NJ SCHOOL PERFORMANCE REPORT

THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY
(39-1320-404)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	ELIZABETH CITY
Principal Name	MS. BEY
Address	625 SUMMER ST ELIZABETH, NJ 07202
Phone Number	(908)436-6800
Email Address	BEYFA@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/9

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	257	308	254
10	137	173	206
11	124	127	174
12	132	110	124
Total	650	718	758

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	40.3%	36.5%	34.0%
Male	59.7%	63.5%	66.0%
Economically Disadvantaged Students	86.3%	84.0%	83.5%
Students with Disabilities	23.8%	24.1%	24.0%
English Learners	7.2%	10.4%	11.2%
Homeless Students		0.8%	1.3%
Students in Foster Care		0.4%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	5.4%	4.9%	4.6%
Hispanic	72.3%	73.7%	74.4%
Black or African American	21.5%	20.9%	20.2%
Asian	0.6%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	650	718	758
Shared Time Students	0	0	0
Full Time Equivalent	650	718	758

Enrollment by Home Language

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

Home Language	% of Students
Spanish	65.8%
English	28.1%
Haitian	2.8%
Portuguese	2.2%
Other Languages	1.1%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	390	99.5	18.0	47.0	56.7	18.0	19.9	Met Target†
White	*	*	*	56.0	65.6	*	**	**
Hispanic	295	99.7	17.3	47.9	42.5	17.3	22.8	Not Met
Black or African American	76	98.8	23.7	36.8	37.3	23.7	11	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	125	99.2	26.4	54.5	64.5	26.4		
Male	265	99.6	14.0	39.6	49.4	14.0		
Economically Disadvantaged Students	321	99.4	16.5	44.3	38.5	16.5	20.6	Not Met
Non-Economically Disadvantaged Students	69	100.0	24.6	57.8	67.5	24.6		
Students with Disabilities	97	99.0	*	15.1	21.6	*	8.9	Met Target†
Students without Disabilities	293	99.7	*	51.5	63.9	*		
English Learners	62	98.4	*	35.3	27.3	*	10.3	Not Met
Non-English Learners	328	99.7	*	52.2	59.4	*		
Homeless Students	*	*	*	24.1	27.7	*		
Students In Foster Care	N	N	N	27.0	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	715	735	752	32%	31%	24%	*	*	14%	55%
White	*	*	746	760	*	*	*	*	*	*	64%
Hispanic	174	716	735	735	32%	28%	26%	*	*	14%	38%
Black or African American	36	715	729	734	33%	36%	*	*	*	11%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	70	718	744	759	33%	24%	21%	*	*	21%	63%
Male	150	714	728	744	31%	34%	25%	*	*	10%	46%
Economically Disadvantaged Students	179	715	735	733	34%	30%	23%	*	*	13%	34%
Non-Economically Disadvantaged Students	41	717	736	761	24%	34%	24%	*	*	17%	65%
Students with Disabilities	46	708	708	716	*	*	*	*	*	*	15%
Students without Disabilities	174	717	739	758	*	*	*	*	*	*	62%
English Learners	22	679	694	691	*	*	*	*	*	*	*
Non-English Learners	198	719	745	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	709	738	749	46%	14%	17%	*	*	22%	51%
White	*	*	749	756	*	*	*	*	*	*	58%
Hispanic	129	707	737	733	48%	16%	16%	*	*	20%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	772	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	60	718	746	759	40%	*	17%	*	*	30%	60%
Male	121	705	730	739	50%	*	17%	*	*	18%	42%
Economically Disadvantaged Students	146	707	736	730	47%	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	35	716	745	758	43%	*	*	*	*	29%	59%
Students with Disabilities	50	678	698	707	*	*	*	*	*	*	15%
Students without Disabilities	131	721	742	756	*	*	*	*	*	*	57%
English Learners	21	683	*	684	*	*	*	*	*	*	*
Non-English Learners	160	712	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	723	738	736	30%	17%	27%	*	*	25%	39%
White	*	*	747	737	*	*	*	*	*	*	41%
Hispanic	128	723	737	731	29%	19%	26%	*	*	27%	35%
