770	762	745	1%	8%	16%	47%	28%	74%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



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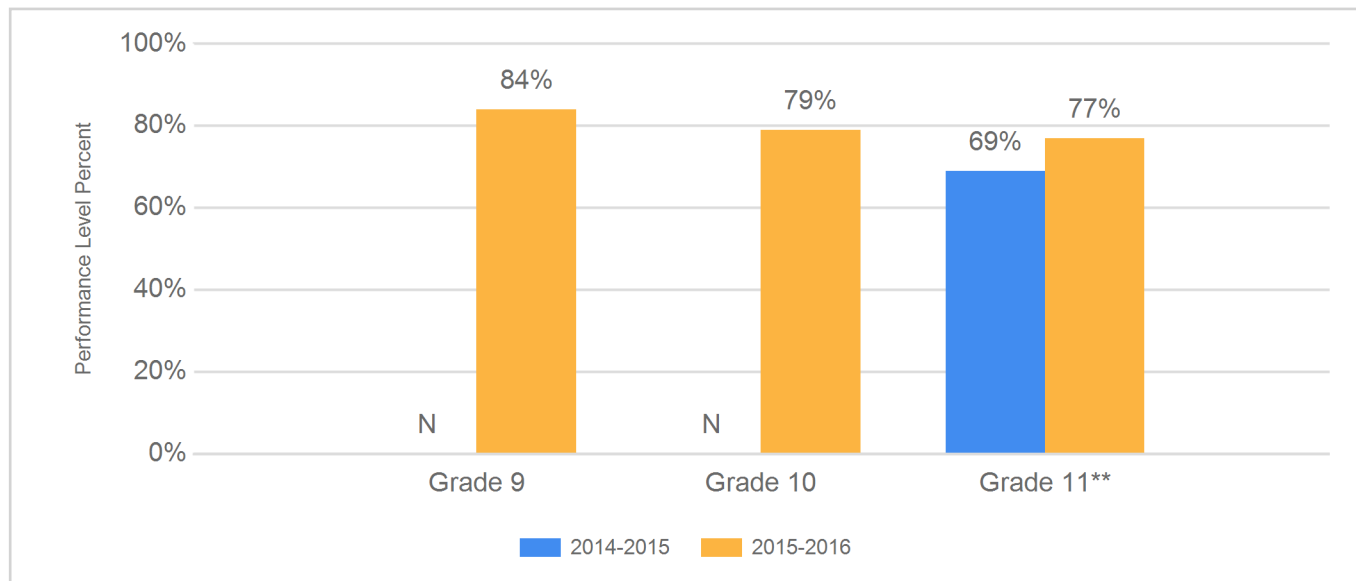
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	139	748	743	741	1%	17%	37%	41%	3%	44%	41%
White	50	750	744	743	N	14%	40%	42%	4%	46%	51%
African American	S	S	739	735	S	S	S	S	S	S	20%
Hispanic	65	745	739	740	3%	20%	39%	37%	2%	39%	25%
Asian	S	S	755	765	S	S	S	S	S	S	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	S	S	709	715	S	S	S	S	S	S	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	52	753	746	738	N	14%	39%	44%	4%	48%	23%

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



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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	250	742	740	736	2%	14%	47%	36%	1%	37%	27%
White	73	743	743	740	1%	19%	37%	41%	1%	43%	34%
African American	S	S	730	727	S	S	S	S	S	S	9%
Hispanic	112	739	737	731	3%	11%	60%	27%	N	27%	13%
Asian	48	750	748	759	N	10%	35%	50%	4%	54%	61%
American Indian	S	S	729	732	S	S	S	S	S	S	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	S	S	717	713	S	S	S	S	S	S	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	120	740	739	729	3%	16%	47%	33%	1%	34%	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	738	724	735	16%	15%	31%	35%	3%	38%	27%
White	54	739	731	742	15%	7%	41%	35%	2%	37%	31%
African American	14	722	711	712	29%	21%	36%	14%	N	14%	8%
Hispanic	88	729	716	719	21%	22%	23%	35%	N	35%	12%
Asian	40	760	739	778	3%	8%	35%	43%	13%	55%	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	S	S	685	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	90	735	722	715	17%	18%	27%	37%	2%	39%	11%

