




Passaic County Technical Institute
2016-2017
Grade Span 09-12

31-3995-050
PASSAIC
PASSAIC COUNTY VOCATIONAL
45 REINHARDT ROAD
WAYNE, NJ 07470-2210

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	906	834	893
10	806	878	827
11	774	768	849
12	761	732	763
Ungraded	109	103	94
Total	3356	3315	3426

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	2014-15	2015-16	2016-17
Female	50%	51%	52%
Male	50%	49%	49%
Economically Disadvantaged Students	50%	68%	50%
Students with Disabilities	15%	14%	14%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	60.7%
White	17.1%
Black or African American	12.1%
Asian	8.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	3426
Shared Time Students	0
Full Time Equivalent	3426

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. All other students are included in Other Languages.

Home Language	% of Students
English	100.0%
Other	0.0%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1739	99.0	60.40	60.40	54.90	60.4	60.9	Met Target†
White	328	98.8	60.10	60.10	63.90	60.1	64.2	Met Target†
Hispanic	1057	99.1	58.10	58.10	39.80	58.1	59.6	Met Target†
Black or African American	194	99.5	55.70	55.70	35.20	55.7	48.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	150	99.3	82.70	82.70	80.70	82.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	10	90.9	60.00	60.00	54.90	57.2	**	**
Female	905	98.7	68.30	68.30	62.20	68.3		
Male	834	99.4	51.80	51.80	48.10	51.8		
Economically Disadvantaged Students	1070	99.1	60.10	60.10	36.20	60.1	59.7	Met Target
Non-Economically Disadvantaged Students	669	99.0	60.80	60.80	65.80	60.8		
Students with Disabilities	216	99.1	11.60	11.60	20.50	11.6	15.6	Not Met
Students without Disabilities	1523	99.0	67.30	67.30	61.90	67.3		
English Learners	11	100.0	*	*	25.20	*	**	**
Non-English Learners	1728	99.0	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	912	758	758	749	5%	9%	23%	47%	16%	63%	52%
White	167	760	760	757	6%	10%	23%	41%	20%	61%	62%
Hispanic	545	756	756	733	5%	10%	24%	48%	14%	61%	35%
Black or African American	110	750	750	730	*	11%	28%	51%	*	56%	30%
Asian, Native Hawaiian, or Pacific Islander	86	778	778	777	*	*	14%	55%	30%	85%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	472	763	763	756	3%	6%	22%	53%	17%	70%	60%
Male	440	753	753	741	7%	13%	25%	42%	14%	55%	43%
Economically Disadvantaged Students	566	758	758	731	4%	9%	24%	49%	14%	63%	32%
Non-Economically Disadvantaged Students	346	759	759	758	5%	10%	22%	45%	18%	62%	62%
Students with Disabilities	109	715	715	714	*	*	*	*	*	*	13%
Students without Disabilities	803	764	764	754	*	*	*	*	*	*	58%
English Learners	10	727	727	690	*	*	*	*	0%	10%	*
Non-English Learners	902	759	759	752	*	*	*	*	16%	63%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	824	754	754	743	9%	12%	21%	43%	15%	58%	46%
White	160	753	753	749	11%	9%	20%	44%	16%	59%	52%
Hispanic	510	752	752	728	9%	12%	25%	42%	13%	55%	34%
Black or African American	84	748	748	725	*	19%	13%	46%	*	56%	31%
Asian, Native Hawaiian, or Pacific Islander	64	773	773	774	*	*	*	50%	30%	80%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	430	762	762	752	7%	8%	18%	47%	20%	67%	54%
Male	394	745	745	734	11%	16%	25%	39%	9%	48%	39%
Economically Disadvantaged Students	501	754	754	726	8%	13%	23%	43%	14%	57%	32%
Non-Economically Disadvantaged Students	323	754	754	751	11%	10%	20%	44%	15%	59%	54%
Students with Disabilities	104	713	713	704	32%	27%	28%	14%	0%	14%	12%
Students without Disabilities	720	760	760	749	6%	9%	20%	48%	17%	64%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	851	748	748	736	12%	12%	24%	42%	10%	52%	38%
White	106	747	747	738	16%	11%	26%	33%	14%	47%	40%
Hispanic	541	747	747	731	11%	14%	25%	41%	10%	51%	34%
Black or African American	91	740	740	728	*	17%	20%	42%	*	48%	30%
Asian, Native Hawaiian, or Pacific Islander	94	763	763	756	*	*	26%	52%	13%	65%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	19	740	740	731	*	0%	*	53%	0%	53%	36%
Female	436	752	752	744	10%	11%	23%	44%	12%	56%	46%
Male	415	744	744	729	14%	14%	25%	39%	8%	47%	31%
Economically Disadvantaged Students	554	747	747	729	13%	11%	26%	42%	9%	51%	32%
Non-Economically Disadvantaged Students	297	750	750	740	11%	14%	22%	40%	13%	54%	42%
Students with Disabilities	129	715	715	709	34%	28%	24%	14%	0%	14%	12%
Students without Disabilities	722	754	754	741	8%	9%	24%	46%	12%	58%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	851	748	748	737	12%	12%	24%	42%	10%	52%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