Black or African American	*	*	735	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	56	733	747	745	18%	*	39%	*	*	30%	48%
Male	113	717	729	728	36%	*	21%	*	*	23%	31%
Economically Disadvantaged Students	135	726	737	730	24%	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	34	710	739	739	53%	*	*	*	*	24%	42%
Students with Disabilities	40	703	704	708	*	*	*	*	*	*	13%
Students without Disabilities	129	729	741	742	*	*	*	*	*	*	44%
English Learners	23	686	*	702	*	*	*	*	*	*	*
Non-English Learners	146	728	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	728	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	*	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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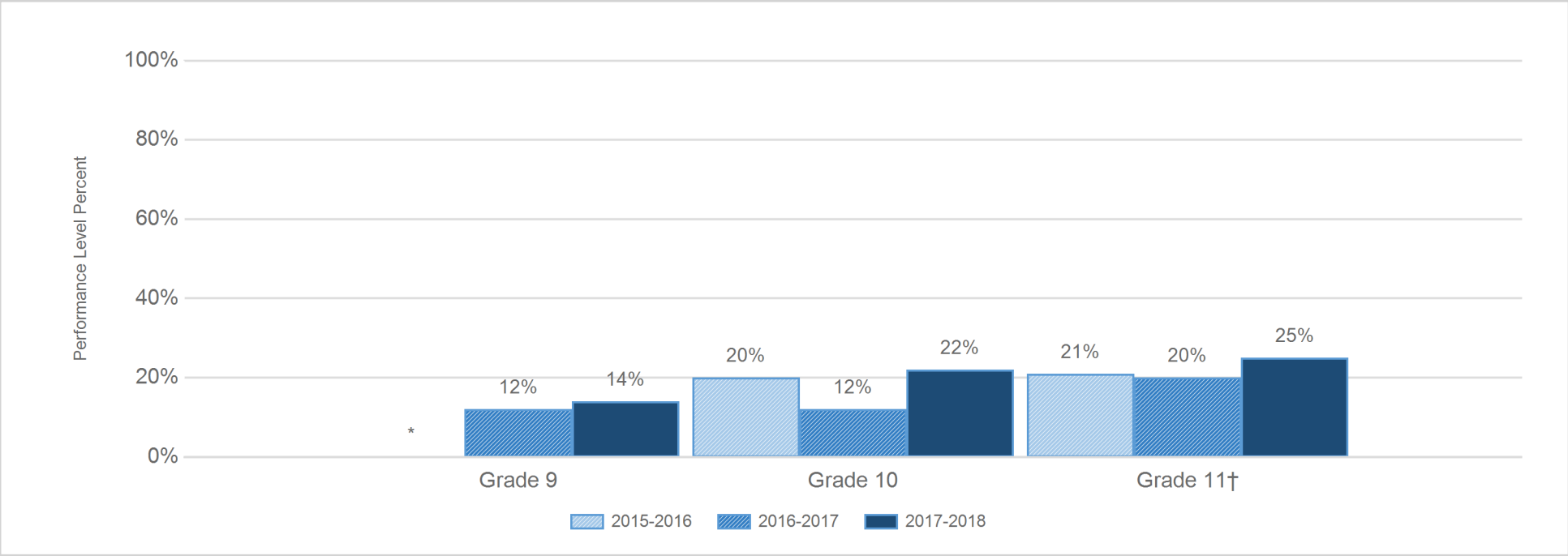
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	445	98.8	*	29.9	45.0	*	11	Not Met
White	*	*	*	41.5	54.1	*	N	N
Hispanic	331	98.9	*	30.7	29.2	*	12	Not Met
Black or African American	93	99.0	*	18.6	23.4	*	8.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	144	98.7	*	30.8	46.0	*		
Male	301	98.8	*	29.1	43.9	*		
Economically Disadvantaged Students	361	98.4	*	28.4	26.6	*	11.2	Not Met
Non-Economically Disadvantaged Students	84	100.0	*	36.4	55.9	*		
Students with Disabilities	106	98.3	*	10.5	17.1	*	8.9	Not Met
Students without Disabilities	339	98.9	*	32.7	50.5	*		
English Learners	69	98.6	*	28.6	24.6	*	12	Not Met
Non-English Learners	376	98.8	*	30.5	46.9	*		
Homeless Students	*	*	*	16.8	17.3	*		
Students In Foster Care	N	N	N	10.8	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	704	729	746	*	*	*	*	*	*	46%
White	*	*	737	755	*	*	*	*	*	*	57%
Hispanic	85	704	731	730	*	*	*	*	*	*	27%
Black or African American	25	705	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	30	708	732	748	*	*	*	*	*	*	48%
Male	89	703	727	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	96	705	729	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	23	704	730	756	*	*	*	*	*	*	57%
Students with Disabilities	45	702	705	716	*	*	*	*	*	*	13%
Students without Disabilities	74	706	733	752	*	*	*	*	*	*	52%
English Learners	22	705	714	710	*	*	*	*	*	*	*
Non-English Learners	97	704	733	749	*	*	*	*	*	*	*
Homeless Students	*	*	712	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	240	711	723	735	*	*	*	*	*	*	30%
White	*	*	734	740	*	*	*	*	*	*	37%
Hispanic	184	712	723	723	*	*	*	*	*	*	14%
Black or African American	47	708	717	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	85	710	725	736	*	*	*	*	*	*	30%
Male	155	711	722	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	192	711	723	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	48	709	725	741	*	*	*	*	*	*	38%
Students with Disabilities	57	701	705	713	*	*	*	*	*	*	*
Students without Disabilities	183	714	725	738	*	*	*	*	*	*	*
English Learners	26	698	*	711	*	*	*	*	*	*	*
Non-English Learners	214	712	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	718	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	688	708	727	*	*	*	*	*	*	30%
White	*	*	718	733	*	*	*	*	*	*	35%
Hispanic	157	688	709	710	*	*	*	*	*	*	14%
Black or African American	47	689	700	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	63	693	710	728	*	*	*	*	*	*	30%
Male	150	686	707	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	166	687	708	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	47	690	710	736	*	*	*	*	*	*	37%
Students with Disabilities	44	675	683	693	*	*	*	*	*	*	*
Students without Disabilities	169	691	710	732	*	*	*	*	*	*	*
English Learners	26	681	694	691	*	*	*	*	*	*	*
Non-English Learners	187	689	711	729	*	*	*	*	*	*	*
Homeless Students	*	*	702	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY
(39-1320-404)
Grades Offered: 09-12
2017-2018