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



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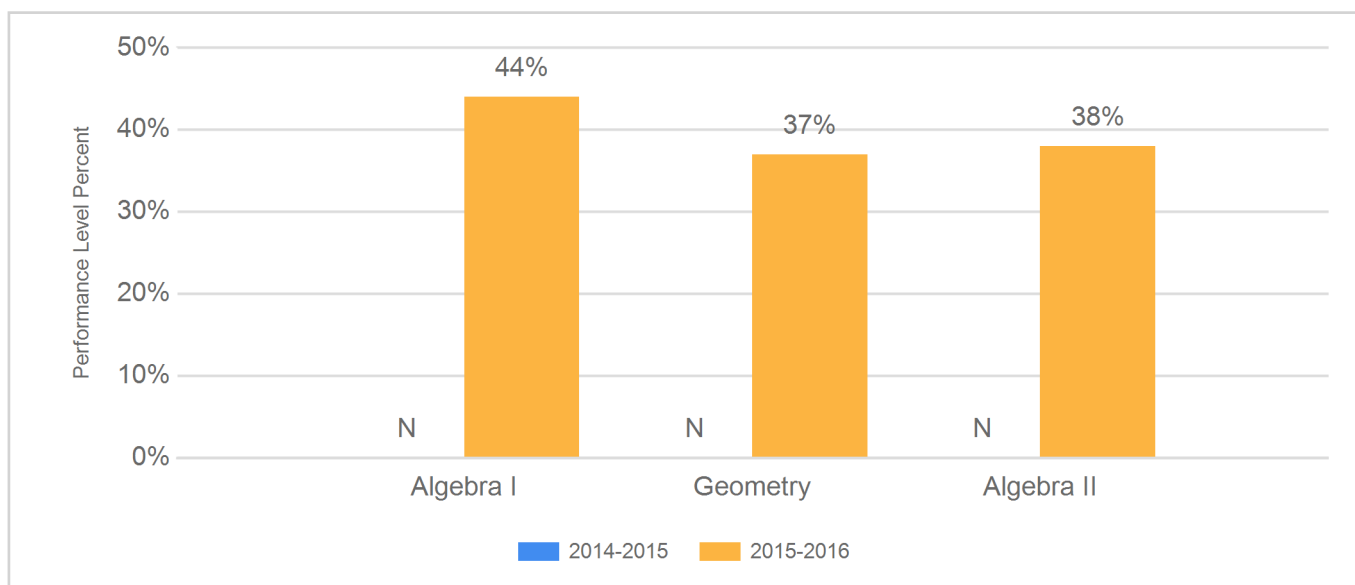
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PARCC Math Performance Trends

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





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

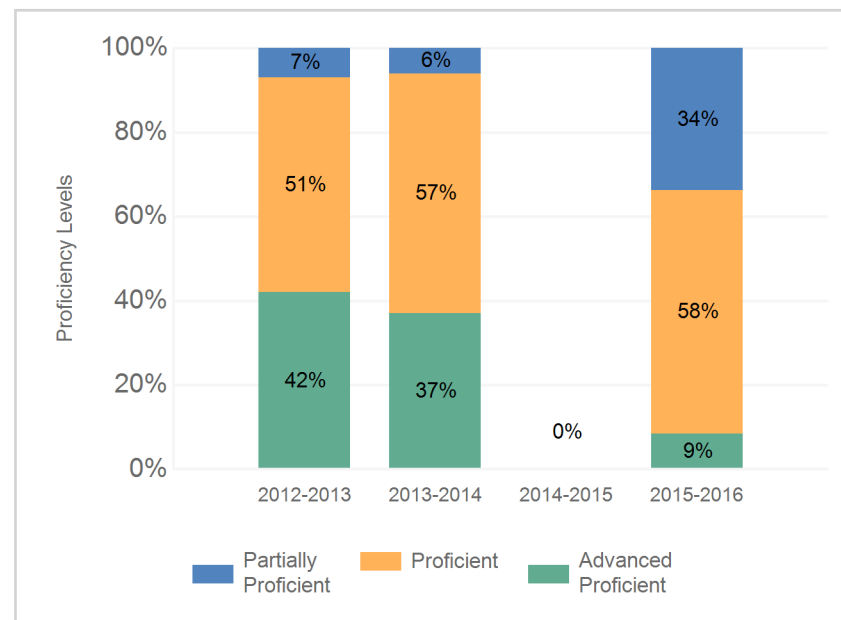
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	9%	58%	34%
White	12%	61%	28%
African American	8%	58%	33%
Hispanic	1%	60%	39%
American Indian	S	S	S
Asian	31%	38%	31%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	9%	54%	37%

Proficiency Trends - Biology

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





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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	77.2%	58.0%
Percent of Students Participating in ACT	34.8%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1031	950
SAT	-	-
Reading and Writing	594	537
Math	586	538
ACT	-	-
Reading	26	23
English	26	22
Math	26	23
Science	24	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	92%	71%
Math	530	75%	53%
ACT	-	-	-
Reading	22	72%	58%
English	18	92%	74%
Math	22	77%	61%
Science	23	63%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1120	1020	930
SAT	-	-	-
Reading and Writing	660	590	540
Math	640	590	530
ACT	-	-	-
Reading	31	27	21
English	32	25	21
Math	30	26	22
Science	28	24	21