**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.

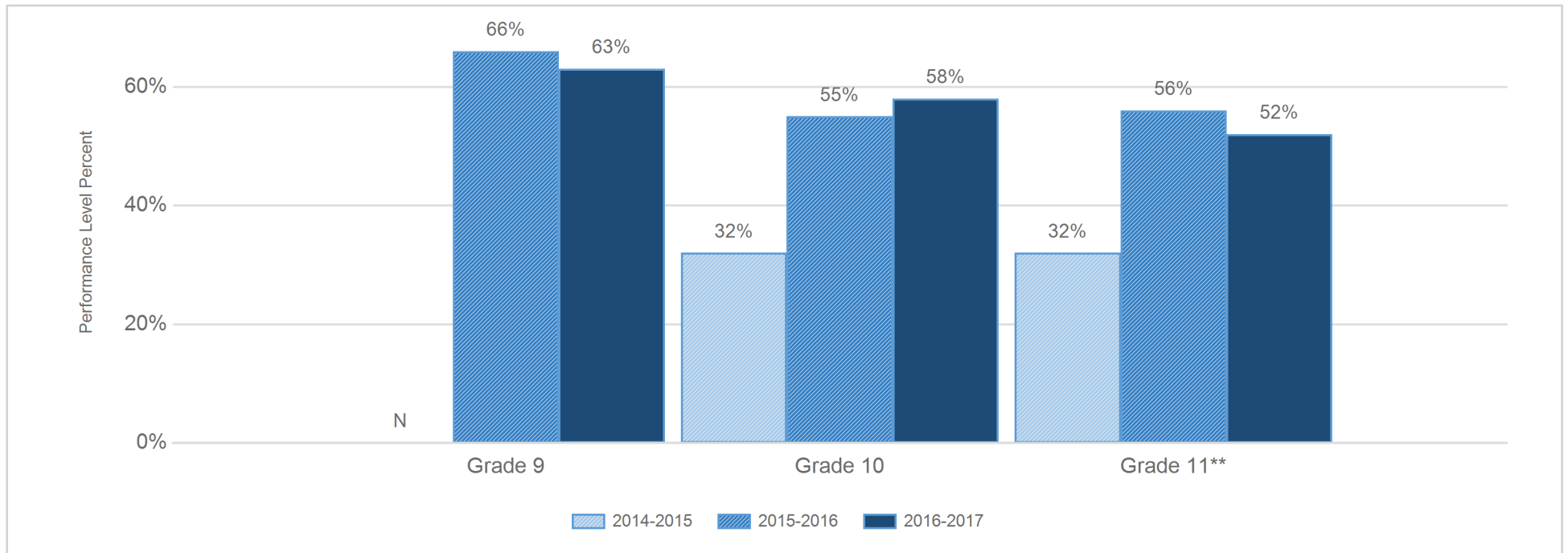


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Mathematics Assessment - Participation and Performance