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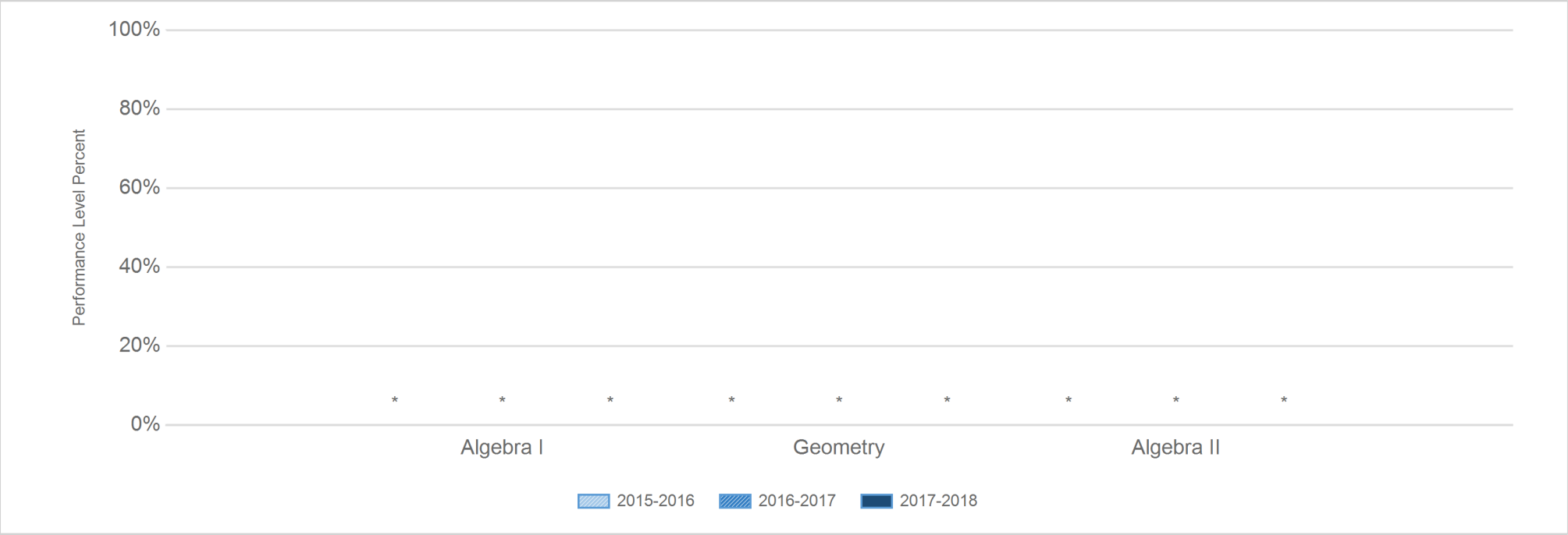
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	13.5%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	45	*	*
3-4	26	*	*
5 or more	14	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	100.0%	72.2%
12th graders taking ACT in 2017-18 or prior years	N	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	369	478	Grade 10: 430 Grade 11: 460	11%	62%
PSAT 10/NMSQT - Math	385	478	Grade 10: 480 Grade 11: 510	*	42%
SAT - Reading and Writing	412	542	480	18%	72%
SAT - Math	412	543	530	*	54%
ACT - Reading	N	24	N	N	62%
ACT - English	N	24	N	N	78%
ACT - Math	N	24	N	N	62%
ACT - Science	N	23	N	N	53%