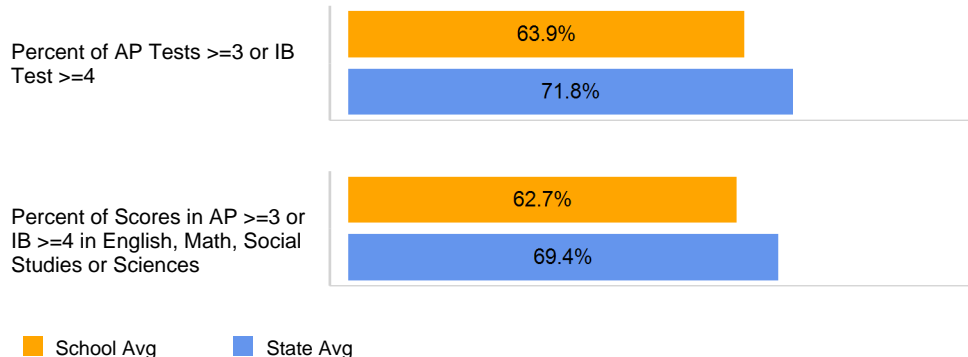


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AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	67.8%	39.1%
One of More Test	58.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	57.5%	26.6%
Participating in Dual Enrollment	9.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	0	86
AP Calculus AB	29	21
AP Calculus BC	12	16
AP Chemistry	37	20
AP Computer Science A	17	11
AP English Language and Composition	73	67
AP English Literature and Composition	68	35
AP Environmental Science	73	36
AP European History	36	8
AP Human Geography	78	10
AP Microeconomics	30	1
AP Physics 1	0	9
AP Physics B	3	0
AP Physics C	10	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	10
AP Psychology	0	4
AP Spanish Language	0	3
AP Spanish Literature	0	2
AP U.S. Government and Politics	4	3
AP U.S. History	10	7
AP World History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		147



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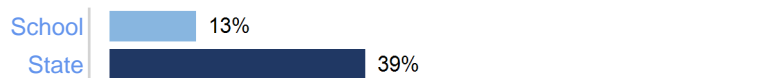
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Visual and Performing Arts