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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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1683	99.0	44.40	44.40	43.50	44.4	45.3	Met Target†
White	316	98.7	47.20	47.20	52.40	47.2	54	Not Met
Hispanic	1026	99.0	42.30	42.30	27.60	42.3	43.5	Met Target†
Black or African American	186	99.5	30.10	30.10	21.70	30.1	30.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	145	99.3	71.00	71.00	75.60	71	63.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	10	90.9	50.00	50.00	44.90	47.6	**	**
Female	880	98.7	44.80	44.80	44.10	44.8		
Male	803	99.4	43.90	43.90	42.90	43.9		
Economically Disadvantaged Students	1037	99.0	44.60	44.60	25.10	44.6	43.3	Met Target
Non-Economically Disadvantaged Students	646	98.9	44.00	44.00	54.30	44		
Students with Disabilities	176	98.9	*	*	16.50	*	10.9	Not Met
Students without Disabilities	1507	99.0	*	*	48.80	*		
English Learners	11	100.0	18.20	18.20	23.30	18.2	**	**
Non-English Learners	1672	99.0	44.50	44.50	45.20	44.5		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	813	750	750	743	5%	15%	28%	49%	3%	52%	42%
White	141	748	748	751	*	16%	28%	47%	*	50%	52%
Hispanic	504	750	750	728	5%	14%	29%	51%	2%	53%	24%
Black or African American	104	742	742	724	*	20%	33%	39%	*	40%	19%
Asian, Native Hawaiian, or Pacific Islander	60	765	765	774	0%	*	18%	63%	*	72%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	430	750	750	744	*	14%	30%	53%	*	54%	43%
Male	383	750	750	741	*	16%	27%	45%	*	50%	40%
Economically Disadvantaged Students	509	751	751	727	*	14%	29%	51%	*	53%	23%
Non-Economically Disadvantaged Students	304	748	748	751	*	16%	28%	47%	*	50%	52%
Students with Disabilities	98	715	715	714	*	*	*	*	*	*	10%
Students without Disabilities	715	755	755	747	*	*	*	*	*	*	47%
English Learners	10	738	738	708	0%	*	*	*	0%	20%	*
Non-English Learners	803	750	750	745	5%	*	*	*	3%	53%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	719	736	736	734	*	26%	41%	27%	*	28%	30%
White	140	739	739	740	*	23%	37%	34%	*	36%	38%
Hispanic	452	734	734	722	*	26%	44%	24%	*	25%	14%
Black or African American	74	726	726	719	*	45%	39%	*	*	11%	*
Asian, Native Hawaiian, or Pacific Islander	48	754	754	758	0%	*	33%	60%	*	63%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	361	735	735	735	*	26%	41%	27%	*	28%	31%
Male	358	736	736	733	*	26%	42%	27%	*	28%	30%
Economically Disadvantaged Students	444	736	736	721	*	24%	44%	27%	*	28%	13%
Non-Economically Disadvantaged Students	275	735	735	740	*	29%	38%	26%	*	28%	39%
Students with Disabilities	81	713	713	711	*	*	*	*	*	*	*
Students without Disabilities	638	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	827	730	730	725	*	24%	27%	28%	*	29%	28%
White	111	737	737	731	*	25%	20%	35%	*	39%	33%
Hispanic	534	728	728	710	*	24%	30%	26%	*	26%	14%
Black or African American	85	718	718	703	33%	24%	25%	19%	0%	19%	*
Asian, Native Hawaiian, or Pacific Islander	81	747	747	761	*	19%	22%	44%	*	49%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	16	710	710	718	*	*	*	*	0%	13%	25%
Female	455	730	730	725	*	23%	30%	27%	*	28%	27%
Male	372	729	729	725	*	24%	24%	29%	*	30%	29%
Economically Disadvantaged Students	533	728	728	708	*	22%	30%	26%	*	27%	13%
Non-Economically Disadvantaged Students	294	732	732	733	*	27%	23%	32%	*	32%	35%
Students with Disabilities	93	693	693	692	*	*	*	*	*	*	*
Students without Disabilities	734	734	734	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	827	730	730	726	*	24%	27%	28%	*	29%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