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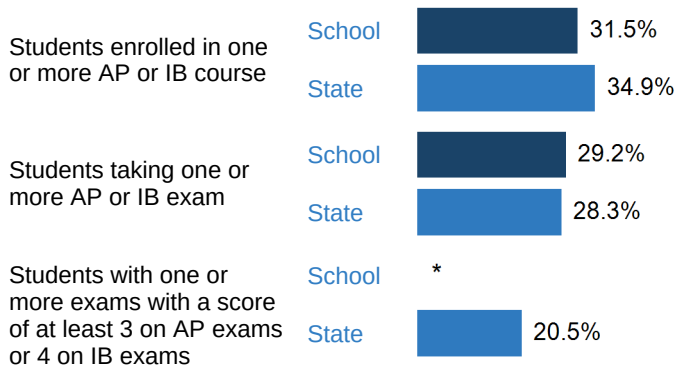
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

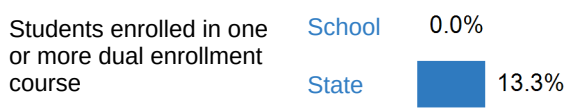
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	1
AP English Language and Composition	55	55
AP English Literature and Composition	40	37
AP Psychology	0	1
AP Statistics	36	32
Total Exams taken		126
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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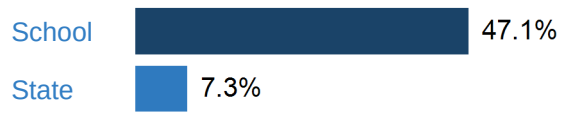
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

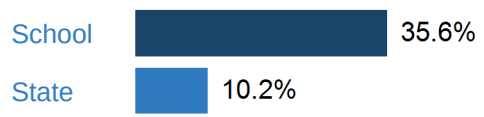
Career and Technical Education Participation

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

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



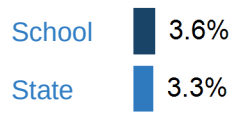
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	80		
Arts, AV Technology & Communications	146		
Hospitality & Tourism	101		
Human Services	100		
Information Technology	22		
Manufacturing	29		
Marketing	35		
Transportation, Distribution & Logistics	114		
Total (All Clusters)	627	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	128	30	0	0	0	97
10	0	108	93	2	0	0	6
11	1	1	94	61	0	0	34
12	0	2	4	40	0	36	48
Total	1	239	221	103	0	36	185
Enrolled in AP/IB Course					0	36	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	30	3	0	221	0	1
10	186	17	0	1	2	0
11	3	143	0	3	19	3
12	4	5	0	4	0	43
Total	223	168	0	229	21	47
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	114	10	1	0	0	106
10	0	55	2	0	0	2
11	0	74	1	0	0	1
12	0	8	14	0	0	1
Total	114	147	18	0	0	110
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	95	12	0	0	0	0	0
10	75	78	0	0	0	0	0
11	2	0	0	0	0	0	0
12	3	3	0	0	0	0	0
Total	175	93	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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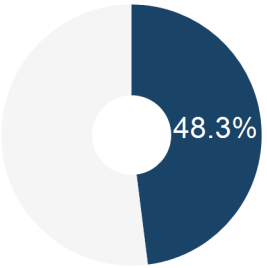
Visual and Performing Arts – Course Participation

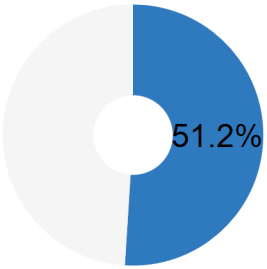
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