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

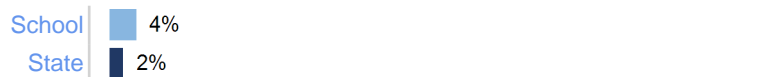
MUSIC



DRAMA



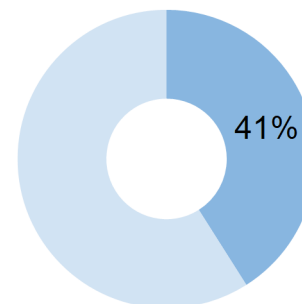
DANCE



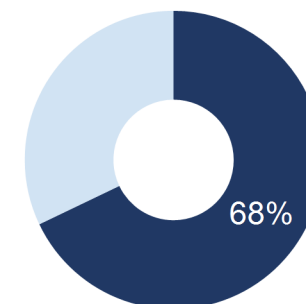
VISUAL ARTS



Any Visual and Performing Arts



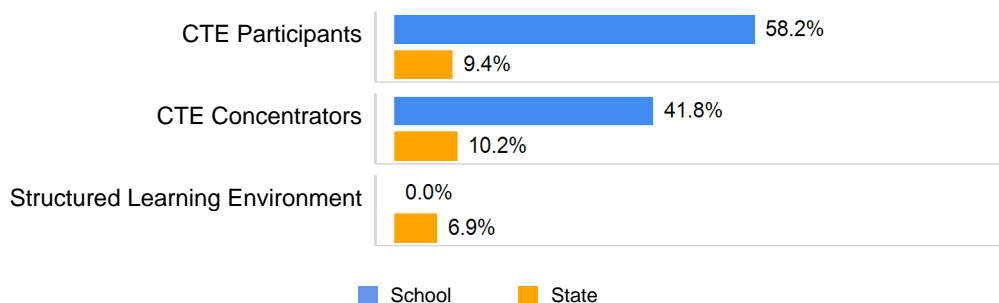
School



State

Career and Technical Education Participation

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



School State



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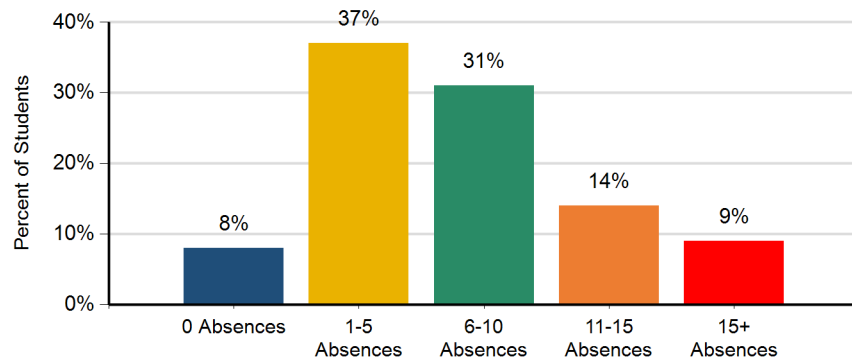
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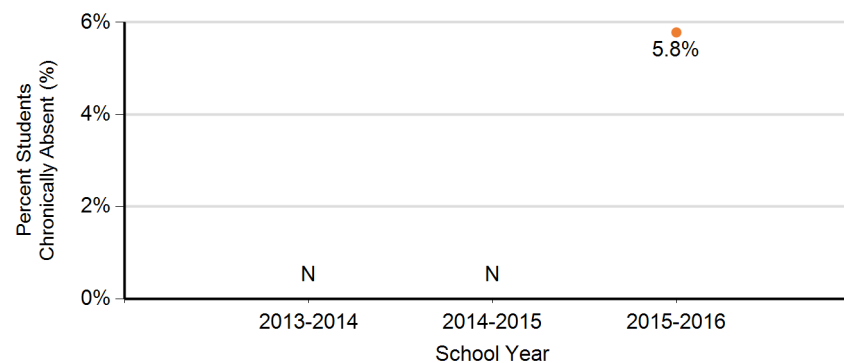
Absenteeism

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



Chronic Absenteeism Trend

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





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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	99.5%	68	81%
White	100%	100	
African American	S	S	
Hispanic	98.4%	40	
American Indian	N	N	
Asian	100%	100	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	98.6%	48	

Dropout Rate by Subgroup

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

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



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	100%	99%
2014	99%	99%
2015	99%	99%
2016	99%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	92.0%	5.6%	94.4%
White	92.5%	4.1%	95.9%
African American	S	S	S
Hispanic	92.6%	9.5%	90.5%
American Indian	0.0%	0.0%	0.0%
Asian	91.9%	0.0%	100.0%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	91.2%	6.5%	93.5%



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	223:1

Student Suspension Rate

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

	School
2015-16	1.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



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2015-2016 School Performance Reports

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

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

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

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

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



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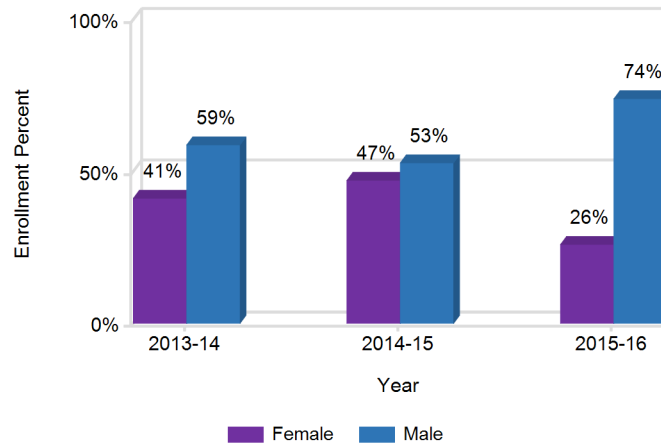
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	48	7	10
Grade 10	29	17	17
Grade 11	31	11	16
Grade 12	45	16	7
UG	0	0	0
Total	153	51	50