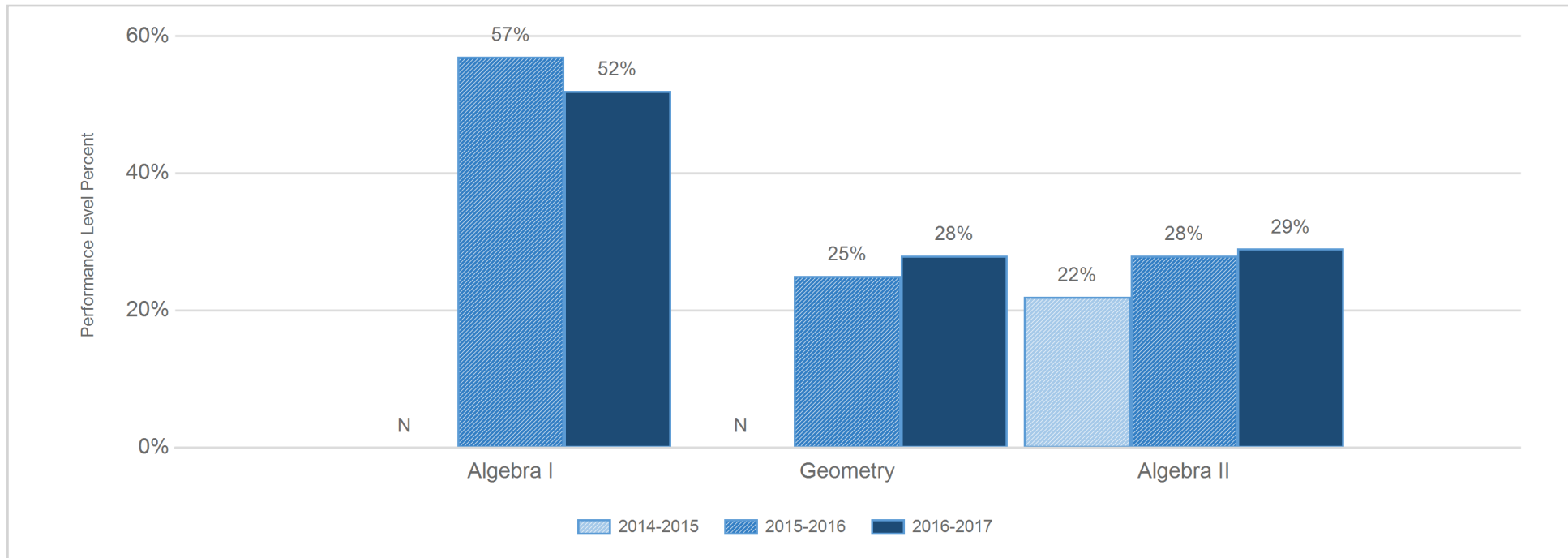


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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 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. The table also shows 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
1	11	81.8%	18.2%
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

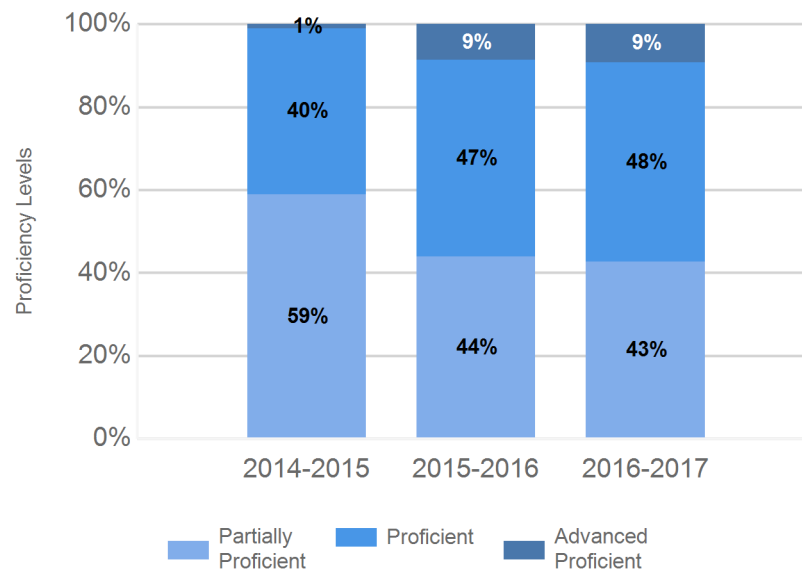
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	9%	48%	43%
White	14%	49%	37%
Hispanic	6%	49%	45%
Black or African American	5%	39%	57%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	4%	38%	59%
Students with Disabilities	N	16%	84%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	28.9%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	29.0%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	505	481	Varies By Grade	81%	67%
PSAT - Math	500	483	Varies By Grade	49%	49%
SAT - Reading and Writing	519	551	480	70%	77%
SAT - Math	527	552	530	47%	58%
ACT - Reading	21	24	22	46%	65%
ACT - English	20	24	18	64%	79%
ACT - Math	21	24	22	43%	65%
ACT - Science	20	23	23	27%	54%



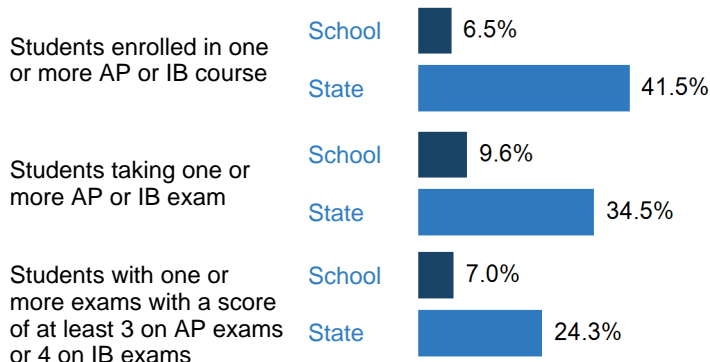
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

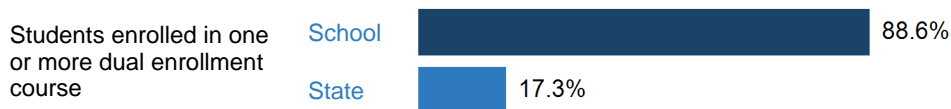
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	5
AP Calculus AB	46	57
AP Calculus BC	10	10
AP Chemistry	0	5
AP Comparative Government and Politics	0	1
AP Computer Science A	11	13
AP English Language and Composition	0	1
AP English Literature and Composition	24	34
AP Environmental Science	0	1
AP Human Geography	0	2
AP Macroeconomics	0	20
AP Microeconomics	0	2
AP Physics 1	0	16
AP Physics C: Electricity and Magnetism	0	17
AP Physics C: Mechanics	0	18
AP Psychology	0	2
AP Spanish Language	31	31
AP U.S. History	14	14
AP World History	0	2
Exams with scores of at least 3 on AP exams or 4 on IB exams		162