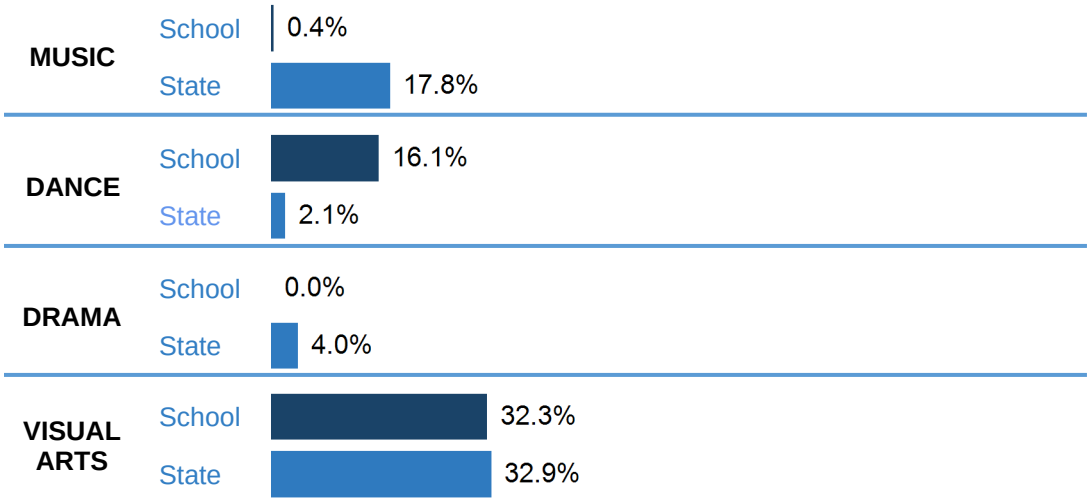


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	70.9%	90.9%	80.8%	92.4%	76.7%	74.3%	Met Target	87.8%	77.1%	Met Target
White	*	95.0%	*	95.7%	*	**	**	100.0%	**	**
Hispanic	74.0%	84.8%	80.8%	87.3%	78.3%	76.8%	Met Target	87.6%	77.7%	Met Target
Black or African American	56.8%	84.2%	82.5%	86.8%	72.5%	68.4%	Met Target	85.4%	77.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	N	N	N
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	73.2%	84.6%	79.9%	87.0%	75.3%	74.7%	Met Target	87.6%	76.6%	Met Target
Students with Disabilities	49.0%	80.1%	67.6%	83.5%	64.9%	64.8%	Met Target	83.3%	68.7%	Met Target
English Learners	76.5%	75.8%	71.4%	81.8%	71.4%	**	**	100.0%	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	*	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	64.3%	40.3%
Substitute Competency Test	26.4%	42.6%
Portfolio Appeals Process	7.0%	15.5%
Alternate Requirements specified in IEP	2.3%	1.6%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	70.9%	-
2017	76.7%	80.8%
2016	84.3%	87.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	3.8%	1.2%
2016-2017	5.3%	1.1%
2015-2016	2.2%	1.2%

NJ SCHOOL PERFORMANCE REPORT

THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY
(39-1320-404)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	41.7%	77.1%	22.9%
White	*	*	*
Hispanic	45.6%	78%	22%
Black or African American	25%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	45.3%	76.7%	23.3%
Students with Disabilities	26.3%	100%	0%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	61.5%	80%	20%	94.7%	5.3%	97.3%	2.7%
White	*	*	*	*	*	*	*
Hispanic	56.3%	87.8%	12.2%	95.9%	4.1%	100%	0%
Black or African American	76.9%	65%	35%	90%	10%	90%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	63.3%	80.6%	19.4%	93.5%	6.5%	98.4%	1.6%
Students with Disabilities	45%	100%	0%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*