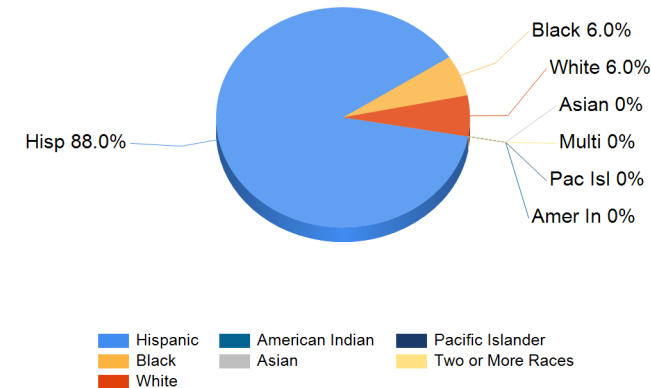
Enrollment by Gender

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



Enrollment by Ethnic/ Racial Subgroup

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



Full Time vs Shared Time

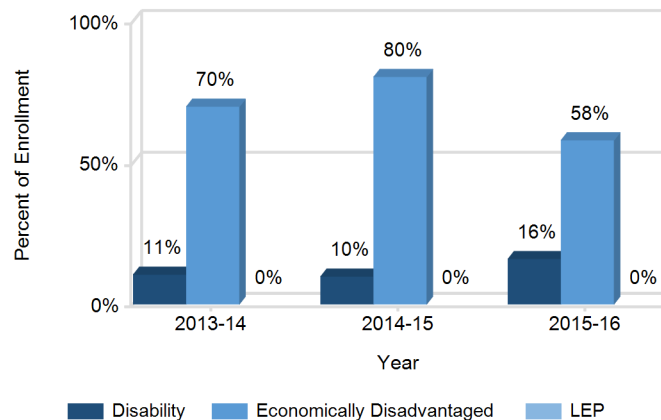
This table presents full time equivalent and full time/shared time enrollment counts for the past three school years.

	2013-14	2014-15	2015-16
Full Time Equivalent	153	51	50
Full Time Head Count	153	51	50
Shared Time Head Count	0	0	0

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

Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	64.0%
Spanish	36.0%



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

Met/Exceeded Expectations

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

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

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	S	S	S	S		S	S	S	S	
White	S	S	S	S		S	S	S	S	
African American	N	N	N	N		N	N	N	N	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	N	N	N	N		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	766	760	S	S	S	S	S	S	49%
White	N	N	N	762	N	N	N	N	N	N	58%
African American	N	N	N	748	N	N	N	N	N	N	30%
Hispanic	S	S	760	751	S	S	S	S	S	S	34%
Asian	N	N	N	794	N	N	N	N	N	N	78%
American Indian	N	N	N	777	N	N	N	N	N	N	40%
Two or More Races	N	N	N	765	N	N	N	N	N	N	53%
Students with Disability	N	N	N	718	N	N	N	N	N	N	12%
English Language Learners	N	N	N	733	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	765	749	S	S	S	S	S	S	31%

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



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PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	763	756	S	S	S	S	S	S	44%
White	N	N	N	758	N	N	N	N	N	N	50%
African American	N	N	N	742	N	N	N	N	N	N	28%
Hispanic	S	S	758	747	S	S	S	S	S	S	33%
Asian	N	N	N	792	N	N	N	N	N	N	69%
American Indian	N	N	N	756	N	N	N	N	N	N	35%
Two or More Races	N	N	N	756	N	N	N	N	N	N	45%
Students with Disability	N	N	N	708	N	N	N	N	N	N	11%
English Language Learners	N	N	N	718	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	760	743	S	S	S	S	S	S	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	766	754	S	S	S	S	S	S	40%
White	N	N	N	755	N	N	N	N	N	N	42%
African American	N	N	N	742	N	N	N	N	N	N	30%
Hispanic	S	S	758	748	S	S	S	S	S	S	37%
Asian	N	N	N	783	N	N	N	N	N	N	58%
American Indian	N	N	N	734	N	N	N	N	N	N	34%
Two or More Races	N	N	N	751	N	N	N	N	N	N	39%
Students with Disability	S	S	714	716	S	S	S	S	S	S	13%
English Language Learners	N	N	N	742	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	762	745	S	S	S	S	S	S	33%