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		251



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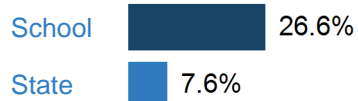
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

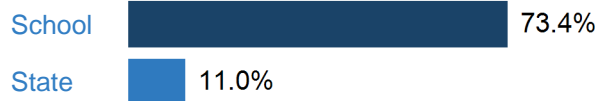
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

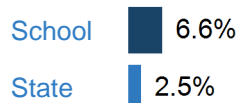
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	21	21
Human Services	18	18
Information Technology	*	*
Manufacturing	*	*
Transportation, Distribution & Logistics	17	17
Total non-duplicated number of students**	72	
Total number of credentials earned in all clusters		72

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	796	130	22	0	0	0	477
10	10	714	141	14	1	0	276
11	6	7	684	123	13	1	384
12	2	0	4	112	95	16	81
Schoolwide	814	851	851	249	109	17	1218
Enrolled in AP/IB Course					56	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	440	0	0	1	469	0
10	560	279	0	8	40	1
11	55	508	0	49	183	126
12	10	9	0	80	46	202
Schoolwide	1065	796	0	138	738	329
Enrolled in AP/IB Course	N	N		N	N	N



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	910	2	0	0	0	0
10	4	3	0	180	1	64
11	0	873	4	31	17	15
12	0	786	16	145	127	74
Schoolwide	914	1664	20	356	145	153
Enrolled in AP/IB Course	0	14	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	210	65	0	0	0	8	81
10	450	128	0	0	0	17	223
11	128	53	0	0	0	7	90
12	201	60	0	0	0	11	106
Schoolwide	989	306	0	0	0	43	500
Enrolled in AP/IB Course	31	0	0	0	0	0	0
Enrolled in Level 3 or Higher	80	27	0	0	0	13	78
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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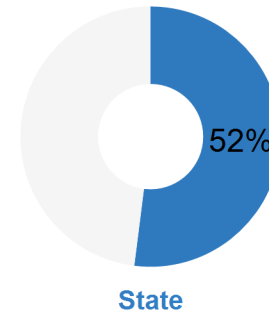
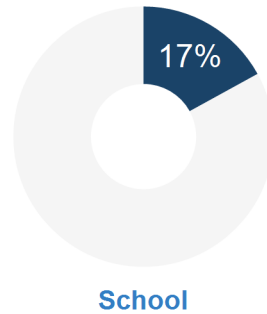
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Visual and Performing Arts – Course Participation

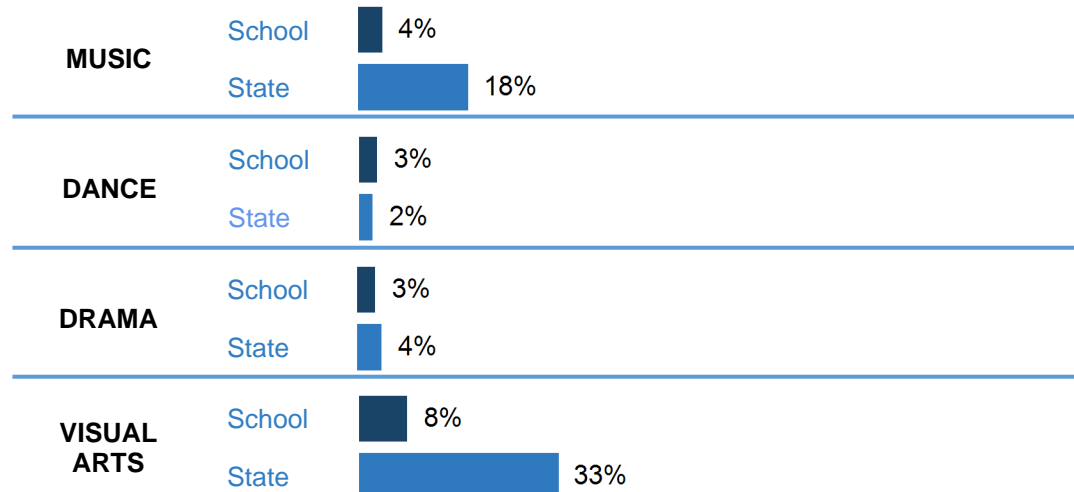
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	98.6%	90.5%	98.3%	91.8%	97.9%	N	Met Goal	99.1%	N	Met Goal
White	100.0%	94.5%	*	95.1%	*	N	Met Goal	*	N	Met Goal
Hispanic	*	84.3%	98.0%	86.3%	97.8%	N	Met Goal	99.2%	N	Met Goal
Black or African American	99.2%	83.4%	99.2%	85.3%	99.2%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	98.7%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	98.5%	83.9%	98.0%	85.6%	97.4%	N	Met Goal	98.9%	N	Met Goal
Students with Disabilities	95.2%	78.8%	98.2%	82.1%	96.3%	N	Met Goal	96.1%	N	Met Goal
English Learners	N	76.1%	100.0%	79.7%	100.0%	**	**	N	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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
2017	98.6%	-
2016	97.9%	98.3%
2015	98.4%	99.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.3%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.2%	29.1%	70.9%
White	58.1%	16.5%	83.5%
Hispanic	67.1%	33.7%	66.3%
Black or African American	67.5%	30.1%	69.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.9%	32.3%	67.7%
Students with Disabilities	59.8%	54.7%	45.3%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	72.5%	32.2%	67.8%	78.7%	21.3%	88.6%	11.4%
White	59.2%	27.9%	72.1%	75.4%	24.6%	78.7%	21.3%
Hispanic	76%	37.7%	62.3%	81.6%	18.4%	93%	7%
Black or African American	74.2%	25%	75%	69.6%	30.4%	80.4%	19.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.8%	33.5%	66.5%	80.4%	19.6%	91.2%	8.8%
Students with Disabilities	64.9%	62.5%	37.5%	84.7%	15.3%	90.3%	9.7%
English Learners	*	*	*	*	*	*	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