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

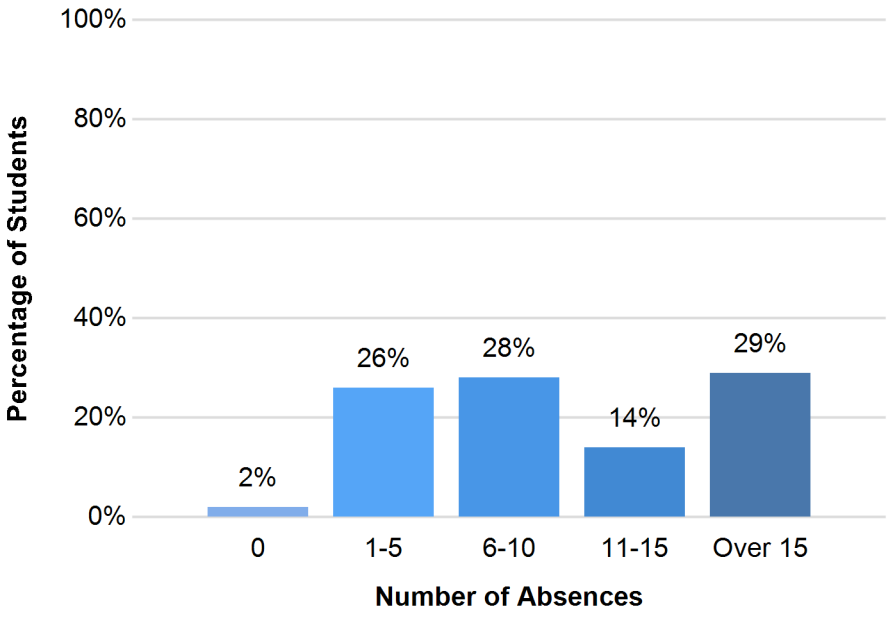
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	226	27.0	14.9	Not Met
White	*	*	14.9	Not Met
Hispanic	139	23.1	14.9	Not Met
Black or African American	74	39.2	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	167	24.9	14.9	Not Met
Students with Disabilities	77	35.2	14.9	Not Met
English Learners	17	20.0	14.9	Not Met

Days Absent

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



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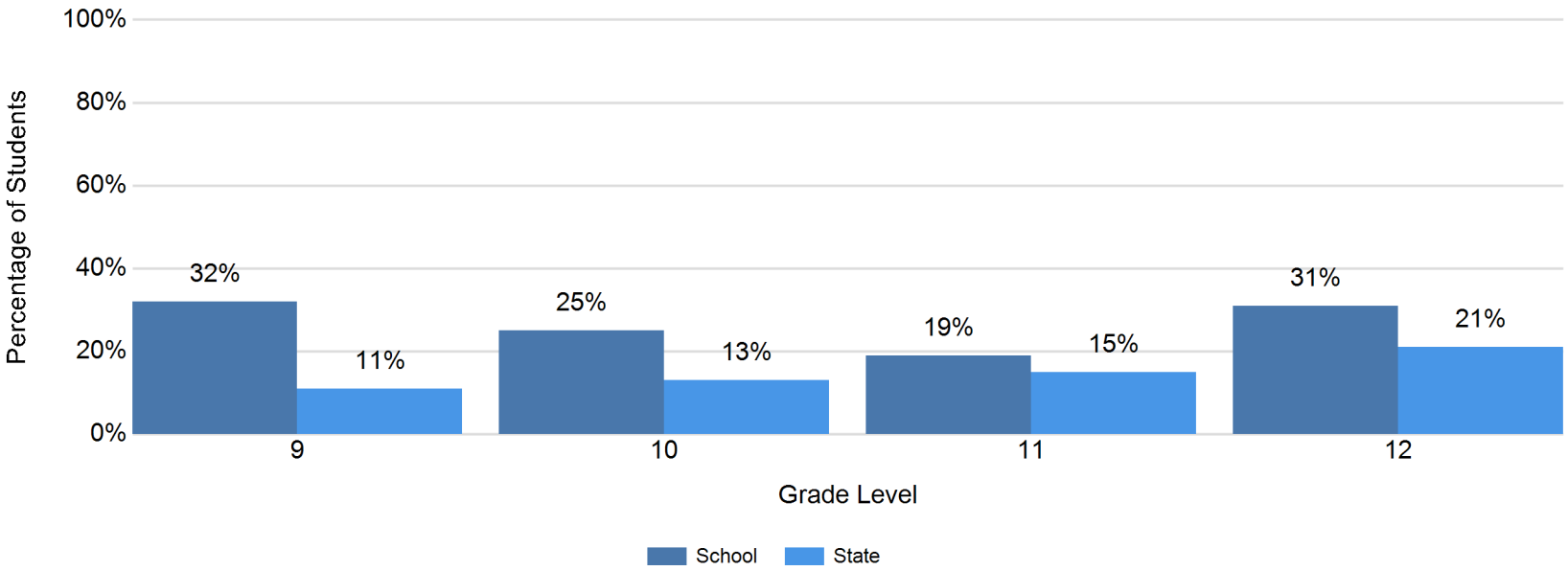
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	69
Weapons	8
Vandalism	12
Substances	23
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	116
Incidents Per 100 Students Enrolled	15.30