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

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



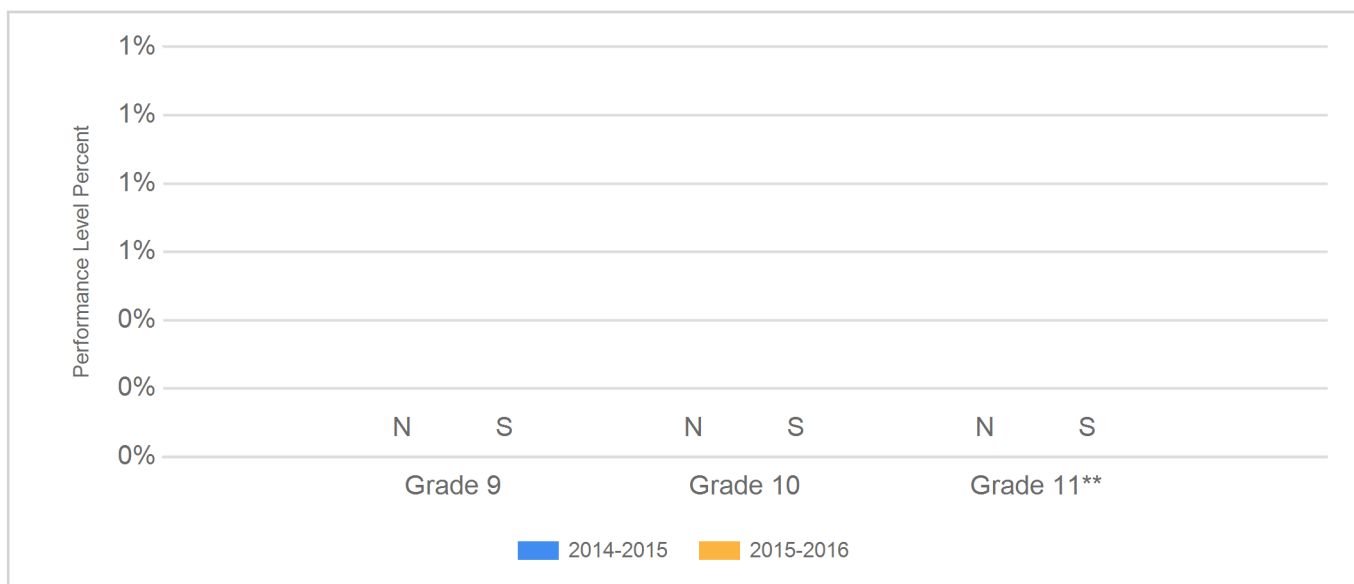
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PARCC ELA Performance Trends

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



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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	743	741	S	S	S	S	S	S	41%
White	N	N	N	743	N	N	N	N	N	N	51%
African American	N	N	N	735	N	N	N	N	N	N	20%
Hispanic	S	S	739	740	S	S	S	S	S	S	25%
Asian	N	N	N	765	N	N	N	N	N	N	76%
American Indian	N	N	N	751	N	N	N	N	N	N	38%
Two or More Races	N	N	N	741	N	N	N	N	N	N	47%
Students with Disability	N	N	N	715	N	N	N	N	N	N	10%
English Language Learners	N	N	N	731	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	746	738	S	S	S	S	S	S	23%

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



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Grade Span 09-12

17-2295-301
HUDSON
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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	740	736	S	S	S	S	S	S	27%
White	N	N	N	740	N	N	N	N	N	N	34%
African American	N	N	N	727	N	N	N	N	N	N	9%
Hispanic	S	S	737	731	S	S	S	S	S	S	13%
Asian	N	N	N	759	N	N	N	N	N	N	61%
American Indian	N	N	N	732	N	N	N	N	N	N	15%
Two or More Races	N	N	N	733	N	N	N	N	N	N	29%
Students with Disability	N	N	N	713	N	N	N	N	N	N	5%
English Language Learners	N	N	N	715	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	739	729	S	S	S	S	S	S	12%

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



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PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	724	735	S	S	S	S	S	S	27%
White	N	N	N	742	N	N	N	N	N	N	31%
African American	N	N	N	712	N	N	N	N	N	N	8%
Hispanic	S	S	716	719	S	S	S	S	S	S	12%
Asian	S	S	739	778	S	S	S	S	S	S	60%
American Indian	N	N	N	736	N	N	N	N	N	N	16%
Two or More Races	N	N	N	739	N	N	N	N	N	N	34%
Students with Disability	S	S	685	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	706	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	722	715	S	S	S	S	S	S	11%

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



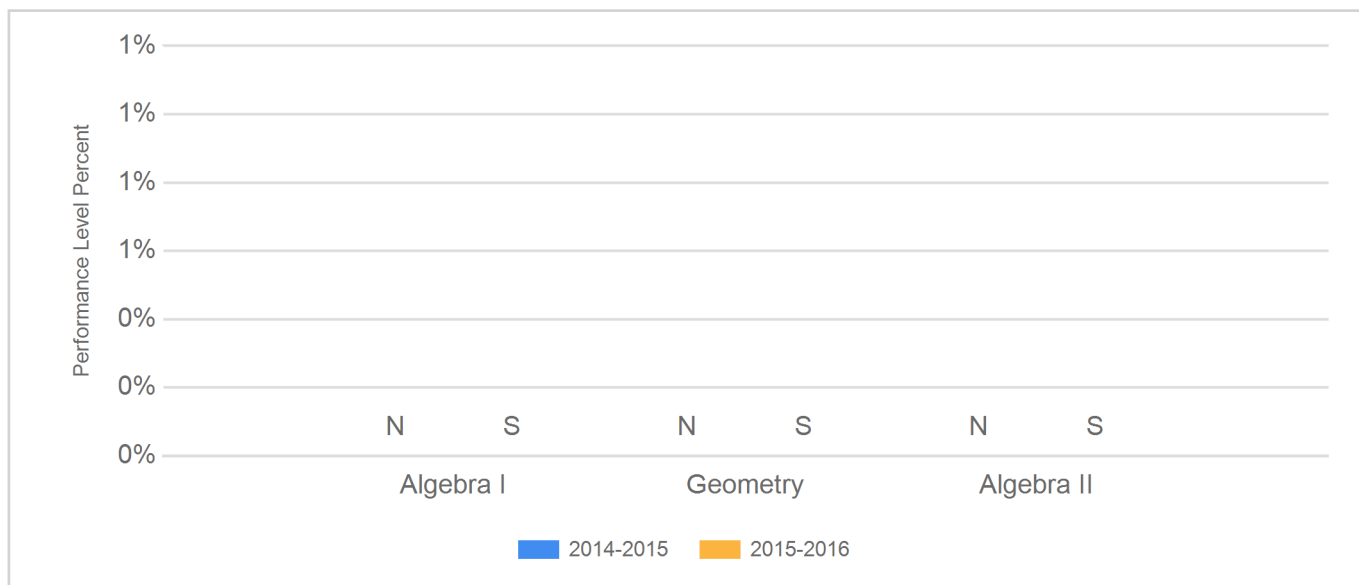
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PARCC Math Performance Trends