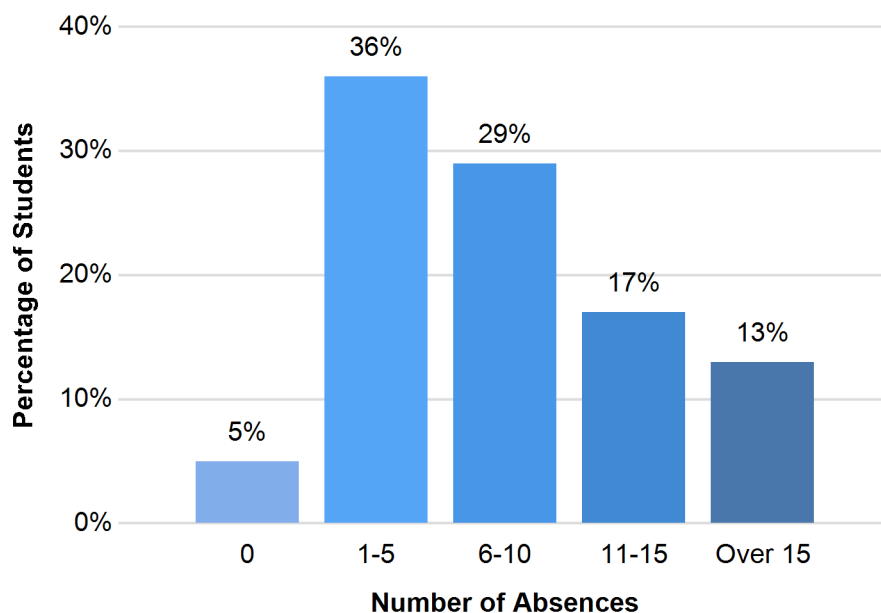
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.30	14.30	Met Target
White	9.70	14.30	Met Target
Hispanic	9.30	14.30	Met Target
Black or African American	10.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	12.80	14.30	Met Target
Economically Disadvantaged Students	12.40	14.30	Met Target
Students with Disabilities	12.60	14.30	Met Target
English Learners	4.80	14.30	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