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	16
Weapons	7
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	1	2	3
Other	3	1	4
No Identified Nature	20		20

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	76	10.0%
Out-of-School Suspensions	198	26.1%
Any Suspension	237	31.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1447

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$720	$15,757	$16,477

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	57	117,464
Average years experience in public schools	9.9	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	70.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	758:1	282:1
Teachers to Administrators	57:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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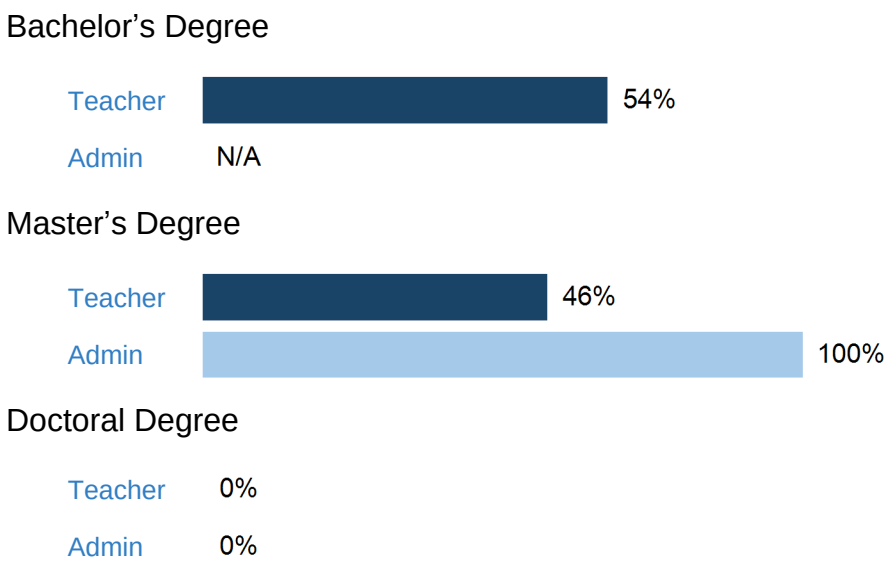
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	54.4%	100.0%
Male	45.6%	0.0%
White	56.1%	0.0%
Hispanic	22.8%	0.0%
Black or African American	15.8%	100.0%
Asian	1.8%	0.0%
American Indian or Alaska Native	1.8%	0.0%
Native Hawaiian or Pacific Islander	1.8%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	8.60	15.0%
Mathematics Proficiency	2.87	15.0%
Graduation Rate - 4-Year	7.45	20.0%
Graduation Rate - 5-Year	22.13	20.0%
Progress Towards English Language Proficiency	2.73	20.0%
Chronic Absenteeism	12.07	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	9.39	n/a
Summative Rating: Percentile Rank of Summative Score	4.30	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	**	**	No	**	N	**	**	n/a	Not Met	No
Hispanic	18.93	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	17.79	8.94	No	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	19.94	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	20.50	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	Not Met	Not Met	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Comprised of four career strands: Construction Technology Process Technology Automotive and Retail Services • Edison Academy implements the Positive Behavior Support in School (PBSIS) initiative and competes with SKILLSUSA. • The Academy's cosmetology and barbering programs offer students the opportunity to earn NJ state certification.
Mission, Vision, Theme:	The Thomas A. Edison Career and Technical Academy Promise is to foster excellent citizenship by providing students the opportunity to explore an abundance of career and technical and post secondary options and to prepare them with the skills to achieve success in their chose fields. Our motto is "We are the Chargers and We are Charged up For Success!"
Awards, Recognition, Accomplishments:	For the 2017-2018 school year Thomas A. Edison Career and Technical Academy's graduation rate was 70.5%. As a PBSIS school The Academy presented its school wide implementation of PBSIS and our work toward improving culture and climate to other districts at the PBSIS annual conference. As a career and technical Academy students continue to receive NJ state certification in the areas of cosmetology and barbering. The culinary program is renowned for catering district and city wide events.

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Courses, Curriculum, Instruction:	Programs at the Edison Annex and Edison Main campus are designed to provide a high degree of academic rigor as well as prepare students to learn a skilled trade. In addition to coursework in their chosen field of study students complete a rigorous academic curriculum that includes classes in English mathematics science social studies and world language. Students who take honors and advanced placement courses are a part the Advancement Via Individual Determination (AVID) Program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Thomas A. Edison Academy students participate in sports under the banner of the Elizabeth Public Schools Minutemen.
Clubs and Activities:	To ensure Thomas A. Edison Career and Technical Academy students are provided with a balance between academic and social activities the Academy has the following clubs: multicultural club visual arts club PBSIS Charger Club digital media club National Honor Society environmental club Student Government Association yearbook and class advisory ships. Academy students are active in the SKILLS USA Program.