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





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

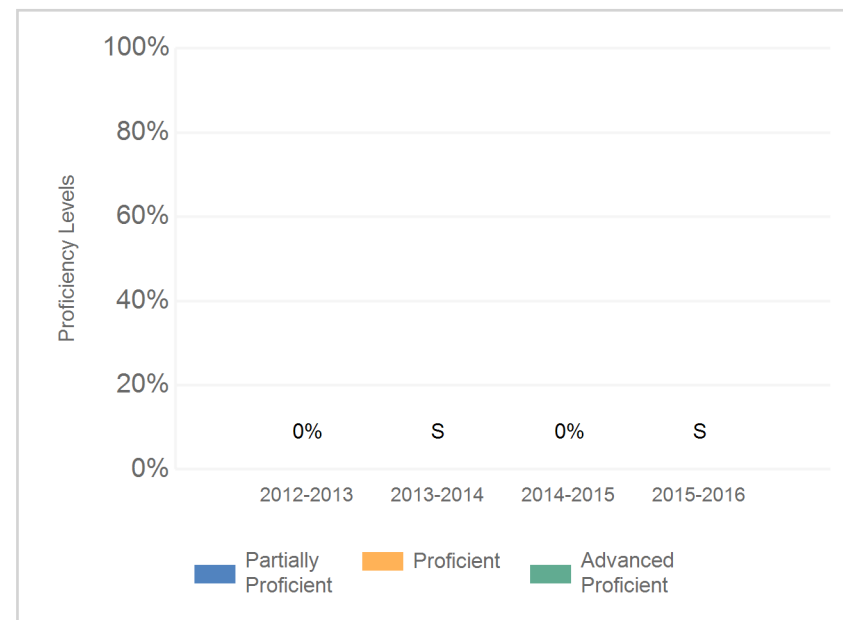
Proficiency Outcomes - Biology

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

Proficiency Trends - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	S	S	S
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N





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

PSAT/SAT/ACT Participation

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

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

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

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

PSAT/SAT/ACT Benchmarks

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

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

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	S	S	S
Math	S	S	S
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N



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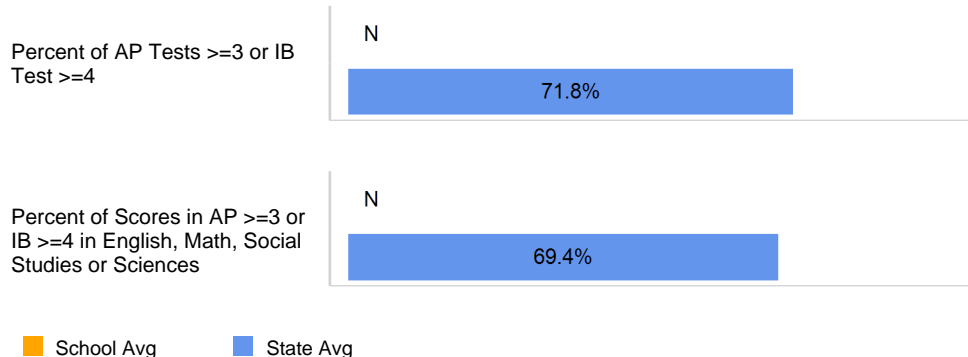
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AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

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

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



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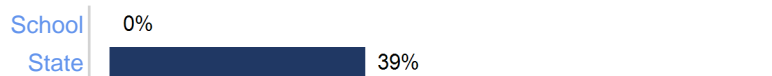
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Visual and Performing Arts