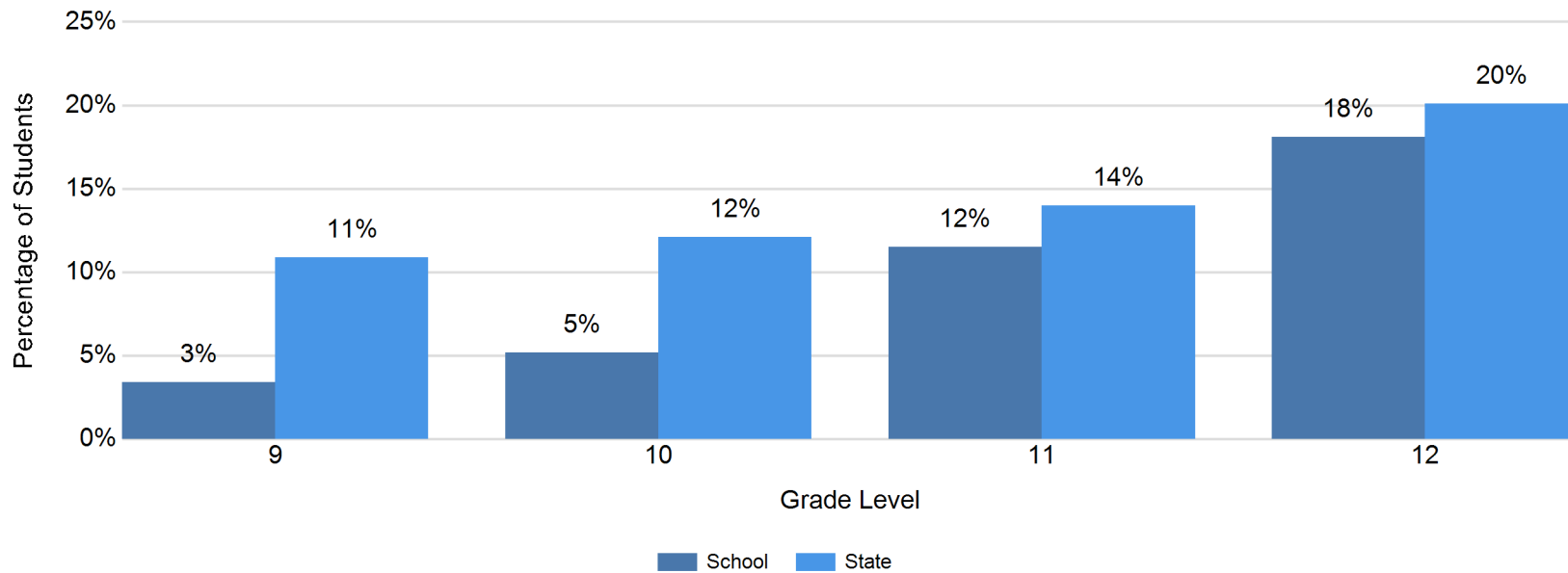


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 51 Mins.
Shared Time - Instructional Time	2 Hrs. 35 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	17
Vandalism	15
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	1.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	15.9%
Out-of-School Suspensions	2.8%
Any Suspension	16.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	32.1 kbps	100 kbps	No	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,105	\$19,061	\$20,166



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	300	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	84%	74%

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	22	9,506
Average years experience in public schools	16.4	15.9
Average years experience in district	13.6	11.6
Administrators in district for 4 or more years	86%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	156:1	156:1
Librarian/Media Specialists		1713:1
Nurses		571:1
Counselors		264:1
Child Study Team		286:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	95%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	76.8	17.5%
Mathematics Proficiency	82.0	17.5%
Graduation - 4-Year	87.3	25.0%
Graduation - 5-Year	92.1	25.0%
Chronic Absenteeism	65.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		82.5
Summative Rating: Percentile rank of Summative Score		90.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	82.5	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
White	59.7	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	89.0	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
Black or African American	90.6	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	64.0	6.2	No	Met Goal	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	93.1	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Students with Disabilities	77.0	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
English Learners	**	**	No	**	**	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Parent	Email Address:	mparent@pcti.tec.nj.us
Address:	45 REINHARDT ROAD WAYNE, NJ 07470-2210	Website:	https://www.pcti.tec.nj.us/
Phone:	(973)790-6000	Facebook:	http://www.facebook.com/PCTI1
		Twitter:	http://www.twitter.com/PCTI1