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Before and After School Programs:	Thomas A. Edison Academy Career and Technical Academy participates in centralized Saturday programs with the other high school academies. We offer APEX Learning for credit recovery Graduate Rate Improvement Program for credit recovery Saturday Attendance Program PARRC Intensification after school tutoring and after school SAT preparation. Certified teachers offer instruction and school based administration oversees the program.
Staff and Professional Learning:	Through our staff development department all certified team members participate in professional development around content area skills and competencies. Team members create professional growth plans to document and demonstrate professional pursuits. Professional development is job embedded and content area driven and centered on using data to identify areas in need of strengthening and implementation of tiered interventions.
Postsecondary Information:	Our students are accepted to 2 year 4 year and technical schools such as: Benedict College Union County College Montclair State University Rutgers University Caldwell College Lincoln Technical Institute and Kean University. Many of students enter various branches of the armed services and choose to enter the workforce. Students who receive special services are included in the DVR program to assist with transitioning after high school.

NJ SCHOOL PERFORMANCE REPORT

THOMAS A. EDISON CAREER AND TECHNICAL ACADEMY
(39-1320-404)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Student Supports and Services:	Students who receive special services receive services outlined by their Individualized Educational Plan (IEP) which includes academic and behavioral interventions counseling and in class support and upon graduating DVRS. English Language Learners receive sheltered instruction and in class support for students who have obtained a certain level of language acquisition. The academy offers guidance support and social services by way of a social worker for school level/based counseling needs.
Student Health and Wellness:	All students are offered a nutritious free breakfast and either free paid or reduced lunch daily. Our school nurse is on call to administer to all health concerns and specific health needs of students. The school nurse provides professional development to teachers and staff on health related topics. Students partake in physical education for one period a day for five days a week and has one 10 week marking period of health. Curriculum covers sports peer collaboration and health wellness.
Parent and Community Involvement:	The Academy offers various opportunities for parents to be involved in our school. We conduct 2 open houses one for current students and parents and another for prospective 9th grade students. During the summer all 9th grade students are invited to 9th grade orientation. Edison encourages parent involvement by way of our PTO and our Annual School Improvement Committee. Parents have access to the districts student portal called PowerSchool to review academic progress and engage with teachers.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the 2017-2018 school year Edison Administered the NJ State culture and climate survey. The survey was administered once during the fall/winter term. According to our C & C survey: 80% of students feel they are treated fairly by the adults in school 85% of students feel there are lots of chances to talk with a teacher one-on-one 88% of staff feel Students at this school get the chance to work independently 78% of staff feel the code of conduct is fair
Facilities:	Thomas A. Edison Career & Technical Academy was built in 1935 and named for the great inventor who worked on many of his major contributions to the scientific and commercial world here in the State of New Jersey. To enhance our our barbering program Edison Academy has created a barbering salon the exterior bay doors to our automotive construction and auto body shops have been updated. The Academy has a staging area for students with themed colored benches and bike racks.

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Other Information:	For the 2018-2019 SY Edison has met the graduation rate expectations outlined by the state of New Jersey. As of June 2018 Edison Academy exited Title I Focus School as indicated by the NJDOE and Federal guidelines. However we are required still to create an Annual School Plan which is a plan to improve the school's graduation rate improve academic achievement and chronic absenteeism. Edison Academy has outlined four improvement goals: to increase proficiency in language arts and math by way of implementing research based strategies and use of data decrease chronic absenteeism rate by strengthening our attendance tracking and monitoring system and discovering alternatives to suspension and to increase the graduation rate by way of intense monitoring and tracking of the graduating cohort. As a result our progress to reach those goals have warranted district wide focus and targeted attention for building administrators teachers students and other stakeholders. We believe our programs offer our students an ideal learning environment by pairing academics with career and technical education. The skills learned Edison Academy prepare our students for real-world work environments where they have the opportunity to continue to excel in their fields of choice. Partnerships with industries have been also developed to assist our students as they transition from high school to the work force. As an Academy we believe in educating the whole child; therefore we have developed programs designed to help students grow academically socially and emotionally. With the Edison Annex it is our goal to intensify our progress monitoring of 9th grade students in efforts to address academic and social emotional concerns Germain to transitioning students.