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

MUSIC



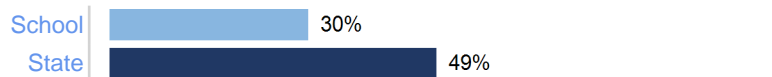
DRAMA



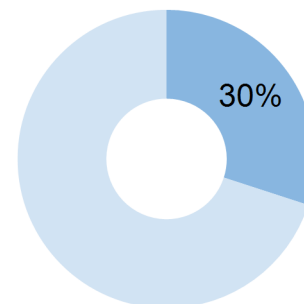
DANCE



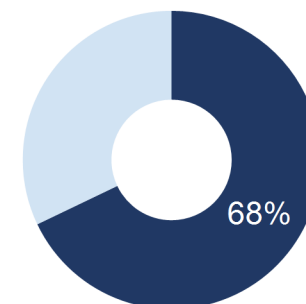
VISUAL ARTS



Any Visual and Performing Arts



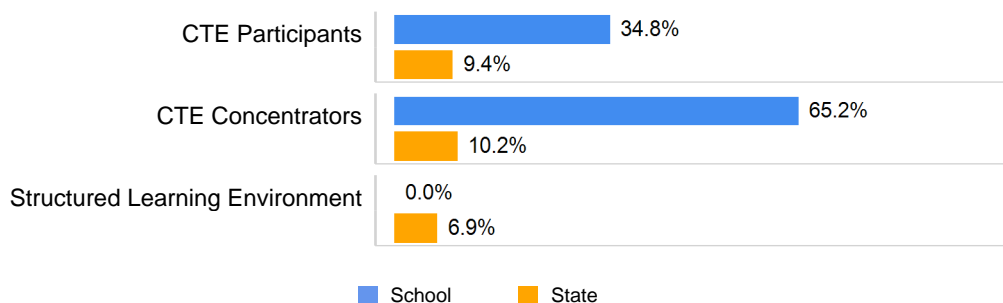
School



State

Career and Technical Education Participation

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



School State



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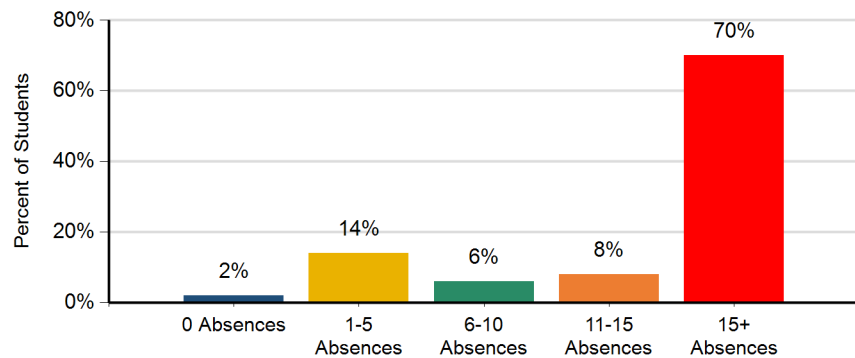
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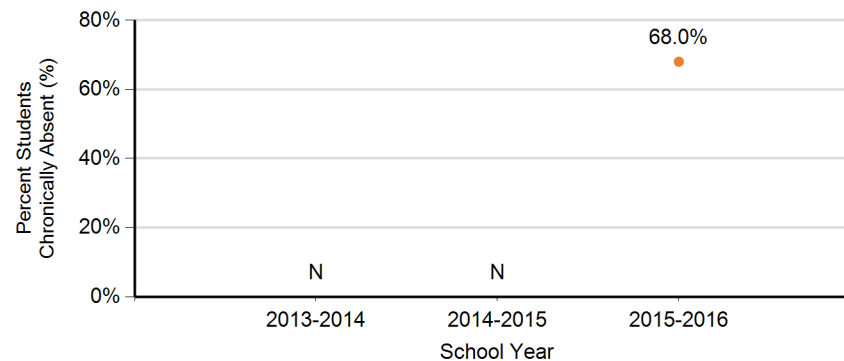
Absenteeism

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



Chronic Absenteeism Trend

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





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Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	23.1%	2	81%
White	S	S	
African American	S	S	
Hispanic	25.7%	5	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	2.0%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	2.3%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	S	1.7%



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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	45%	53%
2014	38%	57%
2015	41%	37%
2016	23%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	58.3%	71.4%	28.6%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	54.5%	72.2%	27.8%



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	18:1
Administrator	50:1

Student Suspension Rate

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

	School
2015-16	4.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	99%