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • We offer a 1:1 learning environment and are connected for worldwide research and communication. • Students have the opportunity to pursue numerous career paths by enrolling in 1 of 14 specialized Schools and Academies • Twenty-Seven Sport offerings in the BNC with Varsity Wrestling 2017 NJSIAA North 1 Group 5 State Sectional Championship
 <p>Mission, Vision, Theme:</p>	<p>As the largest high school in the State, PCTI provides a safe, diverse, and progressive learning environment promoting educational excellence. We challenge our students to become knowledgeable, productive and socially conscious members of a global society through quality educational programs delivered by a highly skilled and dedicated staff in a nurturing environment. PCTI is recognized by U.S. News & World Report with a Bronze Star for being "One of the Best High Schools in America."</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PCTI's 14 Academy & Schools of programs rec'd national, state & county recognitions! Graphic Arts was honored with the Nat'l Advance CTE Excellence in Action Award & Video Productions rec'd Nat'l Gracie Award from the Alliance for Women in Media. Our partnership with NASA presented Culinary Arts students the 1st place entrée for astronauts in the Int'l Space Station & Manufacturing Tech students designed & created parts for storage lockers. Video Prod rec'd 1st place in NASA Video Challenger.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>PCTI's academic component includes a rigorous academic curriculum preparing students for acceptance at some of the nation's finest four-year colleges and universities. Honors and AP courses are offered in English, Mathematics, and Social Studies. Recognizing the value of preparing our students to succeed in a global society PCTI includes Japanese, Chinese and Arabic language studies in our curriculum. Through our College Connections Program, Students can receive up to 36 college credits!</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys & Girls), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>PCTI student athletes were recognized as one of "50 High School Seniors to Watch" & Passaic County Female Student-Athlete of the Year. NorthJersey.com named Coach Colon Wrestling Coach of the Year. State Champs in Wrestling & Winter Cheer Competition, County Champs in Boys Swimming & Girls Winter Track, Div. Champs in Swimming, Girls Volleyball, Winter Track(B), Wrestling, Spring Track (G&B), NJTAC Tech Champs in B&G XC & B Track. 8 BNC COY, 2 PC COY. Football team finalist in State.</p>
 <p>Clubs and Activities:</p>	<p>Student Council Interact, Astronomy, Gifted & Talented, Engineering, Environmental Science, National History, Mock Trial, Future Business Leaders of America, Choir, Color Guard, Concert Band, Dance Club, Jazz Band, Marching Band, Performing Arts/Choreographers, Performing Arts/Directors, Sign Language Club, Sound Chasers (Acapella Club), Techtones (Vocal Group)</p>
 <p>Before and After School Programs:</p>	<p>ProStart Competition, Future Education Association, Health Occupations Students of America, Skills USA, End Racism and Sexism Everywhere, Gay-Straight Alliance, Leaders Emerging Among Peers, Lindsey Meyer Teen Institute, Junior Reserve Officer's Training Corps</p>








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 <p>Staff and Professional Learning:</p>	<p>Professional Development of our staff includes ongoing support in flipped classroom models using Canvas and Google Classroom, PowerSchool Teacher Pro, and Standards Based Grading. We also use front line education to provide targeted online professional development modules to our staff. Our CTE teachers use an industry advisory board to remain current on industry trends.</p>
 <p>Postsecondary Information:</p>	<p>PCTI graduates are well prepared for their post-secondary education ambitions. Over 65% of our graduates apply to and enroll in four-year colleges and universities. 21% of our graduates elect to continue their studies at a 2 year-college, while the remainder of our graduates proceed directly to full-time employment or enlist in a branch of the United States Armed Forces.</p>
 <p>Student Supports and Services:</p>	<p>The academic program supports English Language Learners by providing specialized instruction in English for grades 9, 10, and 11. Students with disabilities are supported by a child study team which consists of a psychologist, a social worker, a transition coordinator, and a learning disability teacher consultant. Supplemental Educational Services and an Academic Assistance Program support students that struggle academically.</p>
 <p>Student Health and Wellness:</p>	<p>PCTI is staffed with six full-time nurses. Free and Reduced fee breakfast and lunch are served to eligible students. Students are enrolled in a physical education class that meets for three-quarters of the year, and a health class that meets for one quarter of the year. The school employs two student assistance coordinators for students who need assistance in developing coping skills, making positive life-style choices, avoiding risky behaviors, and succeeding in attaining their personal goals.</p>
 <p>Parent and Community Involvement:</p>	<p>The parent teacher student organization meets five times a year and is involved in discussion of student activities and services, building student self-esteem, motivation, and a family dinner night. A parent portal is available through our student information system. All parents receive username/passwords to access students' academic progress. PCTI employs a community liaison who promotes an effective line of communication between the school, the community, and students.</p>



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Facilities:

In addition to Career and Technical education areas that incorporate innovative equipment and technology that meets industry needs and standards, the high school also includes a contemporary black box theater, two Media Centers, a theater-size auditorium, a restaurant "Chez Technique", and a fully functional bank. The athletic facilities include fields (baseball, football, soccer), a track, basketball courts, an indoor competition size pool, a weight room, and an indoor running track.



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Due to our rigorous Career & Technical as well as Academic programs, PCTI students graduate with a total of 167.5 credits which is over the state requirement. The school day starts at 8:10 am and ends at 2:56 pm and consists of nine forty-minute periods. The district uses an affirmative action office to oversee compliance with state and federal laws, including but not limited to, N.J.A.C. 6A:7, Managing for Equality and Equity in Educational Programs and Title IX of the Educational Amendments of 1972 (sex/gender equity in the field of education). The campus security utilizes inside and outside personnel and the campus is outfitted with security cameras. The communications office produces a seasonal newsletter, the Technician, which embraces the many achievements and recognitions of both students, alumni and staff. The Technician is sent to each student’s household, faculty, staff, retirees, alumni, business partners and county agencies. Information is also disseminated through the District’s comprehensive website as well as through social media outlets. Students are accepted through an online application process. A school uniform policy is outlined on the school website and is strictly enforced. Students are provided with a handbook to assist them with compliance to the code of conduct.



Other Information: